

B.1 PROPOSAL FOR EXTENSION PROJECT

PROJECT AKLAT-BASA

A Research-Informed Literacy Extension Program for Enhancing Access to Books and Supportive Reading Spaces among Early-Grade Learners

PART I. PROJECT SUMMARY

A. Title: Project AKLAT-BASA: A Research-Informed Literacy Extension Program for Enhancing Access to Books and Supportive Reading Spaces among Early-Grade Learners

B. Implementer: Josefina H. Cerilles State College (JHCSC), Pagadian Extension Campus – Office of the Library and Information, in coordination with the Community Extension Services and the partner school.

C. Project Team: Project Leader: Shienalie S. Lubon, Licensed Professional Librarian,
JHCSC Pagadian Extension Campus.

Additional Team Members: To be designated from JHCSC faculty/library personnel, student volunteers, and Community Extension Services.

Project Contributors: San Pedro Elementary School principal, Grade 2–3 teachers/reading coordinators, parents/guardians, and other partners or donors, as applicable.

D. Target Group: Grade 2 and Grade 3 learners of San Pedro Elementary School, Pagadian City, particularly learners identified through the school's reading assessment as needing additional access to age-appropriate reading materials and a supportive reading environment.

E. Cooperating Agencies: San Pedro Elementary School, Pagadian City; Schools Division Office/DepEd partners as applicable; and other community, civic, private, or donor organizations that may support the provision of books and reading-space resources.

F. Timeframe: One (1) year from project approval and coordination with the partner school. The period covers preparation, consultation, resource mobilization, Reading Nook enhancement, implementation of reading activities, monitoring, evaluation, and sustainability planning.

G. Financial Requirement: Proposed estimated project cost: PHP100,000.00, subject to final costing, availability of funds, procurement rules, and possible in-kind donations or counterpart support.

H. Impact Statement: Project AKLAT-BASA is expected to improve Grade 2–3 learners' access to age-appropriate books and a safe, attractive, and functional reading space. By translating existing reading-assessment evidence into a practical extension response, the project seeks to strengthen reading engagement, encourage regular reading practice, support teachers' literacy activities, and contribute to a more sustainable school reading culture. The project aligns particularly with JHCSC's extension agenda on empowered communities and effective public service, research-driven and SDG-based initiatives, literacy development, and partnerships.

I. Summary: Project AKLAT-BASA is a research-informed literacy extension initiative designed in response to identified reading needs among Grade 2 and Grade 3 learners of San Pedro Elementary School, Pagadian City. The project will provide age-appropriate books and establish/enhance a Reading Nook within the school's reading center building. The intervention will combine resource provision with guided reading, storytelling, independent reading, and other literacy-support activities. Implementation will be carried out collaboratively by JHCSC and the partner school. Monitoring will document the distribution and utilization of resources, learner participation, use of the Reading Nook, teacher feedback, and

emerging literacy-related outcomes. A sustainability mechanism will be developed with the school to maintain the collection and reading space after the formal extension period.

PART II. PROJECT DETAILS

A. Background and Justification

Reading is a foundational skill through which children access information, participate in classroom learning, and develop the capacity to learn independently. For early-grade learners, reading development requires sustained opportunities to practice word recognition, fluency, vocabulary, and comprehension in both formal instruction and supportive learning environments.

DepEd's Comprehensive Rapid Literacy Assessment (CRLA) is designed as a diagnostic assessment for Grades 1 to 3 to understand learners' reading profiles and provide a basis for grouping and targeted intervention. The CRLA guidance specifically describes the assessment as a means of understanding reading needs so that appropriate support can be provided. [\[cite\turn0search50\turn0search48\]](#)

The proposed extension project responds to the results of the reading assessment conducted among Grade 2 and Grade 3 learners of San Pedro Elementary School. The assessment findings have indicated a need for additional literacy support, particularly improved access to appropriate reading materials and a more supportive physical reading environment. Rather than treating the assessment as an endpoint, Project AKLAT-BASA translates the evidence into a concrete community extension response.

The intervention is consistent with the current direction of Philippine basic education toward strengthening foundational literacy. DepEd's Academic Recovery and Accessible Learning initiatives emphasize targeted reading support, appropriate teaching and learning materials, monitoring, and sustainability. [\[cite\turn0search49\turn0search0\]](#) DepEd has also highlighted the value of access to reading materials and supportive literacy activities for early-grade learners. [\[cite\turn0search2\]](#)

The project will therefore establish or enhance a Reading Nook in the school's reading center building and provide a curated set of age-appropriate books. The Reading Nook will not function simply as a storage area for donated books. It will be developed as an accessible learning space where children can read independently, participate in storytelling and read-aloud sessions, engage in guided reading, and interact with teachers and peers around books.

Project AKLAT-BASA adopts a research-to-extension cycle: assessment of need, evidence-informed intervention, resource utilization, monitoring, evaluation, and sustainability. This approach strengthens the relevance of the extension service because the intervention is directly linked to an identified community need rather than being a stand-alone donation activity.

A.1 Alignment to Global, National, and Institutional Frameworks

A.1.1 S.D.G. (Sustainable Development Goal)

The project primarily supports SDG 4: Quality Education, particularly Target 4.1, which calls for quality primary education leading to effective learning outcomes. SDG 4.1.1 specifically includes minimum proficiency in reading for children in Grades 2/3 and at the end of primary education. Project AKLAT-BASA contributes to this agenda by improving access to reading resources and a supportive learning space for early-grade learners. [\[cite\turn0search8\]](#)

A.1.2 A.C.H.I.E.V.E.

The project aligns with A.C.H.I.E.V.E. through Advanced and Accessible Lifelong Learning, Harmonized SDG-Based Research and Innovation, Empowered Communities and Effective Public Service, and Integrated Real-Time Data and Analytics. The project uses existing assessment evidence to guide a

literacy intervention, strengthens a partner school's learning resources, and documents utilization and outcomes.

A.1.3 R.E.S.I.L.I.E.N.T.

Project AKLAT-BASA aligns with R.E.S.I.L.I.E.N.T. through Research-driven, SDG-based, and industry-responsive education; Empowered Communities and Effective Public Service; Learning Excellence anchored in Quality Assurance, accreditation and Partnerships; Enhanced research culture with global relevance and innovation impact; Nurtured Professional Excellence; and Technology Integration and Infrastructure Development where applicable. The project translates research evidence into a practical community intervention and builds a partnership between JHCSC and the elementary school.

A.1.4 T.A.B.A.N.G.E.

The project directly aligns with Technology and Literacy Initiatives under T.A.B.A.N.G.E. It also supports Adopt a Community through sustained partnership with San Pedro Elementary School and contributes to community empowerment by improving access to literacy resources and learning opportunities.

B. Specific Objectives

- translate the findings of the existing reading assessment into a responsive literacy extension intervention;
- provide age-appropriate and needs-based reading books and supplementary literacy materials for Grade 2 and Grade 3 learners;
- establish or enhance a child-friendly Reading Nook within the school's reading center building;
- provide opportunities for independent, guided, and shared reading through structured literacy activities;
- encourage regular utilization of books and the Reading Nook among the target learners;
- strengthen collaboration among JHCSC, San Pedro Elementary School, teachers, parents/guardians, and other community partners in supporting early-grade literacy;
- monitor resource utilization, learner participation, teacher feedback, and emerging literacy-related outcomes; and
- develop a sustainability and resource-management plan to maintain the Reading Nook and reading collection beyond the formal extension period.

C. Logical Framework

Particular	Indicators	Means of Verification	Assumptions
Goal	Improved access to reading resources and a supportive reading environment for Grade 2–3 learners.	Project completion report; photos; inventory; school feedback.	School and community partners continue to support literacy activities.
Purpose	Implement a research-informed literacy extension program through books, Reading Nook enhancement, and literacy activities.	Implementation records; activity reports; attendance/utilization logs.	Learners, teachers, and school personnel participate as scheduled.
Outputs	Reading books provided; Reading Nook established/enhanced;	Book inventory; turnover/acceptance documents; photos;	Resources are procured/donated on time and the space remains

	reading activities conducted; teachers/or school partners oriented; sustainability plan prepared.	attendance sheets; activity documentation; sustainability plan.	available.
Outcomes	Increased access and utilization of reading resources; increased opportunities for reading practice; positive learner/teacher feedback; improved reading engagement and, where measured, changes in reading assessment results.	Borrowing/use logs; learner engagement checklist; teacher feedback; pre/post assessment where authorized; monitoring report.	Learners regularly use the resources and other instructional factors remain sufficiently stable for monitoring.
Activities	Needs validation; book selection/procurement; Reading Nook planning and enhancement; turnover/orientation; guided reading/storytelling; utilization monitoring; evaluation; sustainability planning.	Activity matrix; procurement records; attendance; monitoring forms; evaluation report.	Partner school provides coordination, space, and personnel support.

D. Methodology

The project will use a participatory, research-informed extension approach. The intervention will begin with validation of the existing reading-assessment findings and consultation with the school principal, Grade 2–3 teachers, and reading coordinators. Resource selection will be based on identified learner needs and age appropriateness. JHCSC and the partner school will jointly prepare the Reading Nook, conduct a formal turnover/orientation, and implement reading-support activities. Monitoring will focus on access, utilization, participation, and feedback. Where permitted by the school and applicable DepEd procedures, reading assessment results may be reviewed before and after the intervention to document changes; the project will avoid attributing changes solely to the extension intervention when other reading programs are operating simultaneously.

Activity	Description	Target Participants	Timeframe	Responsible	Expected Output
1. Coordination and needs validation	Review existing reading-assessment findings; consultation with school administration and teachers; finalize priority needs.	School principal, Grade 2–3 teachers, JHCSC team	Month 1	Project Leader/JHCSC team + School focal person	Validated needs and implementation plan
2. Book/resource selection	Prepare a needs-based list of age-appropriate books and literacy materials; mobilize funds/donations.	JHCSC team,	Month 1–2	Project Leader + resource team	Approved book/resource list
3. Reading Nook planning	Assess available space, prepare layout, identify shelves/seating/signage and reading displays.	School personnel, JHCSC team	Month 2	Project Leader + school focal person	Reading Nook plan
4. Procurement/donation and setup	Acquire books and materials; install shelves/seating; organize and label resources.	JHCSC team, school personnel, partners	Month 2–3	Project Team + partners	Functional Reading Nook and organized collection
5. Turnover and orientation	Formal turnover of books and Reading Nook; orient teachers and learners on use,	Learners, teachers, parents/guardians, partners	Month 3	Project Leader + school	Turnover completed; users oriented

	care, and access.				
6. Reading activities	Read-aloud, storytelling, buddy reading, independent reading, vocabulary and comprehension activities.	Grade learners 2–3	Months 3–5	Teachers JHCSC volunteers +	Regular literacy sessions and participation records
7. Monitoring and evaluation	Monitor use of books/space, learner participation, teacher feedback, and selected outcome indicators.	Learners, teachers	Months 4–6	Project Team	Monitoring and evaluation report
8. Sustainability planning	Develop resource management, book care, replenishment, scheduling, and partnership mechanisms.	School and JHCSC partners	Month 6	Project Leader + school administration	Sustainability plan

E. Line-Item Budget

Budget Item	Particular Item	Estimated Cost (PHP)	Total (PHP)
1. Operating Cost	1.1 Supplies – reading materials, labels, organizers, art/display materials	3,000	3,000
	1.2 Communication – coordination and communication expenses	1,500	1,500
	1.3 Documentation – printing, certificates, monitoring forms, photo documentation	10,000	10,000
	1.4 Others – basic Reading Nook materials, bookshelves, bean bag and minor setup needs	30,000	30,000
	Books/reading resources – age-appropriate storybooks, leveled readers, informational and literacy-support materials	39,500	39,500
2. Travel Costs and Food	2.1 Fare – local transportation for project coordination/implementation	3,000	3,000
	2.2 Food Expense – modest support for scheduled extension activities	3,000	3,000
	2.3 Others	0	0
3. Miscellaneous	Contingency and minor unforeseen project requirements	10,000	10,000
		TOTAL	100,000

F. Monitoring, Evaluation, and Sustainability

Monitoring will document whether the planned resources and activities are delivered and used as intended. Key indicators will include the number and types of books provided, functionality of the Reading Nook, number of literacy activities conducted, learner participation, book/resource utilization, teacher feedback, and identified changes in reading engagement. Where an appropriate and authorized assessment is available, the school may provide aggregate pre- and post-intervention reading data for program evaluation.

Sustainability will be pursued through a designated school focal person, a simple book inventory and care system, scheduled Reading Nook use, teacher-led reading activities, periodic review of damaged or outdated materials, and continued resource mobilization through school and community partnerships. The project will also encourage the school to integrate the Reading Nook into its existing literacy activities and school improvement mechanisms.

G. Expected Extension Outcomes and Impact

- Grade 2–3 learners have increased access to age-appropriate reading books and supplementary literacy resources.
- A functional and child-friendly Reading Nook is established or enhanced in the school's reading center building.
- Learners are provided with more opportunities for independent, guided, and shared reading.
- Teachers gain an additional resource and learning space that can complement classroom reading instruction.
- The school has a documented system for managing, utilizing, and sustaining the reading collection and Reading Nook.
- JHCSC strengthens its role in translating research evidence into a responsive community extension service.

H. Proposed Sustainability Mechanism

- Designation of a school Reading Nook focal person or reading coordinator.
- Maintenance of an updated inventory and simple borrowing/use monitoring system.
- Scheduled Reading Nook sessions integrated into the school's existing reading activities.
- Book care and user orientation for learners and teachers.
- Annual or periodic needs assessment to guide collection replenishment.
- Continued partnership and resource mobilization among JHCSC, the school, parents, community stakeholders, and potential donors.

References

- Department of Education. (2025). Academic Recovery and Accessible Learning Program in Reading for Key Stages 1 to 3. Department of Education, Philippines.
- Department of Education. (2024). Comprehensive Rapid Literacy Assessment (CRLA) FAQs. Department of Education/ABC+: Advancing Basic Education in the Philippines.
- Department of Education. (2024). DepEd Order No. 009, s. 2024: Implementing guidelines on the revised assessment of learning in the K to 12 basic education program. Department of Education, Philippines.
- Department of Education. (2025). DepEd launches the Academic Recovery and Accessible Learning (ARAL) Program to strengthen reading and learning. Department of Education, Philippines.
- United Nations Department of Economic and Social Affairs. (n.d.). Goal 4: Quality education. Sustainable Development Goals. <https://sdgs.un.org/goals/goal4>

J. Documentary Attachments

- Abstract or copy of the reading/action research output used as the basis for the extension program.
- Comprehensive reading assessment report and related paraphernalia/questionnaire, as applicable.
- Parent/guardian consent and learner assent forms, where required.
- Location map of San Pedro Elementary School and the Reading Nook project site.
- Memorandum of Understanding (MOU) or Memorandum of Agreement (MOA) with the partner school and other sponsors/partners, as applicable.
- Proposed book/resource inventory and turnover/acceptance form.
- Photos or layout plan of the Reading Nook before and after enhancement, as applicable.
- Other relevant documents required by JHCSC Community Extension Services.

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