

PROPOSAL FOR EXTENSION PROJECT

J.H. Cerilles State College – Extension Office

PART I
PROJECT SUMMARY

A. Title:	Research Capability Building and Mentoring Program for DepEd Teachers in San Miguel District: Phase II of the Adopt-a-District Extension Program (ADEP – San Miguel) Project
B. Implementer:	School of Teacher Education J.H. Cerilles State College Mati, San Miguel, Zamboanga del Sur
C. Project Team	Project Leader: Juvie B. Sebial Project Members: Servilliana M. Del Mundo Jezrel V. Verallo Gejzhelle E. Tampos Starr Clyde L. Sebial Ralph R. Magumpara Jelie R. Sudiang Geraldine E. Rivera Ruby R. Redoblado
D. Target Group	DepEd elementary, junior high school, and senior high school teachers in San Miguel District, Zamboanga del Sur who participated in Phase I and/or are engaged in school-based, classroom-based, or action research
E. Cooperating Agencies	Department of Education – San Miguel District Local Government Unit of San Miguel, Zamboanga del Sur
F. Timeframe	one-year implementation period (upon institutional approval)

G. Financial Requirement	₱220,000.00
H. Impact Statement	The project is expected to strengthen a sustainable research culture among DepEd teachers in San Miguel District by moving research capability development beyond seminar participation toward actual research completion, dissemination, and utilization. Through sustained mentoring, technical assistance, research clinics, and scholarly presentation opportunities, teacher-participants are expected to improve their competence and confidence in conducting evidence-based inquiries responsive to classroom, school, learner, and community needs. In the long term, the project seeks to contribute to more informed educational decision-making, improved instructional practices, stronger school-based research productivity, and sustained collaboration among J.H. Cerilles State College, DepEd–San Miguel District, and the Local Government Unit of San Miguel.
I. Summary	The Research Capability Building and Mentoring Program for DepEd Teachers in San Miguel District: Phase II of the Adopt-a-District Extension Program is a continuation of the Research Capability Building Seminar-Workshop Series implemented by the School of Teacher Education of J.H. Cerilles State College in partnership with DepEd–San Miguel District and the Local Government Unit of San Miguel. Phase I provided participating teachers with foundational and applied competencies in research problem identification, research design, research question formulation, action research, research agenda alignment, intervention development, quantitative and qualitative methodology, ethics, and research utilization planning. Building on these accomplishments, Phase II will provide sustained mentoring and technical assistance intended to facilitate the refinement, implementation, completion, presentation, dissemination, and utilization of teacher-led research. The project will employ research mentoring clinics, technical consultation, peer and expert review, data-analysis assistance, research-writing support, presentation coaching, and research dissemination activities. The program will be jointly implemented by J.H. Cerilles State College, DepEd–San Miguel District, and the Local Government Unit of San Miguel, consistent with the collaborative arrangements established under the existing ADEP partnership. Monitoring and evaluation will focus not only on participation but also on the development, completion, presentation, and potential utilization of research outputs. Through this progression, the

	project aims to strengthen teacher research capability, increase research productivity, and contribute to the development of a sustainable and evidence-informed research culture within San Miguel District.
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PART II
PROJECT DETAILS

A. Background and Justification.

Research is an important mechanism through which teachers systematically examine problems arising from classroom instruction, learner performance, school processes, and the wider educational environment. Within basic education, the value of research becomes more evident when teachers are able not only to identify educational concerns but also to investigate them systematically, develop context-responsive interventions, and use evidence to improve teaching and learning. Developing such capability, however, requires more than isolated exposure to research concepts. Teachers need sustained opportunities to translate research knowledge into actual studies, receive technical guidance throughout the research process, communicate their findings, and eventually apply research-based evidence in their respective schools.

Recognizing this need, the School of Teacher Education of J.H. Cerilles State College, through the Adopt-a-District Extension Program (ADEP) and in partnership with DepEd–San Miguel District and the Local Government Unit of San Miguel, initiated the Research Capability Building Seminar-Workshop Series for DepEd Teachers in San Miguel District. The original project was designed to strengthen the research capability of elementary, junior high school, and senior high school teachers through a series of research-related capacity-building activities. Its project design included preparation, capability building, and monitoring and evaluation as major implementation phases.

The partnership was further institutionalized through a Memorandum of Agreement among J.H. Cerilles State College, DepEd–San Miguel District, and the Municipality of San Miguel. Under the agreement, JHCSC undertook to design and conduct the Research Capability Building Seminar-Workshop Series and provide the necessary institutional and technical support, while DepEd–San Miguel District committed to identify research-capability needs, support project implementation, encourage teacher participation, and participate in monitoring and evaluation. The LGU, meanwhile, committed to provide appropriate linkage and assistance to teacher-beneficiaries, including relevant secondary data and physical or technical support when available. The agreement likewise envisioned research presentation as part of the collaborative undertaking.

Implementation of the first phase began on May 25, 2024 with the initial session, Training Needs Assessment, and MOA signing. The activity enabled participants to formulate initial research questions and identify possible research designs, participants, and data-collection methods. The progress report, however, noted that some teachers still required guidance in narrowing broad educational concerns into specific and feasible research problems.

The succeeding capability-building sessions progressively moved participants toward more substantive research development. On October 9, 2024, the participants worked on the DepEd Basic Education Research Agenda, action research guidelines, problem conceptualization, proposed interventions and innovations, and formulation of working research titles. The progress report documented improved ability among participants to relate identified school and classroom concerns to the Basic Education Research Agenda. At the same time, some outputs still needed further refinement to strengthen the alignment among the identified problem, research purpose, proposed intervention, research design, and working title.

On March 22, 2025, the third session addressed quantitative and qualitative research methods, research ethics, research-utilization planning, writing the context and rationale, and research-writing processes. Participants were able to prepare initial methodological and utilization plans and organize the context and rationale of their proposed studies. The project report nevertheless emphasized that several outputs continued to require technical review, elaboration, and revision. It consequently recommended continued proposal development through coaching, consultation, structured peer or panel review, and consolidation of workshop outputs into full research proposals.

These findings are significant in determining the direction of the proposed second phase. The experience of Phase I demonstrates that seminar-workshops can establish foundational knowledge and enable teachers to initiate research work, but the transition from an initial research idea or proposal to a technically sound, completed, disseminated, and utilized study requires more sustained assistance. Thus, the emerging need is no longer primarily the introduction of research concepts. Rather, it is the provision of a structured mentoring environment through which teacher-researchers can continuously refine and implement their studies, analyze and interpret their data, complete research manuscripts, receive expert and peer feedback, and communicate their findings to relevant stakeholders.

The progress report itself anticipated this progression. The remaining activities of Phase I were designed to include data analysis, abstract writing, preparation for research presentation, and a culminating research colloquium where participants would present their research before evaluators for critiquing, feedback, recommendation, refinement, finalization, or possible implementation. Progress Report Phase II therefore does not duplicate the initial capability-building intervention. Instead, it extends the developmental pathway initiated by Phase I by shifting the emphasis from learning how to conduct research toward being mentored in conducting, completing, presenting, disseminating, and ultimately utilizing research.

Accordingly, the proposed Research Capability Building and Mentoring Program for DepEd Teachers in San Miguel District: Phase II of the Adopt-a-District Extension Program seeks to institutionalize sustained research mentoring and technical assistance for teacher-researchers. The project will employ research mentoring clinics, consultation and technical review, methodological and data-analysis assistance, research-writing support, presentation coaching, dissemination activities, and mechanisms that encourage the utilization of research findings in addressing school and classroom concerns.

The second phase is likewise intended to protect and extend the investment already made in the first phase. Without systematic follow-through, research proposals and preliminary outputs developed

during capability-building activities may remain unfinished or may not progress sufficiently toward application. By providing a pathway from research conceptualization to research completion and utilization, Phase II is expected to increase the likelihood that the competencies acquired during Phase I will translate into tangible research outputs and evidence-informed educational practices.

More importantly, the continuation of the project offers an opportunity to advance ADEP–San Miguel from a training-based extension intervention toward a sustained partnership for research development. Through the continuing collaboration of JHCSC, DepEd–San Miguel District, and LGU San Miguel, the project can contribute not only to individual teacher capability but also to stronger institutional mechanisms for research mentoring, sharing of research outputs, and the use of locally generated evidence in educational decision-making. In this manner, Phase II supports the longer-term objective of nurturing a sustainable research culture among teachers in San Miguel District.

A.1 Alignment to Global, National and Institutional Frameworks

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

SDG 4 – Quality Education and SDG 17 – Partnership for the Goals

The project primarily contributes to **Sustainable Development Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all**. Its focus on research capability building, sustained professional mentoring, and evidence-informed educational practice supports the continuing professional development of teachers. By strengthening teachers' ability to investigate educational problems, design appropriate interventions, evaluate evidence, and utilize research findings, the project ultimately seeks to contribute to improved teaching practices and educational outcomes.

There is also an indirect connection to **SDG 17 – Partnerships for the Goals**, since implementation rests on sustained collaboration among JHCSC, DepEd–San Miguel District, and LGU San Miguel.

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

(Advanced and Accessible Lifelong Learning, Centralized Human Capital Development, Harmonized SDG-Based Research and Innovation, Integrated Real-Time Data and Analytics, Expanded Internationalization Strategies, Vitalized Policies and Governance, Effective and Efficient Public Service)

Centralized Human Capital Development

- The project strengthens the professional capacity of teachers by providing continuing research mentoring, technical assistance, and opportunities for scholarly engagement.

Harmonized SDG-Based Research and Innovation

- Teacher-researchers will be supported in undertaking research responsive to identified educational needs and in developing evidence-based interventions that may contribute to improved educational practices.

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

(Research-driven, SDG-based, and industry responsive education, Empowered Communities and Effective Public Service, Strategic student affairs, culture, International Institutional linkages, and development, Learning Excellence anchored in Quality Assurance, accreditation and Partnerships, Inclusive Governance and Vitalized Policies, Enhanced research culture with global relevance and innovation impact, Nurtured Professional Excellence and Workforce Development, Technology integration & Infrastructure Development for Advancement and Real-time Analytics)

Research-driven, SDG-based, and industry-responsive education – through the development of teacher research grounded in actual educational problems;

Empowered Communities and Effective Public Service – by extending JHCSC research expertise to teachers in the adopted district;

Enhanced Research Culture with Global Relevance and Innovation Impact – by supporting research from conceptualization through completion, dissemination, and potential utilization;

Nurtured Professional Excellence and Workforce Development – through continuing research mentoring and professional capability development; and

Learning Excellence anchored in Quality Assurance, Accreditation and Partnerships – through sustained collaboration among the College, DepEd–San Miguel District, and LGU San Miguel.

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

(Technology and Literacy initiatives, Agriculture and Aquatic Resources Management, Barangay Empowerment and Good Governance, Adopt a Community, Nutrition and Health Programs, Gender Development and Income Generation, Environmental Resource Conservation and Disaster Risk Reduction)

The project falls most directly under the **Adopt a Community** component of the TABANGE extension framework because it is implemented through the existing Adopt-a-District Extension Program and provides sustained capacity development to DepEd teachers within the adopted San Miguel District.

A secondary alignment may be made with **Technology and Literacy Initiatives** when specific research mentoring activities address literacy, educational technology, or research-related digital tools. However, I would retain **Adopt a Community as the principal TABANGE category** so the alignment remains precise rather than overly broad. The institutional template identifies these among the recognized TABANGE extension areas.

B. Specific Objectives.

Based on the accomplishments and documented needs emerging from Phase I, the proposed Research Capability Building and Mentoring Program for DepEd Teachers in San Miguel District: Phase II of the Adopt-a-District Extension Program shall aim to:

- 1. provide sustained research mentoring and technical assistance to participating DepEd teachers in refining, implementing, and completing their school-based, classroom-based, or action research;
- 2. strengthen participants’ competencies in research methodology, data analysis and interpretation, research writing, and scholarly presentation through structured research clinics, consultation, and expert feedback;
- 3. facilitate the completion of research outputs developed or initiated during Phase I through scheduled mentoring sessions, technical review, and revision mechanisms;
- 4. support the presentation and dissemination of completed research outputs through a district-level research colloquium and other appropriate research-sharing platforms;
- 5. promote the utilization of research findings in improving classroom instruction, learner support, school processes, and other identified educational concerns within San Miguel District; and
- 6. strengthen the sustainability of research capability development by enhancing collaboration among J.H. Cerilles State College, DepEd–San Miguel District, and the Local Government Unit of San Miguel and by encouraging the development of local research mentoring mechanisms among teacher-researchers.

C. Logical Framework.

Particular	Indicators	Means of Verification	Assumptions
Goal: Strengthened and sustained research culture among DepEd teachers in San Miguel District	Increased number of teacher-researchers who complete, present, disseminate, and utilize research outputs	Project completion report; research manuscripts; colloquium proceedings; utilization reports; monitoring records	Continued institutional support from JHCSC, DepEd, and LGU; sustained teacher participation
Purpose: Provide sustained mentoring and technical assistance that enables teachers to move from research conceptualization toward research completion and utilization	Majority of participating teacher-researchers progress from proposal or initial research output to completed or presentation-ready studies	Mentoring logs; revised proposals; completed manuscripts; adviser/mentor evaluation forms; progress monitoring sheets	Participants maintain active engagement and comply with mentoring requirements
Outputs: Refined proposals; completed or substantially developed research manuscripts; data-analysis outputs; presentation materials; colloquium presentations; research-utilization plans	Target number of outputs produced and reviewed within the project period	Research outputs; technical review forms; presentation slides/posters; certificates; colloquium program; utilization plans	Participants have access to research data, school records, and institutional support required for study completion

Particular	Indicators	Means of Verification	Assumptions
Outcomes: Improved research competence, increased research productivity, enhanced confidence in research presentation, and stronger use of evidence in educational practice	Improvement in research-related performance based on pre/post assessment or rubric-based evaluation; increased proportion of participants producing completed research outputs	Pre/post assessment results; research rubrics; participant feedback; output tracking; utilization documentation	Mentoring inputs are responsive to the varying research needs of participants
Activities: Research orientation and re-entry assessment; mentoring clinics; methodological and statistical consultation; qualitative analysis support; research writing and revision; peer/expert review; presentation coaching; research colloquium; research utilization planning; monitoring and evaluation	Activities conducted according to approved schedule; required attendance and outputs achieved	Attendance sheets; session reports; mentoring records; workshop outputs; photos/documentation; evaluation forms	Availability of mentors, resource persons, venue, logistical support, and participants

D. Methodology.

Activity	Description	Target Participants	Timeframe	Responsible	Expected Output
1. Phase II Re-Entry Orientation and Research Status Mapping	Conduct an orientation on the scope, expectations, mentoring process, and output requirements of Phase II. Participants will present the current status of their research outputs developed during Phase I. A	Phase I teacher-participants and other identified DepEd teacher-researchers in San Miguel District	Month 1	Project Leader and Project Team; DepEd research coordinators	Participant research profiles; research status matrix; individualized mentoring needs

Activity	Description	Target Participants	Timeframe	Responsible	Expected Output
	research status mapping tool will be used to classify outputs according to stage of development, such as proposal refinement, implementation, data analysis, manuscript writing, or presentation preparation.				
2. Research Proposal Refinement Clinic	Provide focused mentoring on research problem formulation, alignment of objectives and research questions, conceptual or theoretical framing, methodology, instruments, ethical considerations, and feasibility of implementation. Participants will revise their proposals based on mentor feedback.	Teacher-researchers with proposals requiring refinement	Months 1–2	JHCSC research mentors; invited research specialists; DepEd research coordinators	Revised and technically reviewed research proposals
3. Research Implementation and Ethics Consultation	Guide participants in implementing approved studies, including sampling, data-collection procedures,	Teacher-researchers implementing approved or refined studies	Months 2–5	Project Team; research mentors; relevant DepEd personnel	Implementation plans; data-collection documentation; monitoring records

Activity	Description	Target Participants	Timeframe	Responsible	Expected Output
	instrument administration, documentation, ethical compliance, and management of research-related issues encountered in the field.				
4. Quantitative Data Analysis Clinic	Provide hands-on technical assistance in data organization, coding, selection of appropriate descriptive or inferential statistical procedures, interpretation of results, and preparation of tables and figures.	Participants conducting quantitative or mixed-method research	Months 4–6	Faculty members with competence in quantitative research/statistics	Cleaned datasets; analysis outputs; interpreted quantitative results
5. Qualitative Data Analysis Clinic	Assist participants in organizing qualitative data, coding, categorization, thematic analysis, interpretation, and presentation of findings while maintaining consistency with their research questions and methodological design.	Participants conducting qualitative or mixed-method research	Months 4–6	Faculty members with competence in qualitative research	Coding matrices; themes/categories; interpreted qualitative findings
6. Research Writing and Manuscript	Conduct structured writing sessions focusing on presentation of	Teacher-researchers with available data or	Months 6–8	Project Team; research mentors	Draft or substantially completed

Activity	Description	Target Participants	Timeframe	Responsible	Expected Output
Development Clinic	results, discussion of findings, conclusions, recommendations, abstract preparation, referencing, and overall manuscript coherence. Participants will work directly on their own manuscripts during the sessions.	preliminary findings			research manuscripts
7. Technical Review and Mentoring Conference	Subject research outputs to scheduled one-on-one or small-group mentoring sessions and technical review. Feedback will cover content, methodology, analysis, presentation, and compliance with research requirements. A revision-monitoring mechanism will be used to document participant responses to recommendations.	All active Phase II teacher-researchers	Months 7–9	JHCSC mentors; invited research reviewers; DepEd research personnel	Technical review forms; revision matrices; improved manuscripts
8. Research Presentation and	Prepare participants for scholarly presentation by	Participants with completed or near-	Months 9–10	Project Team; invited presentation	Final abstracts; research presentation slides/posters;

Activity	Description	Target Participants	Timeframe	Responsible	Expected Output
Communication Workshop	providing guidance on abstract writing, oral research presentation, poster development, visual presentation of evidence, and response to questions from evaluators or audiences.	completed research		coaches/research specialists	presentation-ready outputs
9. ADEP–San Miguel Research Colloquium	Conduct a district-level research colloquium where participating teacher-researchers present completed or substantially completed studies before research evaluators, education stakeholders, and partner agencies. Presenters will receive technical feedback and recommendations for further refinement or utilization.	Teacher-researchers; DepEd officials; school heads; JHCSC representatives; LGU representatives; invited stakeholders	Month 10 or 11	JHCSC School of Teacher Education; DepEd–San Miguel District; LGU San Miguel	Presented research studies; evaluation results; colloquium documentation; recommendations for refinement and utilization
10. Research Utilization and Action Planning Workshop	Assist researchers in identifying how findings may be translated into instructional strategies, school interventions,	Teacher-researchers with completed research findings	Month 11	Project Team; DepEd school/district representatives	Research utilization plans; dissemination plans; proposed school-based applications

Activity	Description	Target Participants	Timeframe	Responsible	Expected Output
	policy recommendations, program improvements, or follow-up research. Each research team will prepare a feasible research utilization or dissemination plan.				
11. Monitoring, Evaluation, and Phase II Exit Assessment	Evaluate the extent to which project objectives were achieved through output tracking, participant assessment, satisfaction and feedback instruments, mentor evaluation, and review of completed research outputs. The assessment will also identify areas for continuing support and possible sustainability mechanisms.	All Phase II participants and relevant project stakeholders	Month 12	Project Leader and Team; DepEd representatives; Extension Office, as applicable	Phase II accomplishment report; evaluation results; output inventory; sustainability recommendations

E. Line-Item Budget.

Budget Item	Particular Item	Estimated Cost	Total
1. Operating Cost			

Budget Item	Particular Item	Estimated Cost	Total
1.1 Supplies	Bond paper, folders, pens, markers, workshop materials, printing supplies	₱8,000.00	₱8,000.00
1.2 Communication	Internet/data and communication expenses for mentoring coordination and online follow-up	₱3,000.00	₱3,000.00
1.3 Documentation	Printing/reproduction of monitoring forms, mentoring tools, certificates, programs, evaluation instruments, and selected research materials	₱6,000.00	₱6,000.00
1.4 Others	Research colloquium materials, name tags, presentation materials, and incidental operational needs	₱5,000.00	₱5,000.00
Subtotal – Operating Cost			₱22,000.00
2. Travel Costs and Food Expenses			
2.1 Fare	Local transportation for project-team coordination, monitoring, and mentoring visits, when necessary	₱8,000.00	₱8,000.00
2.2 Food Expense	75 participants × ₱400 × 6 major activities	₱180,000.00	₱180,000.00
2.3 Others	Meals/snacks for invited evaluators, mentors, or resource persons during the culminating colloquium, subject to institutional rules	₱5,000.00	₱5,000.00
Subtotal – Travel and Food			₱193,000.00
3. Miscellaneous	Contingency for allowable minor project expenses	₱5,000.00	₱5,000.00
TOTAL ESTIMATED BUDGET			₱220,000.00

PART III
DOCUMENTARY ATTACHMENTS

- A. Copy of the action research output used as the basis for the extension program
- B. Comprehensive assessment report and related paraphernalia (e.g., survey questionnaire)
- C. Consent forms from target beneficiaries
- D. Location map of the project site

- E. Copy of the Memorandum of Understanding (MOU) or Memorandum of Agreement (MOA) with partners and sponsors, if applicable
- F. Other relevant documents