



Republic of the Philippines
Department of Education
REGION XI
SCHOOLS DIVISION OF DAVAO DEL NORTE

Office of the Schools Superintendent

April 23, 2025

DIVISION MEMORANDUM
No. 0095, s. 2025

**SUPPLEMENTAL GUIDELINES FOR THE IMPLEMENTATION OF THE
LITERACY REMEDIATION PROGRAM**

To: Janette G. Veloso, CESO VI - Assistant Schools Division Superintendent
Eduard C. Amoguis, EdD - Chief, Curriculum Implementation Division (CID)
Education Program Supervisors
Public Schools District Supervisors

1. Attached herewith is the DepEd Memorandum No. 34, s. 2025, regarding the **Supplemental Guidelines for the Implementation of the Literacy Remediation Program (LRP) for the Grade 3 Learners classified as Low Emerging Readers in English, which will be conducted from May 13 to June 6, 2025.** This served as your reference. For further inquiries, you may coordinate with the focal person, **Dr. Allen T. Guilaran**, Education Program Supervisor
2. In conducting the different DepEd Programs, Projects and Activities (PPA's), the Equal Opportunities Principle (EOP) and strict safety and healthy protocols shall be observed at all times.
3. Immediate dissemination of this memorandum is desired.




REYNALDO B. MELLORIDA, CESO V
Schools Division Superintendent

CID/eghl



Republic of the Philippines
Department of Education

DepEd MEMORANDUM
No. **034**, s. 2025

APR 12 2025


**SUPPLEMENTAL GUIDELINES ON THE IMPLEMENTATION
OF THE LITERACY REMEDIATION PROGRAM**

To: Undersecretaries
Assistant Secretaries
Bureau and Service Directors
Minister, Basic, Higher, and Technical Education, BARMM
Regional Directors
Schools Division Superintendents
Public and Private Elementary School Heads
All Others Concerned

1. Pursuant to DepEd Order (DO) No. 010, s. 2025, titled Guidelines for the Implementation of the 2025 Department of Education Summer Programs, the Department issues the **Supplemental Guidelines on the Implementation of the Literacy Remediation Program (LRP)**.
2. The LRP aims to provide intensive and structured literacy intervention to Grade 3 learners classified as Low Emerging Readers in English based on the End of School Year (EoS) 2024–2025 Comprehensive Rapid Literacy Assessment (CRLA). The Program shall equip the learners with foundational literacy skills necessary to successfully transition to Grade 4, where English is used as the primary medium of instruction.
3. The program shall be conducted from May 13 to June 6, 2025, during which participating schools shall administer daily two-hour remediation sessions. Learner progress shall be monitored weekly through check-in assessments, with culminating evaluation through the Beginning of School Year (BoSY) CRLA in June 2025.
4. For clarifications or additional information, please contact the **Summer Program Secretariat**, headed by the Office of the Secretary through the Office of the Undersecretary for Operations, Department of Education Central Office, DepEd Complex, Meralco Avenue, Pasig City, through email at ouops@deped.gov.ph or at telephone number (02) 88633-7208.

5. Immediate dissemination of this Memorandum is desired.

By Authority of the Secretary:


ATTY. FATIMA LIPP D. BANONTONGAN
Undersecretary and Chief of Staff

Encl.:

As stated

Reference:

DepEd Order (No. 010, s. 2025)

To be indicated in the Perpetual Index
under the following subjects:

ASSESSMENT
CLASSES
CURRICULUM
LEARNERS
LITERACY
REMEDIATION
READING EDUCATION
TRAINING
TEACHERS

SUPPLEMENTAL GUIDELINES ON THE IMPLEMENTATION OF THE LITERACY REMEDIATION PROGRAM

I. Rationale

Pursuant to the provisions of Republic Act No. 10533, otherwise known as the "Enhanced Basic Education Act of 2013", which mandates the Department of Education (DepEd) to ensure the delivery of quality, accessible, relevant, and liberating basic education for all learners, and in consonance with DepEd Order No. 10, s. 2025, entitled "Guidelines for the Implementation of the 2025 Department of Education Summer Programs", this Memorandum is issued to operationalize the implementation of the Literacy Remediation Program (LRP).

Further, this policy aligns with DepEd's 5-Point Reform Agenda to address the challenges in basic education. Central to this agenda is the creation of an enabling learning environment, the enhancement of efficient learning delivery, and the promotion of learner well-being. Addressing foundational literacy gaps is a critical first step to ensuring that every learner can meaningfully engage with the curriculum and succeed academically. By focusing on early literacy remediation, the Program supports the development of an environment where learners can thrive, empowers teachers through targeted capacity-building initiatives, and contributes to strengthening the efficiency and responsiveness of the learning system. Moreover, by ensuring that struggling readers are provided with the necessary interventions early, the Program promotes the overall well-being of learners and lays the groundwork for building a future-ready, competent workforce in alignment with national development goals.

The results of the End-of-School-Year (EoSY) Comprehensive Rapid Literacy Assessment (CRLA) for School Year 2024–2025 revealed that more than 64,000 Grade 3 learners, or 3.4% of the total Grade 3 cohort nationwide, are classified as Low Emerging Readers in English. Learners in this category demonstrate significant difficulties in letter-sound recognition, decoding, blending sounds into words, and reading grade-appropriate text, thus rendering them highly vulnerable as they transition to Grade 4, where English is the primary medium of instruction across learning areas.

Without timely and appropriate intervention, these learners are at heightened risk of experiencing cumulative academic failure, socio-emotional difficulties, and eventual school dropout, which would further exacerbate existing educational inequities. Recognizing the urgent need for targeted action, the Department deems it essential to implement a structured, standardized, and research-based literacy remediation program to bridge these learning gaps.

Accordingly, the LRP shall serve the following purposes:

- a. To provide systematic and intensive English literacy intervention to Grade 3 learners categorized as Low Emerging, thereby ensuring their successful transition to Grade 4;

- b. To build and strengthen teacher and school leader capacity through focused training on evidence-based remediation strategies and diagnostic literacy assessments; and
- c. To institutionalize a robust monitoring and evaluation framework that will track learner progress, document effective practices, and inform future policy improvements in literacy remediation programs.

In line with the DepEd's Five-Point Reform Agenda, this Program affirms the Department's resolve to deliver quality basic education, promote learner well-being, and enhance instructional excellence.

II. Scope and Coverage

1. Consistent with DepEd Order No. 10, s. In 2025, this Memorandum shall apply to all public elementary schools nationwide with Grade 3 learners classified as Low Emerging Readers in English based on the results of the EoSY 2024–2025 CRLA. Specifically, it covers:
 - a. Target Learners: Grade 3 learners classified as Low Emerging Readers (RED Category) in the CRLA EoSY results, who are set to enter Grade 4 in School Year 2025-2026.
 - b. Participating Schools: All public elementary schools with at least one (1) Grade 3 learner classified as a Low Emerging Reader, except for Region IX, selected divisions of Region 6 and 7 affected by the Mount Kanlaon volcanic unrest and 10 schools participating the 2025 NLC may implement literacy remediation activities using alternative modalities to support identified learners, subject to appropriate safety protocols.
 - c. Program Personnel: School Heads, designated Remediation Teachers, District Supervisors, Division Reading Coordinators, and Regional Officials involved in the implementation, supervision, and monitoring of the LRP.
 - d. Program Duration: The program shall run for four (4) weeks, from May 13 to June 6, 2025, with remediation sessions conducted Monday to Thursday, two (2) hours per day per group.
2. Private schools, state and local universities and colleges (SUCs/LUCs), and Philippine schools overseas (PSOs) offering basic education are encouraged to adopt, align with, or contextualize these guidelines in the implementation of their respective literacy remediation activities, consistent with the thrust to improve foundational literacy outcomes.

III. Definition of Terms

For purposes of this Memorandum, the following terms shall be understood as follows:

1. **Beginning-of-School-Year (BoSY) Assessment** – The administration of the CRLA at the start of the new school year, specifically in June 2025 for School Year 2025–2026, to determine learners' reading proficiency after remediation and to provide comparative data against their EoSY results.

2. Comprehensive Rapid Literacy Assessment (CRLA) – A standardized reading assessment tool administered by the Department of Education for Grades 1 to 3 learners, grouping them into Low Emerging, High Emerging, Developing, Transitioning, and At Grade Level reading profiles based on reading proficiency standards.
3. End-of-School-Year (EoSY) Assessment – The administration of the CRLA at the end of the school year, specifically conducted in March 2025 for School Year 2024–2025, to evaluate learner reading proficiency and identify those requiring targeted remediation.
4. Endline Assessment – The administration of the CRLA EoSY 2024–2025 at the conclusion of the Remediation session to measure learners' literacy progress. To ensure comparability of results, the CRLA EoSY, which served as the baseline assessment, shall be re-administered, and the results shall serve as the Endline Assessment for the LRP.
5. Focus Group Discussion (FGD) – A structured discussion conducted among learners, teachers, or school heads during the remediation period to gather qualitative feedback, surface challenges encountered, and document best practices for program improvement.
6. Learner Activity Sheets (LAS) – Practice worksheets aligned with the remediation curriculum that learners complete during or after sessions to reinforce and build foundational literacy skills.
7. Low Emerging Readers (RED Category) – Learners identified through the CRLA as demonstrating significant difficulties in fundamental reading skills, including letter-sound recognition, blending, decoding simple words, and reading grade-appropriate texts, requiring urgent remediation support.
8. Literacy Remediation Program (LRP) – A targeted intervention program designed to provide intensive, structured literacy instruction to Grade 3 learners classified as Low Emerging Readers in English based on their EoSY CRLA results.
9. Remediation Activity Set (RAS) – A standardized package of instructional guides, daily skills-building activities, and sample exercises provided to Remediation Teachers to facilitate structured literacy remediation sessions.
10. Remediation Session – A four-week intervention period conducted from May 13 to June 6, 2025, during which identified Grade 3 Low Emerging Readers undergo structured daily remediation sessions to strengthen foundational literacy skills.
11. Remediation Teachers – Designated teachers with demonstrated competence and/or training in reading instruction who are tasked with conducting daily remediation sessions during the Remediation Session.
12. Weekly Check-in Assessment – A formative, skills-based assessment administered weekly during the Remediation Session to monitor learner progress in specific reading areas. The Check-in Assessment administered at the end of the second week shall serve as the Midline Assessment to evaluate interim progress and inform instructional adjustments.

IV. Program Objectives

1. The DepEd, consistent with its mandate under Republic Act No. 10533 and in pursuit of the objectives articulated in the Five-Point Reform Agenda under DepEd Order No. 10, s. 2025, hereby adopts the LRP as a targeted intervention to address the foundational literacy deficits of Grade 3 learners classified as Low Emerging Readers.
2. It is the policy of the Department to ensure that all learners acquire the minimum necessary competencies for reading and literacy to effectively access and engage with the curriculum at the next grade level. To this end, the Department shall:
 - a. Implement a structured, focused, and learner-centered remediation program in English literacy for all identified Low Emerging learners;
 - b. Provide capacity-building programs for teachers and school heads on effective reading remediation strategies, assessment, and learner progress tracking;
 - c. Develop and distribute appropriate teaching and learning materials to support literacy remediation;
 - d. Establish robust monitoring, evaluation, and reporting mechanisms to ensure the effectiveness, efficiency, and sustainability of the Program.
3. In the implementation of these guidelines, the Department commits to upholding the principles of equity, quality, responsiveness, and learner-centeredness, ensuring that the most vulnerable learners receive the necessary support to successfully transition to Grade 4 and beyond.
4. The successful implementation of this Program is considered a critical measure in advancing the Department's commitment to improve basic education outcomes, promote learner well-being, and strengthen governance and accountability within the education system.

V. Procedures

1. Per Section VI of DepEd Order No. 10, s. 2025, teachers who voluntarily participate in the conduct of the Program shall be entitled to incentives for services rendered beyond regular school days. Participating teachers shall earn one (1) day of vacation service credit for every six (6) hours of actual teaching, exclusive of the thirty (30)-day maximum vacation service credits allowed annually under DepEd Order No. 013, s. 2024. Certificates of Appreciation may also be awarded, and other incentives may be provided, subject to the availability of funds and applicable government regulations.
2. The implementation of the Program shall be funded through the Program Support Funds (PSF) as stated in Section VII of DepEd Order No. 10, s. 2025, sourced from the remaining EoSY 2024 National Learning Camp (NLC) PSF downloaded to Regional Offices under the GAA Fiscal Year (FY) 2024 Basic Education Curriculum (BEC) Continuing Funds, and the FY 2025 BEC Funds directly released to the Regional Offices. **The allocation list for participating Regional Offices and the Summary of the Budget per activity are provided in Annex E.** The utilization and disbursement of funds shall be subject to

existing budgeting, accounting, auditing, and procurement laws, rules, and regulations. Separate and detailed guidelines on the allocation, release, utilization, and liquidation of the PSF shall be issued to ensure the efficient, transparent, and accountable use of resources for training activities, material production, monitoring and evaluation, and the minimal logistical support necessary for the implementation of the Program.

3. The implementation of the Program shall follow the operational procedures outlined in this Memorandum, covering the phases of preparation, capacity building, and program implementation. Activities shall be carried out by the concerned governance levels in accordance with prescribed timelines, training arrangements, learner remediation sessions, and reporting requirements.

- a. Preparation Phase: The Preparation Phase shall commence immediately upon receipt of this Memorandum and shall be undertaken by all concerned offices and participating schools to ensure readiness for the full implementation of the LRP. The following specific activities shall be completed:

- i. Identification of Target Schools and Learners

- a. Schools Division Superintendents (SDSs), through the Schools Division Reading Coordinators and District Supervisors, shall identify all public elementary schools with enrolled Grade 3 learners classified under the Low Emerging (RED) Category in English based on the End-of-School-Year (EoSY) 2024–2025 Comprehensive Rapid Literacy Assessment (CRLA) results.
- b. The specific learners shall be determined using the CRLA Grade 3 English EoSY score sheet results. **The number of schools, Low Emerging learners, groups formed, and teachers needed by region is provided in Annex A.**
- c. A final list of target schools shall be submitted by the Schools Division Offices (SDOs) to the respective Regional Offices (ROs) for consolidation and submission to the National Educators Academy of the Philippines (NEAP). Learners included in the Low Emerging (RED) Category shall be mandatory participants of the Program.

- ii. Selection and Designation of Remediation Teachers

- a. School Heads shall select and formally designate Remediation Teachers based on the following minimum criteria:
 - Demonstrated competence and experience in reading instruction;
 - Prior training in literacy development, reading remediation, or related programs, if available;
 - Strong facilitation and classroom management skills; and
 - Willingness and commitment to render service under the LRP.

- b. Teachers shall be ranked according to experience and training. The list of designated Remediation Teachers shall be submitted to the SDO for documentation and further training arrangements.
 - iii. Preparation of Learning Resources and Environment
 - a. The Department shall provide Remediation Teachers with a set of materials consisting of:
 - Remediation Activity Sets (RAS);
 - Learner Activity Sheets (LAS);
 - Letter tiles and word cards.
 - b. School Heads shall ensure the availability of suitable learning spaces for small-group instruction, with considerations for ventilation, seating arrangements, and access to learning materials.
 - c. Necessary logistical arrangements, including procurement of additional materials or supplies not provided centrally, shall be facilitated by the schools using available Maintenance and Other Operating Expenses (MOOE) funds, subject to existing budgeting and procurement rules.
 - iv. Learner Profiling and Grouping
 - a. Schools shall review the CRLA results to validate learner profiles.
 - b. Learners shall be organized into small groups composed of seven (7) to 12 learners, grouped according to similar reading ability levels.
 - c. In instances where the number of Low Emerging learners is insufficient to form a group, learners categorized as High Emerging (Orange) Category may be included to complete a remediation group.
 - d. Groupings shall be finalized by the School Head and submitted to the SDO for recording and monitoring purposes.
 - v. Orientation of Parents and Guardians
 - a. School Heads shall organize and facilitate an orientation session for the parents and guardians of target learners prior to the commencement of the Program.
 - b. The orientation shall include:
 - The objectives and schedule of the LRP;
 - Expectations for learner participation and support at home;
 - Explanation of instructional strategies and materials to be used; and
 - The role of parents in reinforcing learning outside remediation sessions.

- c. Attendance sheets and documentation of the orientation shall be maintained by the School Head and reported to the SDO.
- b. Capacity Building Phase: The Capacity Building Phase shall ensure that all designated personnel possess the requisite knowledge, skills, and competencies to implement the LRP with fidelity and effectiveness. This Phase shall cover the national and regional training activities for trainers, teachers, and school heads.
 - i. National Training of Trainers (NToT)
 - a. The Office of the Undersecretary for Operations (OUOPS), in coordination with the National Educators Academy of the Philippines (NEAP) and the Bureau of Learning Delivery (BLD), shall organize the NToT to be conducted from April 27 to May 2, 2025, at a designated venue. **Training Design for the NToT is provided in Annex C.**
 - b. Participants of the NToT shall be composed of:
 - Reading specialists and master teachers with expertise in literacy remediation;
 - Selected regional and division reading coordinators; and
 - Supervisors and technical staff with prior training experience in reading interventions.
 - c. The training content shall include but shall not be limited to:
 - Concepts of reading development and foundational literacy;
 - Diagnostic and formative assessments for literacy;
 - Research-based reading remediation strategies;
 - Use of RAS and LAS;
 - Effective facilitation of small-group instruction; and
 - Progress tracking and learner support strategies.
 - d. Participants who complete the NToT shall serve as Regional Trainers responsible for cascading the training to Remediation Teachers and School Heads at the regional and division levels. **The number of training faculty per region is provided in Annex B.**
 - ii. Regional Roll-Out of Training for Remediation Teachers and School Heads **(See Annex D for the training design of the training for School Leaders).**
 - a. The ROs, through the Regional Training Management Teams, shall conduct the Regional Training of Remediation Teachers and School Heads from May 4 to 9, 2025, using NEAP-recognized facilities or other suitable venues.
 - b. Participants of the Regional Roll-Out shall include:
 - All designated Remediation Teachers;

- School Heads of participating schools; and
 - Division Supervisors assigned to support the implementation of the Program.
- c. The Regional Training shall utilize standardized training packages developed during the NToT and shall cover the following key topics:
- Administration and interpretation of the baseline reading skills inventory;
 - Grouping of learners for remediation;
 - Implementation of remediation sessions using explicit, structured teaching methods;
 - Application of RAS and LAS;
 - Social-emotional support strategies to sustain learner engagement; and
 - Reporting requirements and documentation procedures.
- d. The Regional Offices shall ensure the training is interactive, practical, and application-focused, incorporating simulation exercises and peer coaching sessions.
- iii. Post-Training Preparations
- a. After the completion of the regional training, Remediation Teachers shall be required to:
- Prepare detailed daily session plans aligned with the prescribed remediation strategies and materials;
 - Review and finalize learner groupings based on the baseline reading assessment results;
 - Set up learning spaces and materials for the conduct of the Remediation Session.
- b. School Heads shall:
- Validate the readiness of teachers and learning spaces;
 - Confirm learner enrollment and parent commitment to program attendance; and
 - Coordinate logistical support to address any gaps identified during training debriefing sessions.
- c. SDOs shall provide technical assistance to schools during the post-training preparations to ensure compliance with standards and readiness for the Program implementation.

Table 1: Activities under Capacity Building Phase

Activity	Participants	Schedule	Venue	Facilitators /Trainers	Objectives
National Training of Trainers (NToT)	ROs, Selected Regional Trainers (Master Teachers, Reading Coordinators, Supervisors)	April 28–30, 2025	NEAP Baguio or designated NEAP facility	BLD, NEAP, Reading Experts	Build the capacity of core trainers in reading remediation strategies, diagnostics, and instructional supervision.
Regional Rollout Training for Remediation Teachers and School Heads	SDOs, Designated Remediation Teachers, and School Heads	May 4–9, 2025	NEAP Regional Centers or designated venues	Regional Trainers trained from NToT	Train teachers and school heads on implementing remediation sessions and monitoring learner progress.
Technical Assistance and Coaching Sessions	Remediation Teachers and School Heads	Throughout the Remediation Period (May 13–June 6, 2025)	On-site in participating schools	Division and District Supervisors	Provide on-the-ground coaching and solve instructional or management issues during implementation.
Post-remediation reflective Workshops	Remediation Teachers, School Heads, PSDS	June 2025 (Post-Remediation)	To be scheduled by SDO	SDOs and Regional Office staff	Capture implementation lessons, surface best practices, and plan for future scaling and improvements.

- c. **Implementation Phase:** The Implementation Phase shall operationalize the conduct of the LRP through the structured delivery of remediation sessions, reinforced by regular assessment checkpoints. The activities under this Phase shall ensure the consistent and quality implementation of the Program in all participating schools.

i. **Conduct of the Remediation Session**

- a. All participating schools shall implement the Remediation session from May 13 to June 6, 2025, spanning four (4) weeks of intensive literacy instruction.
- b. Remediation sessions shall be conducted Monday to Thursday, for two (2) hours per day per learner group.
- c. Every Friday, schools shall conduct Learning Action Cell (LAC) sessions for Remediation Teachers to reflect on implementation progress, share strategies, address challenges encountered during the sessions, and plan instructional adjustments for the succeeding week.

- d. Instruction shall be delivered face-to-face in designated spaces within the school premises, ensuring a safe and supportive learning environment.
- ii. Implementation Preparation
 - a. The CRLA EoSY, administered in March 2025, shall serve as the primary basis for learner selection and grouping for the Remediation Session.
 - b. Groupings shall be confirmed based on the CRLA EoSY results, supplemented by initial informal assessments conducted by Remediation Teachers during the first day of the Session.
 - c. The EoSY data shall guide the planning of instructional strategies tailored to learner profiles.
- iii. Instructional Delivery and Use of Materials
 - a. Remediation Teachers shall implement daily instruction emphasizing:
 - Letter-sound recognition;
 - Decoding and blending;
 - Word reading;
 - Vocabulary development;
 - Basic reading comprehension strategies.
 - b. Instruction shall be highly interactive, learner-centered and utilize the RAS, LAS, letter tiles, and word cards.
 - c. Groupings shall be maintained at a maximum of seven (7) to 12 learners per group to ensure focused support.
- iv. Weekly Check-in Assessment
 - a. During the Remediation Session, weekly check-in assessments shall be administered to monitor learner progress.
 - b. These check-in assessments, while aligned to the skills measured by CRLA, shall be distinct and developed specifically for the remediation period.
 - c. The weekly check-ins shall cover:
 - Letter-sound fluency;
 - Decoding of simple words;
 - Word recognition accuracy; and
 - Beginning reading comprehension tasks.
 - d. Results of the weekly check-in assessments shall:
 - Guide daily instructional adjustments;
 - Identify learners requiring additional support; and
 - Be recorded in the learner's Progress Monitoring Sheet.
 - e. Focus Group Discussions (FGDs) and teacher interviews shall be conducted periodically to capture implementation insights.

- v. Continued Remediation Sessions
 - a. Based on weekly check-in results, Remediation Teachers shall refine instructional approaches to address learner needs more effectively.
 - b. Sessions shall continue through Weeks 3 and 4 with a progressive focus on word reading fluency, vocabulary development, and basic comprehension.
 - c. Daily attendance tracking and weekly progress documentation shall be maintained and submitted to School Heads.
- vi. Endline Assessment (End of School Year 2024-2025)
 - a. At the conclusion of the Remediation Session, the EoSY 2024-2025 CRLA Grade 3 English shall be administered again and shall serve as the Endline Assessment.
 - b. School Heads shall oversee the consolidation of endline assessment results and the preparation of final learner profiles.
- vii. Culminating Activities and Final Reporting
 - a. Schools shall conduct a simple culminating activity to recognize learners' participation and progress.
 - b. Remediation Teachers and School Heads shall complete all required reports, including:
 - Accomplishment report;
 - Consolidated learner assessment data;
 - Feedback from FGDs and teacher reflections.
 - c. Final reports shall be submitted to the SDOs for regional consolidation and national reporting.

Table 2: Implementation Phase/ Remediation Sessions

Phase	Timeframe	Key Activities	Assessment Administered	Outputs
Pre-Implementation (Baseline)	Before May 13, 2025	Confirm groupings	CRLA EoSY (Baseline)	Learner grouping validation; Baseline data
Weeks 1-2 (Initial Instruction)	May 13-22, 2025	Literacy instruction (foundational skills focus); Weekly check-ins	Weekly Check-in Assessments	Weekly learner tracking
Midline Assessment	May 23, 2025	Administer CRLA Midline; FGDs and interviews	Weekly Check-in Assessment	Midline data; Implementation feedback

Weeks 3–4 (Adjusted Instruction)	May 26– June 5, 2025	Literacy instruction (word reading, fluency, comprehensio n); Weekly check-ins	Weekly Check-in Assessments	Weekly learner tracking
Endline Assessment and Closure	June 6, 2025	Administer CRLA Post- Test; Conduct culminating activities	CRLA Post- Test (Endline)	Endline data; Final reports and narratives

VI. Roles and Responsibilities

To ensure the effective and consistent implementation of the LRP, the following roles and responsibilities are hereby delineated across governance levels:

1. The DepEd Central Office (CO), through the Office of the Secretary and Office of the Undersecretary for Operations, in coordination with NEAP and the BLD, shall:
 - a. Develop and issue supplemental guidelines, standards, and operational frameworks for the implementation of these guidelines.
 - b. Design, develop, and deploy the RAS, LAS, and Check-in Assessment Tools.
 - c. Lead the conduct of the NToT for identified regional trainers.
 - d. Provide technical assistance to ROs in the conduct of training and program implementation.
 - e. Oversee the nationwide implementation and ensure alignment with policy objectives.
 - f. Develop national monitoring tools and templates for use by all governance levels.
 - g. Analyze and consolidate national reports, including learner progress data from the CRLA BoSY.
 - h. Document and disseminate best practices and lessons learned for policy refinement and program improvement.
 - i. Allocate and release financial resources and materials to support the implementation of the Program.
 - j. Coordinate with external partners and stakeholders to mobilize additional support for program sustainability.
2. The Regional Office, through the Office of the Regional Director in coordination with its Curriculum and Learning Management Division (CLMD) and Human Resource Development Division (HRDD), shall:
 - a. Disseminate these guidelines and ensure regional compliance.
 - b. Organize and conduct the Regional Rollout Training for SDOs, Remediation Teachers and School Head.
 - c. Provide technical assistance to SDOs on capacity building and program implementation.
 - d. Consolidate and submit to the CO the regional monitoring reports, progress tracking data, and financial reports.
 - e. Ensure the timely and accurate submission of learner progress data after CRLA BoSY.
 - f. Conduct regional monitoring and validation visits to assess program implementation fidelity.

- g. Establish and manage a regional technical working group to oversee program quality assurance.
 - h. Address technical queries and operational issues escalated by SDOs.
 - i. Facilitate sharing of good practices and innovations among SDOs.
 - j. Ensure the availability and timely distribution of remediation materials to the SDOs.
3. The Schools Division Office, through the Office of the SDS in coordination with its Curriculum Implementation Division (CID) and School Governance and Operations Division (SGOD), shall:
- a. Cascade and orient Public Schools District Supervisors (PSDSs), School Heads, and Remediation Teachers on the program guidelines.
 - b. Validate the list of target schools and learners eligible for the Remediation Session.
 - c. Assign Division focal persons to supervise the implementation in all schools under their jurisdiction.
 - d. Monitor the conduct of Remediation Sessions through scheduled school visits and regular reporting.
 - e. Collect, consolidate, and submit weekly progress monitoring reports from schools to the RO.
 - f. Provide immediate technical assistance to schools encountering challenges in implementation.
 - g. Review and validate the use of Check-in Assessment Tools and Progress Monitoring Sheets.
 - h. Organize post-program evaluations and learning sessions at the division level.
 - i. Ensure the provision of logistical and material support to schools as necessary.
 - j. Endorse the final program accomplishment reports, including learner progress data and financial liquidation reports, to the Regional Office.
4. The Public Schools District Supervisor (PSDS) shall:
- a. Orient School Heads within the district on the specific operational aspects of the Program.
 - b. Validate the readiness of schools to conduct the Remediation Session before the program starts.
 - c. Provide regular coaching and mentoring support to School Heads and Remediation Teachers.
 - d. Conduct monitoring visits to schools at least once per week during the Remediation Session.
 - e. Validate and assist in interpreting weekly Check-in Assessment results.
 - f. Ensure the timely collection and consolidation of weekly progress monitoring reports.
 - g. Facilitate problem-solving sessions among School Heads to address emerging challenges.
 - h. Organize district-level sharing sessions on best practices and strategies in literacy remediation.
 - i. Ensure the timely submission of district consolidated reports to the SDO.
 - j. Advocate for community and parent involvement in supporting learner literacy activities at the school level.
5. The School Head and Remediation Teachers shall:
- a. Ensure the enrollment and consistent attendance of identified learners in the Remediation Session.

- b. Organize learner groupings based on CRLA EoSY results and initial informal assessments.
- c. Prepare appropriate learning spaces and materials for remediation sessions.
- d. Conduct daily remediation sessions following the prescribed instructional strategies and use of RAS, LAS, and manipulatives.
- e. Administer and record weekly Check-in Assessments for each learner.
- f. Analyze learner progress weekly and adjust instructional approaches accordingly.
- g. Submit timely and complete learner attendance sheets, progress monitoring data, and reports to the PSDS.
- h. Engage parents and guardians through orientations, progress updates, and culminating activities.
- i. Conduct culminating activities that celebrate learner participation and literacy achievements.
- j. Participate actively in school-based FGDs, reflection sessions, and documentation of the remediation experience.

VII. Monitoring and Reporting

1. The DepEd CO, in collaboration with the ROs through the Curriculum and Learning Management Division (CLMD) and the SDOs through the Curriculum Implementation Division (CID), shall oversee the monitoring of the LRP implementation. Monitoring shall be conducted in accordance with a standardized Monitoring and Evaluation (M&E) Framework to ensure fidelity to program objectives, responsiveness to learner needs, and adherence to operational guidelines issued herein.
2. All implementing units are directed to prepare and submit regular progress reports to their respective oversight offices. These reports shall capture, at a minimum, the following information: (1) status of learner participation and attendance in remediation sessions; (2) weekly learner progress based on Check-in Assessments; (3) conduct and results of FGDs and school-level feedback sessions; (4) challenges encountered during remediation sessions and instructional delivery; and (5) corresponding interventions or adjustments undertaken to address identified challenges.
3. The CLMD and CID, together with the PSDS and School Heads, shall gather and consolidate feedback from key stakeholders during the Program's different phases—pre-implementation, actual remediation, and post-remediation. Feedback shall be collected from learners, parents or guardians, Remediation Teachers, School Heads, and local education partners, using standardized feedback instruments. Insights gained from the feedback shall guide the provision of timely technical assistance, the refinement of instructional practices, and the continuous improvement of literacy remediation strategies at the school, district, division, and regional levels.
4. To ensure continuous monitoring during the Program implementation, the Schools Division Offices shall conduct scheduled validation visits to participating schools, review learner progress data weekly, and provide immediate support to schools exhibiting implementation bottlenecks. Regional validation teams, composed of CLMD and SGOD personnel, shall likewise conduct spot checks and technical assistance visits to further ensure compliance with program standards.

5. The DepEd CO, in close coordination with the ROs, shall conduct a terminal evaluation of the LRP following the administration of the BoSY CRLA in June 2025. The evaluation shall assess the effectiveness of the remediation interventions in improving learner reading proficiency, the efficiency of program rollout, and the overall operational integrity of implementation processes. Findings and recommendations from the evaluation shall be used to strengthen subsequent literacy remediation initiatives and to inform broader policy reforms in foundational literacy development under the 5-point reform Agenda.

VIII. References

- Department of Education. (2025) *DepEd Order No. 10, s. 2025, Guidelines for the Implementation of the 2025 Department of Education Summer Programs*. Department of Education.
- Department of Education. (2024). *DepEd Order No. 013, s. 2024, Revised Guidelines on the Grant of Vacation Service Credits for Teachers*. Department of Education.
- Republic of the Philippines. (2013). *Republic Act No. 10533: Enhanced Basic Education Act of 2013*. Official Gazette. <https://www.officialgazette.gov.ph/2013/05/15/republic-act-no-10533/>
- Republic of the Philippines. (2024). *Republic Act No. 11975: General Appropriations Act of 2024*. Official Gazette. <https://www.officialgazette.gov.ph/>
- Department of Education. (2025). *Comprehensive Rapid Literacy Assessment (CRLA) for School Year 2024–2025*. Department of Education, Bureau of Learning Delivery.

Low Emergent Readers in Grade 3 English by Region

Region	Schools Total Count	Schools	Low Emergent Readers	Groups	Teachers Needed
Region I	2413	868	3165	918	879
Region II	2205	800	2330	815	801
Region III	2983	1413	6908	1559	1447
Region IV-A	2763	1376	8293	1633	1441
Region IV-B	1914	763	3122	817	775
Region V	3166	1324	4050	1351	1327
Region VI	3421	1250	4259	1298	1254
Region VII	2959	1004	5054	1147	1041
Region VIII	3655	969	2768	998	972
Region X	2140	804	3360	871	816
Region XI	1747	972	4908	1088	990
Region XII	1745	992	5535	1120	1013
CARAGA	1701	642	1954	657	645
CAR	1539	218	516	220	218
NCR	520	372	3405	503	404
Grand Total	34871	13767	59627	14995	14023

**National Training of Training Faculty for Teachers and School Leaders on the
Literacy Remediation Program**

REGION	NO. OF TRAINING FACULTY PER REGION	
	NO. OF REGIONAL CORE TRAINERS (Teachers)	SCHOOL LEADERS (Principal/Supervisor/ Superintendent)
I	9	3
II	8	3
III	15	3
IV-A	15	3
IV-B	8	3
V	10	3
VI	13	3
VII	13	3
VIII	10	3
X	8	3
XI	10	3
XII	10	3
CARAGA	7	3
CAR	2	3
NCR	4	3
TOTAL	142	45

Indicative Program of Activities for Teachers
LITERACY REMEDIATION PROGRAM
(Bawat Bata Makababasa Program)

NEAP Baguio Teachers Camp, Baguio City | April 27-April 29, 2025

Time		Day 1 (April 27)	Day 2 (April 28)	Day 3 (April 29)	
8:00 a.m. – 8:30 a.m.	Arrival	Preliminaries	Preliminaries / MOL	Preliminaries /MOL	
8:30 a.m. – 9:00 a.m.		Agenda Setting and Overview of the Remediation Program		Strategies for Automaticity and Strategic Reading	Review of strategies in the Remediation Activity Sets (RAS)
9:00 a.m. – 9:30 a.m.					
9:30 a.m. – 9:45 a.m.			AM Break		
9:45 a.m. – 10:30 a.m.		Session: Mind setting	With Return Demo from Participants		
10:30 a.m. – 11:00 a.m.					
11:00 a.m. – 11:30 a.m.		Session: Core Messaging	Operationalizing the Program		
11:30 a.m. – 12:00 p.m.					
12:00 a.m. – 12:30 p.m.		Break: Lunch	Break: Lunch	Break: Lunch	
12:30 p.m. – 1:00 p.m.					
1:00 p.m. – 1:30 p.m.		Walkthrough: Remediation Materials	Strategies for Automaticity and Strategic Reading	Planning and Next steps by Region	
1:30 p.m. – 2:00 p.m. 2:00 p.m.– 2:30 p.m.		Review: Stages of Reading Development			With Return Demo from Participants
2:30 p.m. – 3:00 p.m.					
2:30 p.m.– 3:00 p.m.		Strategies for Strategic Reading	Administering the Check-In Tools and Reporting		
3:00 p.m. – 3:30 p.m.					
3:30 p.m. – 4:00 p.m.					
4:00 p.m. – 4:30 p.m.					
4:30 p.m. – 5:00 p.m.					

Indicative Program of Activities for School Heads
LITERACY REMEDIATION PROGRAM
(Bawat Bata Makababasa Program)
 NEAP Baguio Teachers Camp, Baguio City | May 1, 2025

Time	Session (May 2)
8:00 a.m. – 8:30 a.m.	Preliminaries
8:00 a.m. – 8:30 a.m.	Overview of the Remediation Program
8:30 a.m. – 9:00 a.m.	Understanding the CRLA Results Session: Mind setting
9:00 a.m. – 9:30 a.m.	Session: Mind setting
9:30 a.m. – 9:45 a.m.	
9:45 a.m. – 10:30 a.m.	AM Break
10:30 a.m. – 11:00 a.m.	Profile of Learners in the Low Emerging Category
11:00 a.m. – 11:30 a.m.	
11:30 a.m. – 12:00 a.m.	Understanding the Teacher Perspective Instructional Supervision <ul style="list-style-type: none"> • Guiding Principles • Qualities of a Good Instructional Leader
12:00 p.m. – 12:30 p.m.	Lunch Break
12:30 p.m. – 1:00 p.m.	
1:00 p.m. – 1:30 p.m.	Instructional Supervision <ul style="list-style-type: none"> • Coaching and Mentoring • The Gift of Feedback
1:30 p.m. – 2:00 p.m.	
2:00 p.m. – 2:30 p.m.	Systems Support for LRP
2:30 p.m. – 3:00 p.m.	
2:30 p.m. – 3:00 p.m.	Operationalizing the Remediation Program <ul style="list-style-type: none"> • Core Messages • Roles and Responsibilities of Stakeholders
3:00 p.m. – 3:30 p.m.	
3:30 p.m. – 4:00 p.m.	Operationalizing the Remediation Program
4:00 p.m. – 4:30 p.m.	Roles and Responsibilities of Stakeholders
4:30 p.m. – 5:00 p.m.	

Allocation List per Region and Budget Summary

CONSOLIDATED COMPUTATION

REGION	No. of Teachers (142)	National Training of Training Faculty for Teachers on the National Literacy/Remediation Program	No. of School Leaders (45)	Orientation of School Leaders on the National Literacy/Remediation Program	Regional Rollout Training for Remediation Teachers and School Leaders	NO. OF TEACHERS	Meal Allowance of Teachers During Remediation Activity	TEACHER MATERIALS	LEARNER MATERIALS	TOTAL EXPENSES (per Region and CO)
		April 27-30, 2025		April 30- May 2, 2025	May 4-9, 2025		May 13-June 7, 2025			
		Baguio City		Baguio City	NEAP Regional Centers or Designated Venues		Regional Conduct			
I	9	109,000.00	3	22,900.00	22,711,000.00	879	4,395,000.00	1,323,500.00	1,028,625.00	29,590,025.00
II	8	125,000.00	3	33,400.00	20,813,000.00	801	4,005,000.00	1,206,500.00	757,250.00	26,940,150.00
III	15	181,000.00	3	22,900.00	37,180,000.00	1,447	7,235,000.00	2,175,500.00	2,245,100.00	49,039,500.00
CALABARZON	15	196,000.00	3	25,900.00	36,621,000.00	1,441	7,205,000.00	2,166,500.00	2,695,225.00	48,909,625.00
MIMAROPA	8	157,000.00	3	45,400.00	19,994,000.00	775	3,875,000.00	1,167,500.00	1,014,650.00	26,253,550.00
V	10	181,000.00	3	40,900.00	34,463,000.00	1,327	6,635,000.00	1,995,500.00	1,316,250.00	44,631,650.00
VI	13	280,500.00	3	51,400.00	32,552,000.00	1,254	6,270,000.00	1,886,000.00	1,384,175.00	42,424,075.00
VII	13	280,500.00	3	51,400.00	26,585,000.00	1,041	5,205,000.00	1,566,500.00	1,642,550.00	35,330,950.00
VIII	10	229,000.00	3	55,300.00	25,233,000.00	972	4,860,000.00	1,463,000.00	899,600.00	32,739,900.00
X	8	183,400.00	3	55,300.00	21,060,000.00	816	4,080,000.00	1,229,000.00	1,092,000.00	27,699,700.00
XI	10	229,000.00	3	55,300.00	25,506,000.00	990	4,950,000.00	1,490,000.00	1,595,100.00	33,825,400.00
XII	10	229,000.00	3	55,300.00	26,065,000.00	1,013	5,065,000.00	1,524,500.00	1,798,875.00	34,737,675.00
CARAGA	7	160,600.00	3	55,300.00	16,731,000.00	645	3,225,000.00	972,500.00	635,050.00	21,779,450.00
CAR	2	22,000.00	3	18,400.00	5,668,000.00	218	1,090,000.00	332,000.00	167,700.00	7,298,100.00
NCR	4	53,000.00	3	25,900.00	10,088,000.00	404	2,020,000.00	611,000.00	1,106,625.00	13,904,525.00