



SEP 0 8 2011

DepEd O R D E R  
No. **70**, s. 2011

**GUIDELINES ON THE UTILIZATION OF FUNDS FOR EVERY CHILD A READER PROGRAM (ECARP)**

To: Regional Directors  
Schools Division/City Superintendents  
Heads, Public Elementary Schools  
All Others Concerned

1. The **Every Child A Reader Program (ECARP)** is allotted the **Funds** for the Fiscal Year (FY) 2011 the amount of Twenty One Million, Thirty-Four Thousand Pesos (PhP21,034,000.00). This shall be utilized to support the implementation of *Reading Recovery (RR)* and the administration of *Philippine Informal Reading Inventory (Phil-IRI)* together with the development of the *Philippine Word Lists in English (PWLE)* for Grades I-III Pupils. Enclosed is the description of the ECARP and its implementation components like *RR*, *Phil-IRI* and the *PWLE*.

2. The following are the guidelines on the utilization of the downloaded funds to the regions.

- a. Support funds amounting to Eight Million Five Hundred Thousand Pesos (PhP8,500,000.00) shall be downloaded to Regions I, III, IV-CALABARZON, V, VI, XI, National Capital Region (NCR) and Cordillera Administrative Region (CAR) to augment expenses for the implementation of *RR*. Each of these regions shall receive the amount specified:

	<b>Region</b>	<b>Amount</b>
1.	I	PhP1,125,000.00
2.	III	1,125,000.00
3.	IV-CALABARZON	1,125,000.00
4.	V	1,000,000.00
5.	VI	1,000,000.00
6.	XI	1,000,000.00
7.	CAR	1,125,000.00
8.	NCR	1,000,000.00
	<b>Total</b>	<b>PhP8,500,000.00</b>

- b. Each of these regions shall utilize said amount for the following activities:

- (1) setting-up of the Regional Reading Recovery Centers (RRRCs) following the international guidelines; refurbishment of existing vacant rooms in the regions is highly recommended, *not construction of new structures*;
- (2) expenses on teachers' training such as supplies and materials, food and allowable transportation costs of teachers and some pupils;



- (3) expenses for visits to schools of teachers-in-training, colleague visits and other monitoring visits related to the implementation of RR both in the region and national;
- (4) conduct of advocacy activities;
- (5) management and maintenance of a database;
- (6) procurement of story books for children;
- (7) assistance to schools implementing RR; and
- (8) production and distribution of Phil-IRI assessment tools which should not exceed more than ten percent (10%) of the total downloaded fund.

- c. The allotted amount shall be released to the offices concerned through the Sub-Allotment Release Order (Sub-ARO) by the Budget Division, Department of Education (DepEd) Central Office.
- d. The regions shall be accountable for the disbursement and liquidation of funds. A *Statement of Expenditure* following the required accounting and auditing procedures shall be submitted to the Chief of the Accounting Division, DepEd Central Office, copy furnished the Bureau of Elementary Education (BEE).
- e. Accomplishment report reflecting the Regional Development Plan (RDP) and School Improvement Plans (SIPs) citing activities for RR shall be submitted to the BEE Director for the ensuing years.

3. The ECARP overall budget amounting to PhP21,034,000.00 is allotted to conduct the following activities:

Item	Activity	Budget
<b>Implementation of RR</b>		
1	Downloading of funds to support the implementation of the Reading Recovery in Eight (8) regions, namely: Regions I, III, IV-CALABARZON, V, VI, XI, NCR and CAR)	PhP8,500,000.00
2	Procurement of equipment and furniture for the National and Regional Reading Recovery Centers subject to the approval of fund conversion	500,000.00
3	Procurement of story books for children and teachers training reference materials	7,800,000.00
4	Tutor Development Week and Visit of New Zealand Reading Recovery Trainers	1,700,000.00
5	Leveling of Children's Story Books	800,000.00
6	Monitoring and technical assistance	300,000.00
<b>Development of the PWLE</b>		
7	Inventory of frequently used words in English textbooks	150,000.00
8	Field validation of word lists	236,400.00
9	Finalization of the word lists	150,000.00
<b>Refinement of the Phil-IRI</b>		
10	Refinement/Development of new items/passages in English and Filipino	176,100.00
11	Validation and field testing of the new items	375,000.00
12	Refinement of the Manual and its equivalent forms	136,100.00
13	Refinement of Phil-IRI Database System	210,400.00
	<b>Grand Total</b>	<b>PhP21,034,000.00</b>

4. For more information, please contact the Curriculum Development Division, Bureau of Elementary Education (CDD-BEE), DepEd Complex, Meralco Avenue, Pasig City at telephone no.: (02) 638-4799.

5. Immediate dissemination of and strict compliance with this Order is directed.



**BR. ARMIN A. LUISTRO FSC**  
Secretary

Encl.:

As stated

References:

DepEd Memorandum: No. 37, s. 2010

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

FUNDS  
POLICY  
PROGRAMS  
PUPILS

Madel: DO ECARP  
June 17, 2011/6-20

**(Enclosure to DepEd Order No. 70, s. 2011)**

### **THE EVERY CHILD A READER PROGRAM (ECARP)**

The Every Child A Reader Program (ECARP) is a national program that addresses the thrust of the Department of Education (DepEd) to make every child a reader at his/her grade level. It is designed to equip elementary pupils with strategic reading and writing skills to make them independent young readers and writers. It provides a year-long apprenticeship training to teachers to make them independent problem solvers of literacy problems in their schools. ECARP also provides an assessment tool that will help schools determine the children's reading level as well as the reading profile of the division, regional and national levels. ECARP is implemented through the following components: Reading Recovery (RR), Philippine Informal Reading Inventory (Phil-IRI) and Philippine Word Lists in English (PWLE).

The Reading Recovery (RR) is an early literacy intervention designed to reduce reading and writing difficulties in schools. The intervention provides children who are beginning to fall behind in reading and writing to give them a second chance. It identifies those children having difficulty, before problems become complicated, and provides specialized one-to-one assistance from a teacher trained in RR procedures. Appropriate learning can be established in a short time and the hardest-to-teach six-year old children catch up with the average performance of their classmates. The RR also provides training to teachers in order to ensure that a school has an expert assistance available to provide intensive, individual help, for the few children not making satisfactory progress.

The Philippine Informal Reading Inventory (Phil-IRI) is the assessment component of ECARP. It is a nationally-validated assessment tool for measuring the reading proficiency level of public elementary pupils in both English and Filipino languages. New set of assessment tools are reproduced and distributed in a yearly basis. Utilization of the tool started in SY 2004-2005 up to the present as pre-test and post test for every school year. The Phil-IRI database system was launched in 2009 which serves as repository of data posted in the Phil-IRI website: [www.phil-iri.com](http://www.phil-iri.com). The results present the reading profile of public elementary schools nationwide. Likewise, the data from the assessment will serve as basis for designing appropriate intervention at the school, division, regional and national levels.

As part of the assessment component of ECARP, the PWLE shall be developed this year. This is made up of the most frequently used words in English textbooks from Grades I to III. Part of the development process is norming in the Philippine context; thus making it a standard tool in building and assessing vocabulary development.

