



School

Doña Aurora Elementary School

Innovation Name

Parents-Assisted Reading (PAR) Program

Explain your innovation briefly

The **Parents-Assisted Reading (PAR) Program for Grade 3** is an innovative reading program designed to address the significant reading challenges faced by non-readers. With fifteen (15) learners identified as being at the letter recognition level in the recent Functional Literacy Pre-Assessment, this program emphasizes the critical role of parents in their children's education. By receiving training from experienced Grade 1 teachers, parents will be equipped with effective reading strategies to implement at home, creating a supportive learning environment. Research supports that parental involvement is a key to improving literacy, and this program aims to bridge the gap between home and school, fostering reading proficiency and academic success. The expected outcome is that these learners will achieve basic reading fluency, empowering them to engage more fully with grade-level content.

Problem Statement – What problem does the innovation seek to address

During the 2024-2025 Functional Literacy Assessment Pretest, 10% of the Grade 3 learners at Doña Aurora Elementary School were found to be at the letter-recognition level, indicating a critical need for targeted interventions to improve their literacy skills.

How does the project demonstrate a clear understanding of the needs of your school community?

Pain Points

- 1. Limited access to materials and difficulty in engaging with available materials.
- 2. Limited knowledge and skills in teaching reading.

Needs

- 1. Parent-Child literacy activities and materials
- 2. Training and development for parents.
- 3. Technology resources and equipment

What makes the project unique, different, and worthy of emulation?

This project stands out because it recognizes the critical role that parents play in their child's education and leverages that relationship to boost reading skills. Parents-Assisted Reading Program engages parents as co-educators, providing them with practical skills and strategies. The program's emphasis on parental involvement and its potential for positive, long-lasting impact on both children and their families make it a model worth emulating in other schools facing similar challenges.

What are your key challenges and how do you plan to overcome them?

1. Ensuring Consistent Parental Participation: Maintain ongoing communication with parents through text messages, emails, or social media groups to remind them of their role, provide encouragement, and share updates on their child's progress.
2. Addressing Varying Literacy Levels Among Parents: Develop easy-to-understand, visually rich materials that cater to parents with different literacy levels. Include video demonstrations or audio recordings that parents can refer to at home.
3. Monitoring and Sustaining the Program's Impact: Schedule periodic check-ins with parents to discuss their progress, challenges, and successes. Use these sessions to provide additional guidance or adjust strategies as needed. Create a feedback loop where parents can share their experiences, difficulties, and suggestions for improvement.

What resources would you need? How would you source them?

1. Parent-Child Literacy Activities: Donations or Sponsorships, Collaboration with Grade 1 teachers, teacher-made materials.
2. Guide for Parents: Program coordinators and facilitators will craft guides for parents.
3. Human Resources: Coordination with teachers and volunteers.
4. Infrastructure and Logistical Resources: Use of available resources in school.
5. Communication and Outreach: Engagement with stakeholders
6. Funding and Financial Resources: MOOE, donations and sponsorships
7. Monitoring and Evaluation Tools: In-house development of tools or use of existing tools.



PAR

(Parents-Assisted Reading) Program

Estrella B. Bulay



The Problem

During the 2024-2025 Functional Literacy Assessment Pretest, 10% of the Grade 3 learners at Doña Aurora Elementary School were found to be at the letter-recognition level, indicating a critical need for targeted interventions to improve their literacy skills.



The Context

The learners in our reading program are struggling readers who should ideally be reading at a higher level in Grade 3. They face challenges that could hinder their academic progress and overall confidence in learning. Thus, the Parents-Assisted Reading (PAR) Program, an innovative intervention designed to bridge the literacy gap for these learners by involving their parents directly in the reading process.





Stakeholders Pain Points

LEARNER

“I have limited access to additional educational resources outside of school”.

“My parents could not assist me with reading at home due to inadequate literacy skills to teach me”.

TEACHER

“It can be challenging to meet the needs of both advanced and struggling readers”.

“Insufficient home support with the learners’ reading development”.

PARENTS

“I don’t have sufficient knowledge and skills to effectively support and teach reading at home”.

BARANGAY OFFICIAL

“We have no structured reading programs or initiatives to support literacy development within the community”.



The Solution

The PAR Program begins with training sessions for parents to build their confidence and equip them with practical strategies to support reading development at home. It also includes easy-to-access reading activities and materials tailored to each learner's level and aligned with the school curriculum. Parents will receive step-by-step guidance, empowering them to actively participate in their children's learning.

A Differentiated Approach



Letter Level
Literacy
of 15 Grade 3
Learners



PAR Program
Materials



Support to
Parents



Community-
Based Support



Parent-Child
Literacy Activities



Instructional
Guides



Multimedia
Resources



Training &
Development



Communication
and Outreach



Challenges

Ensuring consistent parental engagement.

Addressing varying literacy levels among the parents.

Resource availability and accessibility.

Needed Resources

1. Parent-Child Literacy Activities and Guides
2. Technology Resources
3. Human Resources

Source:

Supplies and other materials available in school.





Monitoring & Evaluation

The monitoring strategy for the PAR Program will involve a combination of regular assessments, data tracking, and feedback collection to ensure continuous improvement and success.



Critical Visual Narrative

10% of Grade 3 learners at Doña Aurora Elementary School are at the Letter-Level of literacy.

Without immediate intervention, these learners are at a significant risk of falling further behind in all areas of their education.

Your support is essential, help us make a difference!