

CITY COLLEGE OF CAGAYAN DE ORO
**EXTENSION AND
OUTREACH OFFICE**



cagayan
de Oro
city of golden friendship





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1. INTRODUCTION

1.1 Rationale

The **City College of Cagayan de Oro Extension and Outreach Office (EEO)** serves as a critical bridge between the academic institution and the broader community, aligning the college's educational mission with its responsibility to contribute to social development. The creation and operationalization of the Extension and Outreach Office is driven by the need to address societal challenges by extending the college's resources, knowledge, and expertise beyond its campus walls. It embodies the institution's commitment to fostering community empowerment, promoting social equity, and supporting sustainable development.

In accordance with national mandates, such as **CHED Memorandum No. 52, Series of 2016**, the EEO plays a pivotal role in fulfilling the university's obligation to engage with communities through relevant and impactful extension programs. These programs respond to the evolving needs of marginalized populations, promote capacity-building, and deliver transformative solutions that improve quality of life. Furthermore, the integration of extension services into the academic fabric of the college ensures that students and faculty members actively contribute to national development goals while gaining practical experience and fostering civic responsibility.

The establishment of the **City College of Cagayan de Oro Extension and Outreach Office** is not only an institutional requirement but also a powerful vehicle for community transformation. It ensures that the college actively contributes to nation-building and the improvement of societal conditions by leveraging academic resources for the benefit of all. As a leader in social development, the EEO aligns with the broader vision of the college to produce graduates who are not only skilled in their fields but also committed to positive social change.

In conclusion, the Extension and Outreach Office plays an indispensable role in the holistic development of both the institution and the communities it serves, creating a platform for continuous learning, growth, and impact. Through its initiatives, the college becomes a true catalyst for transformation, building a stronger, more equitable, and sustainable future for all.

1.2 Vision, Mission, and Goals

1.2.1 Mission Statement

The City College of Cagayan de Oro Extensions and Outreach Office transforms communities by delivering responsive and sustainable extension programs and services for Social Equity and Development.

1.2.1 Vision Statement

By 2030, the City College of Cagayan de Oro Extensions and Outreach Office envisions being the leading extension office in the Philippines delivering responsive and sustainable programs and services.





1.2.3 EOO Goals

1. The institution contributes to local/ regional/ national development through its extension programs.
2. The institution provides support mechanisms for its extension programs.
3. The institution aligns its extension program with its instruction and other academic activities.





1.3 Scope of Operations

The City College of Cagayan de Oro Extensions and Outreach Office is dedicated to designing, implementing, and managing extension programs and services that address the diverse needs of communities in terms of social equity and development. This includes conducting community needs assessments, developing strategic partnerships, integrating service learning into academic programs, and delivering training and capacity-building initiatives. The office also focuses on monitoring and evaluating program outcomes to ensure sustainability and impact. Its operations extend to collaborating with local government units, non-government organizations, and other stakeholders to maximize resources and community benefits, thereby fostering a culture of civic engagement and social responsibility.

2. ORGANIZATIONAL STRUCTURE

2.1 Key Personnel and Responsibilities

2.1.1 Director for Extension and Outreach. The Director for Extensions and Outreach is responsible for providing strategic leadership in planning, implementing, and overseeing the institution's extension and outreach programs, aligning them with community needs and institutional objectives. This role includes fostering partnerships with external stakeholders, ensuring program relevance, and promoting sustainable community engagement initiatives. The Director develops and manages the office's operational plan, budget, and accomplishment reports, ensuring alignment with academic and social development goals. Additionally, the Director leads the coordination of extension activities across various departments, ensuring impactful and measurable outcomes that contribute to the institution's role as a social development hub.

2.1.2 Extension Program Officer. The College-Based Extension Program Officer is responsible for coordinating and implementing extension programs that align with the institution's goals of community development and social responsibility. This role includes identifying community needs, developing responsive programs, and facilitating collaborations between the college and external partners. The officer manages the execution of extension activities, ensures the engagement of faculty and students, and monitors program outcomes to ensure they meet the desired impact. Additionally, the officer is tasked with preparing reports, managing program budgets, and ensuring compliance with institutional policies and relevant regulations to achieve sustainable and meaningful community engagement.

2.1.3 The Extension Program Associates are responsible for providing administrative and operational support to the institution's extension programs. They assist in the planning, coordination, and implementation of community-based projects, ensuring alignment with the institution's mission of fostering social development and community empowerment. The associates collaborate with faculty, students, and external partners to facilitate program activities, monitor progress, and evaluate outcomes. They also manage logistics.

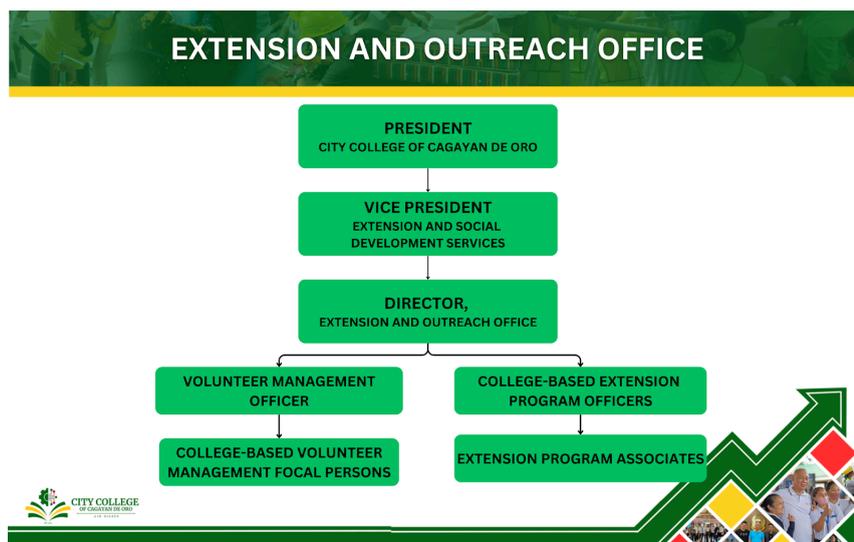


prepare reports, and ensure that programs adhere to timelines and budgets. Extension Program Associates play a vital role in ensuring the smooth execution and impact of extension services that address local and regional development needs.

2.1.4 Volunteer Management Officer. The Volunteer Management Officer is responsible for overseeing the recruitment, training, and retention of volunteers to support the organization’s programs and initiatives. This role involves developing and implementing volunteer management systems, creating volunteer engagement strategies, and ensuring that volunteers are effectively integrated into organizational activities. The officer coordinates volunteer activities, monitors performance, and provides ongoing support and recognition to ensure a positive volunteer experience. Additionally, the Volunteer Management Officer is responsible for maintaining accurate volunteer records, preparing reports on volunteer contributions, and ensuring compliance with all organizational policies and standards related to volunteerism.

2.1.5 The College-based Volunteer Management Focal Persons are responsible for coordinating and managing volunteer activities within their respective academic units, ensuring alignment with the institution’s volunteerism goals. They facilitate the recruitment, orientation, and engagement of student and faculty volunteers, oversee the implementation of volunteer programs, and ensure that initiatives are responsive to community needs. Additionally, they collaborate with external partners, monitor volunteer performance, assess program outcomes, and report on the impact of volunteer efforts. Focal Persons also play a key role in promoting a culture of service and civic responsibility within the college.

2.2 Organizational Chart



2.3 Hiring an Expert. The expert is hired upon the expressed need of the project team duly acknowledged by the Director of Extension Services and approved by the University President. He/she shall be entitled to an honorarium, where feasible, subject to existing rules and guidelines.

2.4 Workload Incentives. Incentives shall be given to Faculty who are directly involved in the Extension Services system. This is to motivate and encourage faculty members to conduct extension activities with approved board resolutions. The incentives are as follows;

- Service Credits. A faculty member involved in the conduct of an approved extension project shall enjoy service credit subject to existing rules and guidelines of the Civil Service Commission.. Only services rendered after office hours or during days off and holidays shall be entitled aforementioned privileges.

2.5 Incentives for Extension Work. To make extension an equally important function of the College, City College faculty who is engaged in extension works may enjoy any or all of the following incentives:

2.5.1 Insurance - In addition to the GSIS, program/project implementers are entitled to accident and health insurance during their entire involvement in the program/project. Entitlement shall be based on existing policies implemented in the university. Each member of a project team shall be entitled to minimum term insurance coverage of Php500.00 chargeable against the project fund.

2.5.2 Traveling Expenses. This account includes expenses incurred in the movement of persons employed in the government such as transportation.

2.5.3 Travel Expenses Reimbursement – a faculty is entitled to reimbursement of actual transportation and expenses.

2.5.4 Points for Promotion – Points earned for every completed extension project may be considered in NBC evaluation for promotion.

3. QUALITY EXTENSION POLICY

The City College of Cagayan de Oro is committed to integrating Education for Sustainable Development towards attainment of the SDGs, also known as Global Goals, which aims to in its quality extension policy. The college's Extension Services Office follows a set of policies and procedures that are consistent with its vision-mission statement. These guidelines aim to promote academic and professional competence, transparency, and accountability among stakeholders.

The provisions outlined in the manual are essential to achieving the college's goals of instilling honesty, discipline, dedication, and virtues, maintaining order in operations, and attaining excellence in all community services. The college recognizes the importance of these policies in conforming to its mandate and fulfilling its commitment to sustainable development.

4. EXTENSION POLICY STATEMENT



The City College of Cagayan de Oro is dedicated to integrating Education for Sustainable Development (ESD) towards achieving the Sustainable Development Goals (SDGs). As part of its commitment, the college has developed a comprehensive extension program that caters to the specific needs of the community. This program aims to provide relevant and responsive community services that address various interconnected issues such as education, health, environment, livelihood, culture, and peace.

Through the sharing of its expertise, the City College seeks to bring about tangible and measurable changes in the lives of marginalized and underserved communities. The extension program is designed to improve the quality of life in the community by responding to their needs and concerns. By leveraging the institution's resources and expertise, the program empowers the community by equipping them with the necessary knowledge and skills to tackle the challenges they face.

The program's focus on education, culture and the arts, health, environment, livelihood, and peace underscores its commitment to addressing the holistic needs of the community. By incorporating ESD principles, the City College aims to create a positive impact on the lives of the people it serves. Through this program, the college strives to contribute towards achieving the SDGs, ensuring a sustainable and prosperous future for all.

Guiding Principles in the Conduct of Extension Services.

- The institution adheres to the guiding principle of AIM HIGHER.
- i. A – Accountability
Demonstrating integrity and transparency in decision-making processes.
 - ii. I – Innovation
Fostering a culture of continuous improvement and adaptability.
 - iii. M – Motivation
Inspiring individuals to achieve their goals and aspirations.
 - iv. H – Honesty
Demonstrating ethical behavior and integrity in decision-making.
 - v. I – Inclusivity
Ensuring equal opportunities for everyone, regardless of background or identity.
 - vi. G - Growth mindset
Embracing challenges as opportunities for personal and professional growth.
 - vii. H – Humility
Demonstrating modesty and avoiding arrogance or self-centeredness.
 - viii. E – Excellence
Striving for the highest standards of quality and performance.
 - ix. R – Resilience
Developing coping mechanisms to overcome obstacles and achieve success.



5. EXTENSION SERVICES AGENDA, THRUSTS, AND PRIORITIES

Extension is the process of disseminating knowledge and technology to specific sectors and target audiences, distinct from those who are enrolled in formal degree programs and courses. Its purpose is to enable these individuals to enhance production, community, and/or institutions, and improve their quality of life. Additionally, extension activities contribute to the academic and research programs of higher education institutions.

Extension Thrust. The integration of collaborative learning experiences that actively engage participants in problem-solving activities for both the external and internal environments was taken into account.:

The extension service of the university is consistent with the development agenda of the SDG, PDP, and CVRDP to support the development strategies of the region. The university's coordination and collaboration with other international, national, regional and local governments and NGOs strengthens its extension services thrusts and priorities.

Extension Thrust and Priorities.

The thematic extension agenda of Higher Education Institutions (HEIs) must address major problems in their service areas and sectors. The diversity of HEIs notwithstanding, the extension agenda of HEIs should seriously take into account the following challenges both local and global.

Persistence of poverty. Despite the gains in the economy in the last few years, the persistence of poverty on the national scale is still very obvious. Programs should address poverty in terms of extending services to increase productivity, enhance competencies for employment, increase the profitability of businesses, and rehabilitate the resource base through technology.

Increasing incidence of out-of-school youths and diminished quality of basic education and loss of cultural heritage. Elementary and high schools continue to face problems of teacher competencies, learning facilities inadequacies, and student learning handicaps. Lack of competent teachers, lack of facilities and books, high drop-out rates, in-school malnutrition, and poor scholastic achievement are just some of the problems faced by Philippine basic education.

Increasing incidence of health and poor quality of health services. Threats to health are increasing and the health service delivery system is strained especially in rural areas and





the vulnerable sectors after and disasters.

Continuing and accelerated deterioration and increasing threats to the natural resource base and biodiversity. The fishing grounds, agricultural areas, watersheds, and critical habitats have been reduced to the minimum and continued destruction is occurring notwithstanding the many programs initiated by the national government.

Climate change-induced threats to agriculture and natural resources. Nowhere has this been demonstrated in the most recent and most devastating typhoon in the history of mankind. The country is one of the most disaster-prone countries in the world and climate change-induced threats are increasing. These threats have resulted in massive destruction in agriculture, infrastructure, and the general welfare of the population. HEIs should be at the forefront of efforts to achieve awareness and build resilience to climate change in their service areas.



6. CONDUCT OF SERVICE-LEARNING AND/OR COMMUNITY ENGAGEMENT INITIATIVES

Step 1: Accomplish and submit the *Letter of Intent*. A confirmation email will be sent to the proponent/s. The email will contain the list and soft copies of the forms to be accomplished and submitted. (Deadline: 2 months before the semester that the SL will be implemented). Approved proposals will be notified through email.

- The forms to be submitted (all available from ESD):
 - 1) Matrix of Participants (Faculty and Students)
 - 2) Pre-Activity Survey
 - 3) Copy of Syllabus with SL approved by the College Dean and VP for Academic Affairs (Check alignment of POs to the proposed SL)
 - 4) Fundraising Activity Form and Proposal (If applicable)

Step 2: ORIENTATION AND ONBOARDING ACTIVITIES. Prior to the actual implementation of the SL activities in the target communities, the following has to be collected, accomplished, and submitted by the proponent/s. Adherence to the CHED Memo and Guidelines must be referred to from time to time to ensure compliance.

- The following activities and documentation must be complied with:
 - 1) Conference with Community Focal Person/s and Leaders where the SL/CO activities will be conducted.
 - 2) Signed Memorandum of Understanding and Terms of Deliverables
 - 3) Parents' Consent, Travel Waivers, and/or Manifesto
 - 4) Clearance from the City College Security Officer (Copy of Travel Manifesto)
 - 5) Data Privacy Waivers
 - 6) Orientation Exit Clearance for Orientation Attendance and Participation
 - 7) CHED Approval to conduct the Off-Campus activities
 - 8) Other documents are necessary and requested by the community. In the case of the engagements with the Nahilaran IPS, a tribal council resolution will be sought approving the SL to be implemented.

Note: All necessary knowledge and skills necessary for the conduct of SL activities must be covered in the class lectures prior to actual implementation in the communities.

Step 3: PROGRESS (Monitoring and Assessment) MECHANISMS. At this phase, the proponents are expected to apply the technical knowledge and skills while rendering time and service in the community. The program officer will regularly monitor the progress and will send e-mail reminders for the timeline and expected accomplishments.

- The following activities and documents are expected to be accomplished:
 - 1) The students' SL Kits contain:
 - Log of Identified activities and Actual Implementation entries

- Reflection logs
 - Photo documentation
- 2) Community Feedback Forms
 - 3) Exit Clearances for Processing Sessions with the Faculty, students, and stakeholders
 - 4) Turnover of products (if applicable) to the community
 - 5) Rubrics for measuring outputs, outcomes, and impacts.

Step 4: EVALUATION. At this phase, the proponents are expected to apply the technical knowledge and skills while rendering time and service in the community. The officer will regularly monitor the progress and will send email reminders for the timeline and expected accomplishments.

- The following activities and documents are expected to be accomplished:
 - 1) Post-Activity Survey
 - 2) Financial Reports
 - 3) Final SL Report and Presentation in an SL Summit (Certificate of Completion)
 - 4) Final Class Processing
 - 5) Final Standard Assessment

OTHER RELATED PROCEDURES

1. ESD maintains databases to keep track of all the Service Learning initiatives.
2. Reports are either accomplished using online platforms or hard copies. ESD has prepared standard forms for this purpose. All data are handled in consideration and compliance with Data Privacy laws.
3. Impact assessment and evaluation processes will all be documented for assessment and evaluation purposes.

7. CONDUCT OF COMMUNITY EXTENSION SERVICES

7.1 Types of Extension Services

7.1.1 Institution-initiated Extension Services

The proponents (faculty, non-teaching personnel, or student), under the guidance of ESD will:

Step 1: Conduct a thorough needs assessment to understand the specific needs, challenges, and opportunities within the community. ESD provides workshops for this. Tools for the survey can be provided by the Research Office.

Step 2: Identify potential partners and establish formal partnerships through memoranda of understanding.

Step 3: Explore grants, sponsorships, and fundraising opportunities to support the initiative. Secure the necessary resources, materials, and personnel to implement the services.



Step 4: Mobilize faculty and students who have the expertise, skills, and interest. Provide them with training and orientation to ensure they are well-prepared for their roles and responsibilities.

Step 5: Implement and monitor, in close coordination with the community leaders and partners, the planned activities and strategies for the community services.

Step 6: Collect relevant data using evaluation tools, surveys, and feedback mechanisms to assess the effectiveness of the extension services.

Step 7: Facilitate reflection sessions for all participants—faculty, students, beneficiaries, to discuss their experiences, challenges, and successes.

Step 8: Prepare a comprehensive report on the activities implemented and share the report with the stakeholders and the City College community.

Step 9: Celebrate the achievements of the extension services and acknowledge the contributions and efforts of faculty, students, partners, and community members in a formal recognition event.

7.1.2 Community-Initiated Extension Services

The proponents (community organizations, NGO, POs, special bodies, GO, or LGU), under the guidance of ESD will:

Step 1: Meet and plan the extension service. There must be a dialogue with the community representatives, their needs assessment, and an established feasibility and alignment of the City College’s mission, goals, and areas of expertise.

Step 2: Identify potential partners and establish formal partnerships through memoranda of understanding.

Step 3: Explore grants, sponsorships, and fundraising opportunities to support the initiative. Secure the necessary resources, materials, and personnel to implement the services.

Step 4: Mobilize faculty and students who have the expertise, skills, and interest. Provide them with training and orientation to ensure they are well-prepared for their roles and responsibilities.

Step 5: Implement and monitor, in close coordination with the community leaders and partners, the planned activities and strategies for the community services.



Step 6: Collect relevant data using evaluation tools, surveys, and feedback mechanisms to assess the effectiveness of the extension services.

Step 7: Facilitate reflection sessions for all participants—faculty, students, beneficiaries, to discuss their experiences, challenges, and successes.

Step 8: Prepare a comprehensive report on the activities implemented and share the report with the stakeholders and the City College community.

Step 9: Celebrate the achievements of the extension services and acknowledge the contributions and efforts of faculty, students, partners, and community members in a formal recognition event.

7.2 Nature of Extension Projects and Services

The City College of Cagayan de Oro Extensions and Outreach Office operates as the driving force behind the institution's commitment to community development, in alignment with CHED Memorandum 52 series of 2016. Extension services are envisioned as a platform for the application of academic knowledge and institutional resources to address pressing societal challenges. These services foster a reciprocal relationship between the college and its community, promoting social equity, economic development, and sustainable growth.

7.2.1 Educational and Transformative.

At the core of the Extension and Outreach Office's mission is the education of communities through knowledge transfer and capacity-building programs. These initiatives aim to address issues related to poverty alleviation, environmental sustainability, health promotion, and socio-economic empowerment. By bringing expertise and practical solutions from various academic disciplines to the community, extension services empower individuals to improve their quality of life through lifelong learning and problem-solving skills.

7.2.2 Responsive to Community Needs

Following the principles of community-driven development, the extension services are responsive to the needs identified by local stakeholders. Through participatory engagement with local governments, non-government organizations (NGOs), community leaders, and other relevant entities, the Extension and Outreach Office ensures that its programs are contextually relevant and impactful. Extension programs are designed in close collaboration with community members to ensure that they address real-world challenges, creating sustainable outcomes and fostering mutual growth.

7.2.3 Inclusive and Accessible

The services provided by the Extension and Outreach Office are inclusive, designed to benefit marginalized and underserved populations. This aligns with the goals of CHED





to promote social equity by extending the benefits of higher education beyond the academic sphere. Programs are tailored to different sectors of society, including rural communities, women, out-of-school youth, Indigenous Peoples (IPs), and persons with disabilities (PWDs), ensuring accessibility and inclusivity in all extension activities.

7.2.4 Collaborative and Partnership-Oriented

In line with CHED Memorandum 52, the Extension and Outreach Office operates within a partnership framework, fostering collaborations with government agencies, the private sector, non-governmental organizations, and international entities. These partnerships help ensure that extension services are multidisciplinary, holistic, and capable of addressing complex challenges. Collaboration also enables resource-sharing, capacity-building, and scaling of successful initiatives across regions and communities.

7.2.5 Research-Based and Evidence-Driven

Extension services are anchored in research, ensuring that the programs and interventions implemented are evidence-based and grounded in best practices. Faculty members, students, and experts collaborate on research projects that address specific community challenges, turning theoretical knowledge into practical, actionable solutions. This research-driven approach enhances the impact of extension activities and aligns with CHED's mandate of ensuring that higher education institutions (HEIs) contribute to nation-building through research and extension.

7.2.6 Sustainable and Long-Term

Focused The Extension and Outreach Office prioritizes sustainability in all of its programs. The initiatives focus on fostering long-term positive change by equipping communities with the tools, knowledge, and skills to continue improving their conditions even after direct involvement from the college has ended. This includes capacity-building in areas such as sustainable agriculture, renewable energy, and environmental conservation, ensuring that the community can continue to thrive independently.

7.2.7 Integrative and Interdisciplinary

Extension services at City College take an interdisciplinary approach, integrating expertise from various academic fields such as education, agriculture, engineering, social sciences, and health. This ensures that the programs are well-rounded and address multiple dimensions of development, including social, economic, cultural, and environmental factors. It aligns with CHED's thrust to promote extension work as an integral part of higher education institutions' mandates, incorporating teaching, research, and service-learning.

7.2.8 Adaptive to National Development Goals





The Extension and Outreach Office's programs are aligned with the national development goals outlined by CHED and the Philippine government, including the Sustainable Development Goals (SDGs). The programs address national priorities such as poverty reduction, environmental conservation, disaster resilience, and inclusive economic growth. This alignment ensures that the extension services contribute meaningfully to broader societal goals while maintaining relevance at the local level.

7.2.9 Integrated with Academic Learning

In compliance with CHED Memo 52, the extension services are integrated into the academic curriculum, promoting service learning as a core element of student engagement. This approach ensures that students are directly involved in community service, applying their academic learning in real-world contexts. It fosters civic responsibility, leadership, and ethical values in students while contributing to the overall development of the communities served.

7.2.10 Continuously Monitored and Evaluated

Extension services are subject to continuous monitoring and evaluation to measure their effectiveness, impact, and alignment with the institution's goals. Feedback from community stakeholders, participants, and partners is incorporated to ensure that programs remain responsive and improve over time. This ongoing evaluation ensures accountability, transparency, and the continual refinement of programs to achieve optimal outcomes.

The City College of Cagayan de Oro Extensions and Outreach Office exemplifies the nature of extension services through its educational, collaborative, and sustainable approach to addressing community needs. Aligned with CHED Memorandum 52 series of 2016, the office ensures that extension programs are relevant, inclusive, research-based, and deeply integrated with both academic learning and the nation's development agenda.

7.3 Nature of Funded Extension Projects

Opportunities in the conduct of extension projects within the university are classified based on the following:

7.3.1 Institutionally-Funded Projects. This is an extension project run by City College personnel. This is open to all permanent employees at the university.

7.3.2 Externally-funded Projects. This term refers to extension projects that are funded by a third party. This project requires the Extension Office's approval and the university president's approval.

8. GUIDELINES FOR THE EXTENSION PROJECT PLANNING & IMPLEMENTATION



The Guidelines for the Preparation, Review, Approval, Monitoring, and Evaluation of Extension Projects provide a framework for the development and implementation of extension projects. These guidelines outline the necessary steps and procedures for the preparation, review, approval, monitoring, and evaluation of extension projects. The guidelines aim to ensure that extension projects are developed in a systematic and comprehensive manner, with clear objectives, strategies, and expected outcomes. They also provide guidance on the roles and responsibilities of stakeholders involved in the project development process.

8.1 Call for Extension Project Proposals. The call for extension project proposals is a formal invitation to stakeholders to submit proposals for extension projects. The call outlines the criteria and requirements for submission, as well as the timeline for the submission process. The call for proposals is typically advertised through various channels to reach a wide audience of potential proponents. The call for proposals is an important step in the project development process as it provides an opportunity for stakeholders to contribute their ideas and expertise to the development of extension projects.

8.2 Submission of Extension Project. The submission of extension project proposals is the process by which proponents submit their proposals in response to the call for proposals. Proponents are required to follow the guidelines and criteria outlined in the call for proposals when preparing their submissions. The submission process typically involves the submission of a proposal document that outlines the proposed project's objectives, strategies, expected outcomes, budget, and timeline.

8.3 Project Review and Approval of Extension Project Proposals. The project review and approval process involves the evaluation of submitted proposals by a panel of experts or a review committee. The panel or committee assesses the proposals against the criteria and requirements outlined in the call for proposals. The review process aims to ensure that proposals are technically sound, feasible, and aligned with the objectives of the extension program. Once a proposal has been reviewed and approved, it can move forward to the next stage of the project development process.

CRITERIA	WEIGHT	DEFINITION
Relevance/ Impact	30%	The proposed project must address the critical pressing need and demand as reflected in the Comprehensive Barangay Profile to contribute to the development of the community.



		This aligns with the United Nations' Sustainable Development Goals (SDGs), which aim to end poverty, protect the planet, and ensure that all people have the opportunity to live peaceful, prosperous lives
Viability	20%	Based on the required resources of the project, the intended outcomes and benefits are attained

Community- Based Procurement	20%	Materials and human resources are procured within the community
Multi-sectoral Collaboration	15%	Interplay of academic, industry technical government agencies must be clearly presented
Sustainability	15%	A concrete basis and scheme for the continuity of the proposed project must be well articulated in terms of partnerships and empowerment

8.4 Revision of Extension Project Proposals. During the project review process, proposals may be returned to proponents for revision based on feedback from the review panel or committee. Proponents are required to address the feedback provided and resubmit their revised proposal for further review. The revision process aims to ensure that proposals are refined and improved before they are approved for implementation.

8.5 Endorsement of Projects for Budget Approval. The endorsement of projects for budget approval involves the selection of projects that will be included in the budget for implementation. Projects that have been approved through the project review process are prioritized based on their alignment with program objectives, feasibility, expected outcomes, and available resources. The endorsement process involves consultation with stakeholders and decision-makers to ensure that selected projects are aligned with program priorities.



8.6 Execution of MOA between Proponents and the community. The execution of a Memorandum of Agreement (MOA) between proponents and the community is a formal agreement that outlines the roles and responsibilities of each party in the implementation of extension projects. The MOA typically includes details on project objectives, strategies, expected outcomes, budget, timeline, reporting requirements, and monitoring and evaluation procedures. The MOA aims to ensure that all parties involved in the project have a clear understanding of their roles and responsibilities and are committed to achieving project objectives.

8.7 Conduct of Extension Work. The conduct of extension work involves the implementation of extension projects according to the project plan outlined in the MOA. This stage involves activities such as training, capacity building, awareness-raising, and community engagement. The conduct of extension work aims to achieve project objectives and expected outcomes while ensuring that all activities are carried out in a systematic and efficient manner.

8.8 Terminal Report. The terminal report is a comprehensive report that summarizes the results of extension projects at the end of their implementation period. The report includes details on project objectives, strategies, outcomes achieved, challenges encountered, lessons learned, and recommendations for future projects. The terminal report aims to provide stakeholders with a clear understanding of project achievements and challenges while providing guidance on how future projects can be improved.

8.9 Extended Project. An extended project is an extension project that has been approved for continuation beyond its initial implementation period. Extended projects typically undergo a review process to assess their performance during the initial implementation period and determine their potential for continued impact. Extended projects aim to build on the achievements of initial implementation periods while addressing any challenges encountered during implementation.

9. GUIDELINES IN MONITORING, EVALUATION, AND LEARNING OF EXTENSION PROJECTS

The Guidelines for Monitoring, Evaluation, and Reporting of Extension Projects provide a framework for the monitoring and evaluation of extension projects. These guidelines outline the necessary steps and procedures for the monitoring and evaluation of extension projects. The guidelines aim to ensure that extension projects are monitored and evaluated in a systematic and comprehensive manner, with clear objectives, indicators, and expected outcomes. They also provide guidance on the roles and responsibilities of stakeholders involved in the monitoring and evaluation process.

9.1 Assessment of the Execution of Approved Extension Project Activity/ies.



The assessment of the execution of approved extension project activities involves the evaluation of the implementation of approved extension projects. The assessment aims to determine whether the project activities were executed according to the approved project plan, budget, and timeline. The assessment also evaluates the quality of the project activities and identifies any issues or challenges encountered during implementation.

9.2 Submission of Project Report. The submission of project reports is a requirement for extension proponents to provide updates on the progress of their projects. Project reports typically include information on project accomplishments, challenges encountered, and plans for the next phase of the project. The submission of project reports is an important part of the monitoring and evaluation process, as it provides a means for stakeholders to track project progress and identify any issues that need to be addressed.

9.3 Re-Planning of Extension Activities of Expanded Projects for Phase 2 Implementation. The re-planning of extension activities of expanded projects for phase 2 implementation involves the revision and refinement of project plans based on feedback from the monitoring and evaluation process. The re-planning process aims to ensure that extension projects are aligned with the changing needs of stakeholders and that they continue to be relevant and impactful.

9.4 Submission of Project Terminal Report. The submission of project terminal reports is a requirement for extension proponents to provide a final report on the outcomes and impacts of their projects. The terminal report summarizes the accomplishments of the project, identifies any challenges encountered, and provides recommendations for future projects. The submission of terminal reports is an important part of the monitoring and evaluation process as it provides a means for stakeholders to assess the overall impact of extension projects.

9.5 In-House Review of Project. The in-house review of projects involves the evaluation of extension projects by internal stakeholders such as program administrators or faculty members. The in-house review aims to provide feedback on project design, implementation, and outcomes. The review also provides an opportunity for internal stakeholders to identify areas for improvement and make recommendations for future projects.

9.6 Dissemination of Extension Outputs and Outcomes. The dissemination of extension outputs and outcomes involves sharing information on project accomplishments with stakeholders such as program participants, funders, and community partners. The dissemination process aims to increase awareness of project impacts and promote the value of extension programs.

9.7 Submission of Project Outcome/Impact Study. The submission of project outcome/impact studies involves the evaluation of the outcomes and impacts of extension projects using quantitative or qualitative research methods. The submission process aims





to provide evidence-based information on project impacts that can be used to inform future program development.

9.8 Paper Presentation and Publication of Impact Study. Presentation and publication of impact studies involve sharing research findings with external audiences such as academic or professional communities. The presentation or publication process aims to disseminate research findings widely and promote best practices in extension program development.

9.8 Composition of the Monitoring and Evaluation Committee. The composition of the monitoring and evaluation committee includes representatives from various stakeholder groups such as program administrators, faculty members, community partners, and program participants. The committee is responsible for overseeing the monitoring and evaluation process and providing feedback on project design, implementation, and outcomes.

9.9 Award and Recognition. Award and recognition programs aim to acknowledge outstanding contributions to extension program development or implementation. Awards may be given to individual proponents or teams who have demonstrated excellence in program design, delivery, or impact.

9.10 Extension Information and Dissemination. Extension information and dissemination involve sharing information about extension programs with stakeholders such as potential program participants, community partners, or funders. The dissemination process aims to increase awareness of extension programs and promote their value as a means for promoting lifelong learning and community engagement.

