CEAP National Convention

SUGBU

2026

C&E ALS Ecosystem

A Full Suite Educational Solution

Newness in Catholic Education: Charting a Constellation of Hope

C&E ALS History

Technology Alone Does Not Create Impact.

“Technology alone doesn’t improve learning. Educators do.”
— Apple Education Community

The real challenge is not access to technology.
It is translating technology into **meaningful educational impact.**

Emerging Challenges Challenges in the Education

The Technology-to-Impact Gap:
is the disconnect between having access to technology and being able to translate it into meaningful, sustained, and measurable educational impact.

For schools and academic institutions, technology alone does not guarantee better teaching or learning. Impact depends on how technology is **aligned with pedagogy, adopted by people, integrated into the learning ecosystem, implemented effectively, and connected to measurable outcomes**.

Emerging Challenges Challenges in the Education

The Technology-to-Impact Gap

Tech-Pedagogy Gap

Technology doesn't automatically improve teaching.

Adoption & Capability Gap

Access doesn't automatically translate into confident, sustained use.

Integration Gap

Individual solutions don't automatically create a connected learning ecosystem.

Data-to-Action Gap

Data doesn't automatically translate into instructional decisions.

Impact Gap

Technology usage doesn't automatically translate into measurable learner outcomes.

Signature Innovation

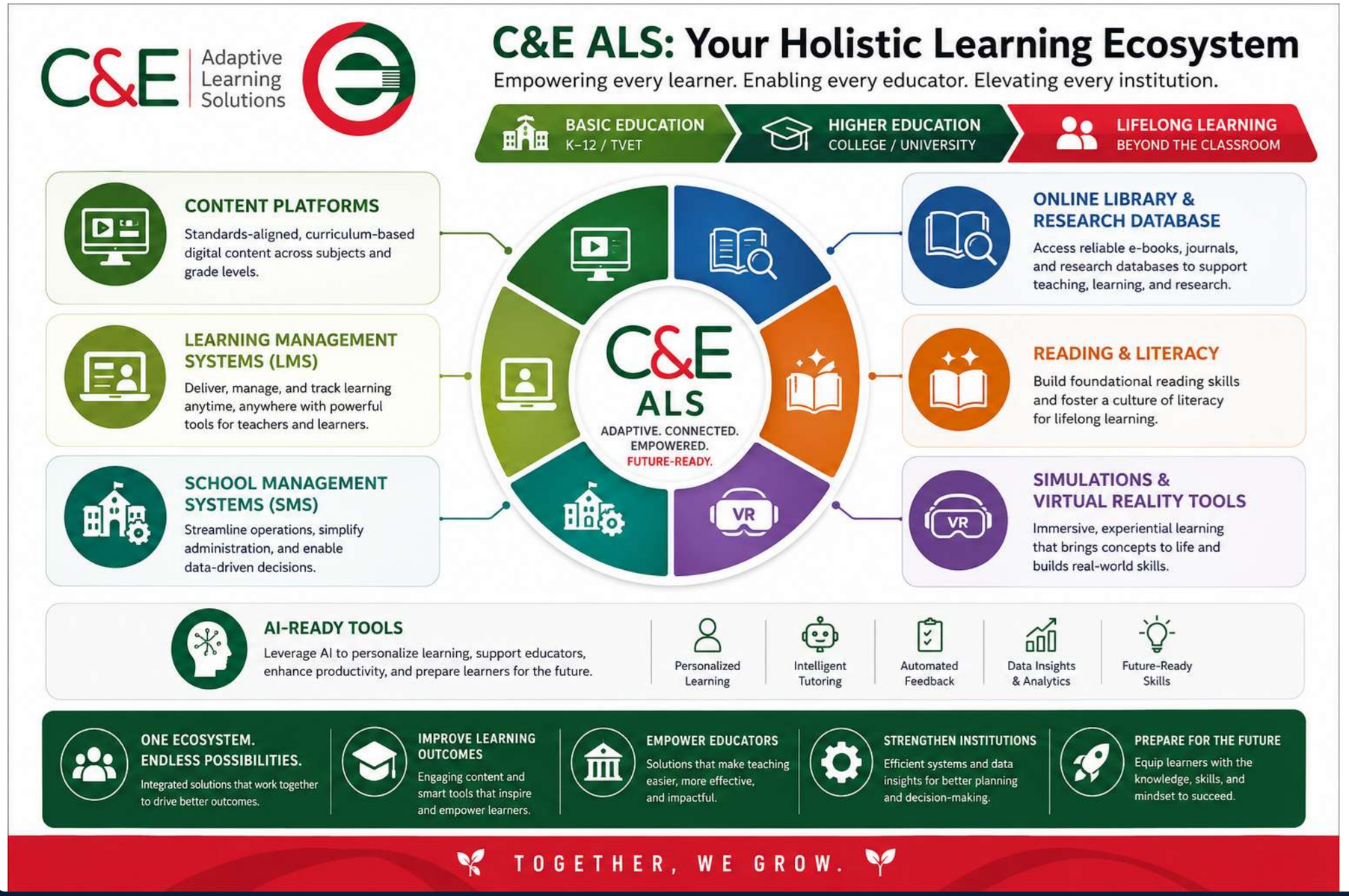
The C&E ALS Ecosystem: A Full-Suite Educational Solution.

What C&E ALS bring to the Innovation Forum is not a single product but an architecture—an ecosystem in which content, platforms, systems, and services are selected and connected so that an institution can adopt them incrementally and still arrive at a coherent whole.

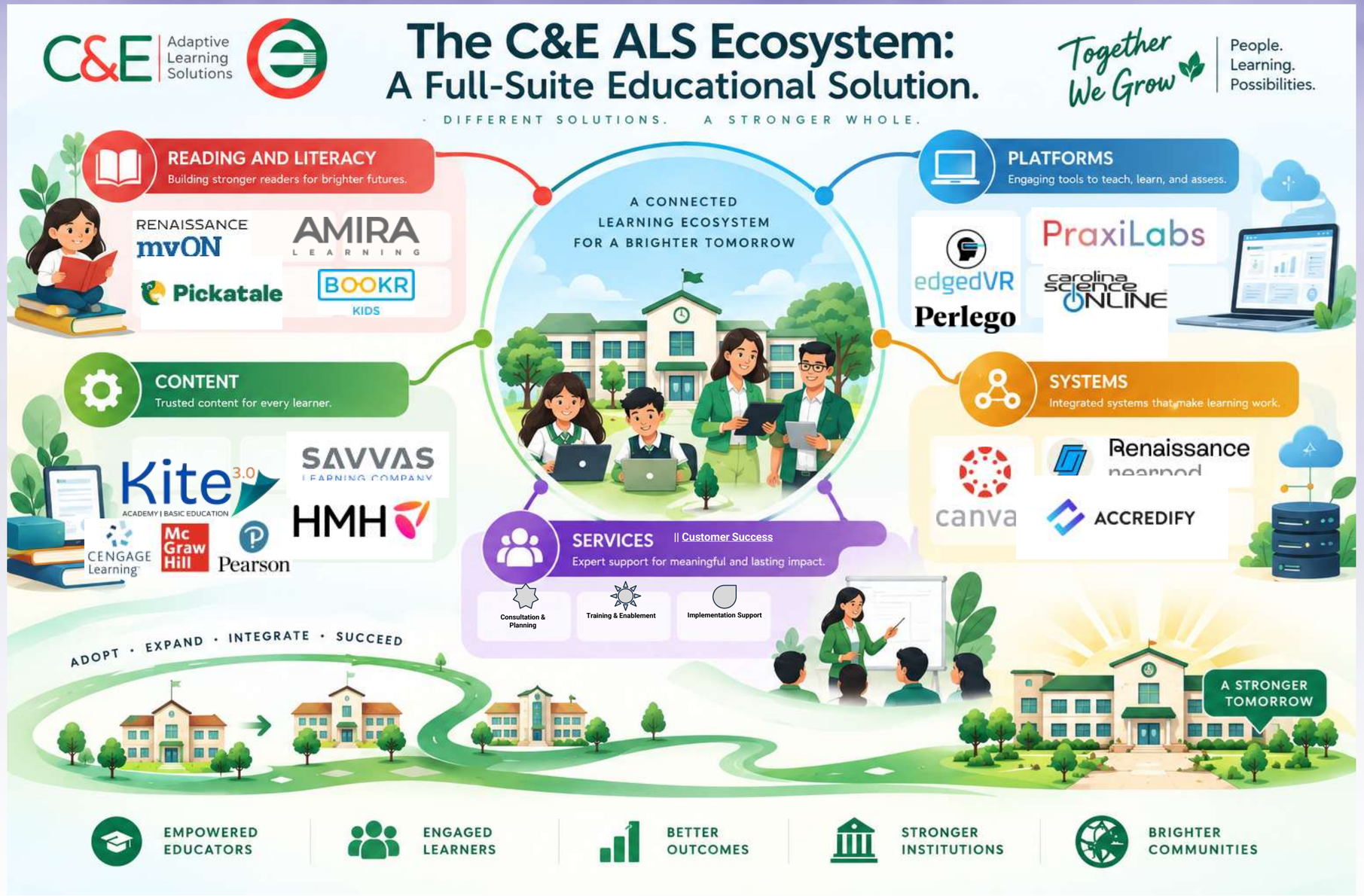
It is organised into several institutional domains –
held together by a layer of **Interoperability, Sustainability and Scalability**, delivered through **Institutional Digital Services, Tools and Partnerships**,
and sustained by a **Customer Success Program**.

Its stated beneficiaries are faculty, students, researchers, staff, alumni, sponsors, employers, and the nation.

Signature Innovation



Signature Innovation



Signature Innovation

Closing the Technology-to-Impact Gap, C&E ALS brings four essential elements:

📚 RESOURCES

Content + Technology
The right content, platforms, tools, and learning resources

👥 PEOPLE

Expertise + Enablement
People who train, guide, coach, and help teachers maximize the solutions.

🧠 PEDAGOGY

Learning Design + Practice
Pedagogy infused into the resources and technology to drive meaningful learning experiences.

🔄 CONTINUING SUPPORT

Adoption + Improvement

Ongoing coaching, usage monitoring, check-ins, troubleshooting, and continuous improvement to sustain adoption and

We close the Technology-to-Impact Gap by bringing **together the right Resources, People, Pedagogy, and Continuing Support**—transforming access to technology into meaningful, sustained, and measurable learning outcomes.

Evidences of Impact

Impact Area	School / Institution	Documented Evidence
Learning Gains	Liceo de Cagayan University Junior High School	Action research with 299 Grade 7 students over 12 weeks showed a significant improvement in reading comprehension (mean difference = 5.04; $p < 0.001$) and a strong positive relationship between engagement and reading growth ($r = 0.62$; $p < 0.001$).
Literacy Growth & Reach	10 public schools within the Cagayan Valley Provincial Learning Resource Center network	A 9-month implementation with 100 student licenses across 10 schools recorded measurable Lexile growth within approximately 60 days. Upper elementary and senior high cohorts reached grade-level benchmark alignment.
Assessment & Early Intervention	DAPRISA member schools	A pilot involving 10 participating schools achieved assessment completion rates of 24%–100%. Dyslexia risk was identified in 5 schools, involving 11 students, enabling earlier identification of learners requiring support.
Resource Access & Engagement	Three subscribing institutions	Across the institutions, digital resource use increased substantially: one recorded +103% unique readers, another +223.9% reading time, and another +466.7% reading time.

Evidences of Impact

Success Stories from the C&E ALS Learning Technology Grant

DepEd Quezon City: 2021

	Period: 2021-09-01 to 2021-11-30			
AVG Lexiles Taken (per Student)	AVG Starting Lexile Score in Period (per Student)	AVG First Lexile Score in Period (per Student)	AVG Ending Lexile Score in Period (per Student)	AVG Lexile Growth (per Student)
Bagumbayan Elementary School	60 students	534L	549L	+21.7L
Betty Go Belmonte Elementary School	60 students	504L	506L	+1.8L
Holy Spirit National High School	120 students	595L	606L	+15.2L
Ismael Mathay Sr. High School	120 students	679L	704L	+32.0L
Pres Corazon C. Aquino Elementary School	60 students	513L	548L	+34.4L
Ramon Magsaysay (Cubao) High School	121 students	666L	673L	+14.0L
San Bartolome High School	120 students	732L	764L	+40.6L
San Francisco High School	120 students	671L	681L	+14.0L
San Gabriel Elementary School	60 students	477L	512L	+42.5L
Sauyo Elementary School	60 students	492L	512L	+20.6L
Camp Gen. Emilio Aguinaldo High School	120 students	690L	717L	+49.7L
Ramon Magsaysay Elementary School	60 students	568L	598L	+41.5L

Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION
SCHOOLS DIVISION OFFICE OF QUEZON CITY

INITIAL FINDINGS AND RECOMMENDATIONS ON THE RESULTS OF THE PILOTING OF THE MYON DIGITAL READING PROGRAM IN SELECTED SCHOOLS IN THE DIVISION OF QUEZON CITY

I. BACKGROUND

In June of 2021, the Schools Division Office Quezon City recommended to the Education Affairs Unit, Local Government Unit of Quezon City, the piloting of the myOn Digital Reading Program in 12 schools in the division, based on the following noteworthy features of the said reading program:

Foremost was that MyOn has a reading assessment and Lexile levels component that would allow teachers to gather data on students' reading performance in English at the beginning and at the end of the school year. The unavailability of a uniform and standard assessment tool for measuring reading performance was and is acutely felt by the schools and the Division, since the Phil-IRI had been put out of commission by distance learning modalities.

Secondly, MyOn is a flexible program that adjusts to the learners' capabilities and encourages growth based on the principle of individualized instruction.

Lastly, being a Digital Reading Program, MyOn has the potential to arouse our Generation Z students' interest in reading and to encourage more use of the tablets lent to learners in Grade 5 and higher.

Consequently, piloting was accomplished from September 1 to November 30, 2021, in the following schools among selected students in Grades 5 and 6 in the elementary level and Grades 7 to 10 in the secondary level.

CD	ELEMENTARY	SECONDARY
1	Ramon Magsaysay ES	San Francisco HS
2	Pres. Corazon C. Aquino ES	Holy Spirit National HS
3	Bagumbayan ES	Camp Gen. E. Aguinaldo HS
4	Betty Go-Belmonte ES	Ramon Magsaysay (Cubao) HS
5	San Gabriel ES	San Bartolome HS
6	Sauyo ES	Ismael Mathay Sr. HS

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Evidences of Impact

Data Reports and Cohorts

Table 1. Institutions Subscribe to Perlego as of 2024

University	FTE	Acces code as of 2024	Courses Offered
University A with 5 shared campuses	10 + K	1001	Multi -Course Offering
University B with 9 shared campuses	50K	1000	Multi -Course Offering
College A	800	250	MNAH, other courses

Metrics	University A C12024	University A C12025	University B C12024	University B C12025	College A C12024	College A C12025
Number of Redemption %	561 56.1%	1,727 172.7%	517 51.7%	266 26.6%	18 17.2%	16 6.4%
Total Books Utilized	4,150	4,230	1,352	2,544	119	389
Unique Books Opened	2,350	2,587	776	1077	82	46
Unique Readers	254	594	271	336	15	15
Total Reading Time (In Hours)	367	339	134	434	15	85

Table 2. Results: Usage report of the 3 Universities subscribe to Perlego

Results That Matter

Real Results from Institutions That Led the Way

University A

- **208%** increase in redemptions
- **103%** increase in unique readers
- **10%** increase in unique books opened

University B

- **88.1%** increase in book utilization
- **223.9%** growth in total reading time
- Shift from browsing to academic engagement

College A

- **466.7%** increase in reading time
- **133.3%** increase in unique readers

What Perlego Delivers

Higher Engagement
More students activating and using the platform regularly

Deeper Exploration
More books opened, more subjects covered

Better Study Habits
Encourages focused, self-directed learning

Wider Adoption
Growth in unique readers across campuses

Sustained Usage
Longer reading times, stronger platform engagement

Stronger Outcomes
Higher book utilization aligned with course needs

> Perlego helped me access the latest books in my field without worrying about cost or availability. its my go-to tool for research and review.
>
> – *[Client Testimonial Placeholder]*

Evidences of Impact

Success Stories from the C&E ALS Learning Technology Grant

San Lorenzo College of Davao

Grade Level: Grade 6

Student's Name: B**j G****el Or*****o

History: According to the teachers, the student transferred from another school where he experienced bullying. Despite being with them for over two years, they have not heard him speak to anyone—teachers or peers. On rare occasions, he would whisper responses, but never engage in regular conversation.

When the student began using Amira, the teachers were surprised to hear him speak clearly and confidently for the first time. It was a significant breakthrough, as it marked the first time they heard his voice. Furthermore, the student excelled in using Amira and was recognized as a **Top Reader** during one of the evaluation periods.

This story highlights the transformative impact of technology on fostering student engagement and self-expression.

Opportunities for Catholic Schools:

How can CEAP schools engage, participate, or benefit?

C&E ALS proposes an **association-level ecosystem partnership between CEAP and C&E ALS** rather than separate school-by-school transactions. A collective approach can turn the association's scale into an advantage, particularly for smaller members.

- **Consortium access and pricing** — CEAP-wide terms based on aggregate participation, with concessional tiers for qualifying small, rural, and mission schools.
- **Shared capacity building** — Joint annual development for teachers and administrators, including digital pedagogy, data literacy, and responsible AI use.
- **Pilot cohort** — Member schools mixed by size, region, and resource level, using common success measures for comparable results.
- **Joint research on outcomes** — Co-designed studies of changes in learner and teacher outcomes, with findings shared for the association's benefi

Opportunities for Catholic Schools:

How can CEAP schools engage, participate, or benefit?

Learning Technology Grant (LTG)

Proposed Initiative	Scope	What Would Be Measured
Reading & Literacy Pilot	Cohort of member schools implementing digital reading and literacy solutions with baseline and progress assessments.	Reading skills gains; engagement; reading time; learners requiring intervention.
AI-Enabled Teaching & Learning Pilot	Cohort of schools using AI-powered platforms with curriculum-aligned C&E textbooks as reference resources for lesson planning, content creation, and assessment.	Teacher preparation time; curriculum alignment; teacher adoption; usage; practice change.
AI Literacy & Governance	Faculty development and school-level support for responsible AI use and governance.	Schools adopting AI-use guidelines; teacher confidence; practice change.
STEM/STEAM & Robotics Clusters	Regional clusters providing shared access to STEM/STEAM resources, robotics, and hands-on learning.	Participation; learner engagement; competency development; school reach; practical-skill development; access to laboratory experiences
Virtual Labs & VR Learning Pilot	Cohort of schools using virtual laboratories and immersive VR resources to expand experiential learning, particularly where physical facilities are limited.	
Micro-Credentials for Faculty	Sponsored places on selected professional development pathways.	Credentials completed; participation; application of skills in teaching practice.

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Thank You