

Development of an ALS-SHS Screening, Admission, and Learner Profiling Form to Support Learner Placement

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ABSTRACT

This study aimed to develop an ALS-SHS Screening, Admission and Learner Profiling Form to support learner placement at San Pedro Relocation Center National High School. Using Richey and Klein's design and development framework, the study purposively selected five practitioners directly involved in ALS-SHS screening, admission, and learner placement: two advisers, one guidance counselor, and two chief advisers. Data were collected through semi-structured interview using an interview questionnaire with an S-CVI/Ave of 1.00 for relevance, clarity, and usefulness. Interview data were analyzed thematically, while three ALS experts qualitatively evaluated the developed form in terms of content relevance, clarity, completeness, organization, policy alignment, and

appropriateness for its intended purpose. Five themes emerged: limited and non-standardized of screening and admission practices; insufficient learner information for informed placement decision; learner circumstances and institutional constraints; challenges in determining learner readiness and appropriate placement; and the need for a structured and learner-centered tool. These findings, existing ALS documentation and expert feedback informed the development and refinement of the ten-part form. The form captures educational background, prior learning, circumstances, readiness, access, goals, and support needs. Readiness indicators are intended to support individual learner profiling rather than diagnostic assessment or admission cut-off scoring. The findings support the rationale and feasibility of developing a structured school-level mechanism for organizing learner information and informing professional placement decisions. However, the form's effectiveness remains unestablished and requires further implementation and evaluation. The developed form complements, rather than replaces, existing DepEd requirements and procedures.

Keywords: *alternative learning system, learner placement, screening, admission, and learner profiling, design and developmental research*

INTRODUCTION

Education expands opportunities for further learning, employment, and social participation, while learner-centered approaches can contribute to educational equity (Dumont & Ready, 2023). However, economic, social, geographic, family, and employment circumstances may prevent learners from completing formal basic education. Research addressing ALS learners' experiences, personal journeys, and narratives provides relevant context for understanding these circumstances (Alvarez, 2024), (Cataan et al., 2025), (Jungco & Barrios, 2024). In the Philippines, the Alternative Learning System (ALS) provides an

alternative educational pathway, making educational access and learner empowerment important areas of inquiry (Aniasco & Mea, n.d.)

Republic Act No. 11510, otherwise known as the Alternative Learning System Act, institutionalized ALS as a parallel learning system within basic education. The implementing guidelines under DepEd Order No. 001, s. 2026 emphasize accessible, equitable, quality, and inclusive learning opportunities through flexible pathways and competency-based progression (Mahinay & Ortiz, 2025). Studies addressing program implementation, governance, and ALS provision in public schools and rural areas provide additional context for examining how these policy objectives relate to school-level practices (Luna, 2026), (Victoria, 2024), (Wayas & Dinoro, 2023)

The ALS framework recognizes learners as active participants in identifying their learning needs, pathways, and goals through the Individual Learning Agreement [8]. This orientation highlights the importance of gathering learner information to align instruction and support with individual circumstances [9]. Research on learner needs and challenges, motivation, resilience, academic engagement, and self-efficacy identifies relevant areas for consideration when developing a comprehensive learner profile (Calo & Salvaña, 2024), (Catyong et al., 2023), (Galarpe & Hebia, 2026), (Idulsa Jr. & Luzano, 2024).

Learners' employment commitments, financial circumstances, and access conditions further underscore the need for contextual information during screening and admission. A PIDS process evaluation reported work–study balance challenges among 44.5% of working learners, compared with 15.2% of nonworking learners, while approximately 22% reported financial problems (Albert et al., 2024). Work–life balance and academic engagement, together with geographic and transportation barriers, are also relevant topics in the supplied literature (Janog & Oco, 2026), [18]. These considerations support examining the circumstances that may influence learners' attendance, participation, and support requirements.

Although ALS already includes assessment and documentation, appropriate placement may require information beyond academic and literacy skills. The Enhanced ALS guidelines prescribe entry-level assessments for Basic Literacy and A&E Elementary and Junior High School learners but distinguish these procedures from those applicable to ALS Senior High School [8] (Department of Education [DepEd], 2026). Literature addressing ALS-SHS skills acquisition, self-regulated learning, and research readiness provides context for considering learners' readiness and learning profiles (Hero, 2022), (Hero & Gloria, 2025), (Pura & Janer, 2024). Studies on transition to formal education, college readiness, and higher education similarly offer contextual perspectives on educational progression, rather than direct evidence of the effectiveness of an ALS-SHS placement form (Bondaug, 2024), (Mamba et al., 2021), (Perater & Paglinawan, 2025).

At San Pedro Relocation Center National High School, ALS-SHS enrollment currently uses a general basic education enrollment form. A more focused school-level form could systematically gather educational background, reasons for non-participation in formal schooling, learner circumstances, readiness, learning access and attendance, goals, and support needs. The proposed localized screening and admission form would complement—not replace—the official ALS Enrollment Form or Basic Learner's Profile, also known as AF-2, by organizing information relevant to placement and learner support.

The specific research gap addressed in this study is the absence of a documented, school-level ALS-SHS Screening, Admission, and Learner Profiling Form that integrates eligibility-related records with prior learning, readiness, participation conditions, learner goals, and support needs for professional placement review. Although existing ALS policies prescribe enrollment documentation and relevant assessment procedures, the literature reviewed does not establish that a locally developed, integrated screening, admission, and learner profiling form has been designed and qualitatively reviewed for this specific ALS-SHS placement context. This study addresses that developmental gap; it does not test whether the form improves placement outcomes.

The study therefore seeks to examine existing screening and admission procedures, identify ALS implementers' placement considerations, and develop and validate an ALS-SHS Screening, Admission and Learner Profiling Form. The proposed tool is intended to support equitable, learner-centered decisions rather than placement based solely on administrative requirements (Dumont & Ready, 2023). Design and development research provides a methodological reference for developing and evaluating an educational tool (Richey & Klein, 2007). The form's effectiveness remains a matter for investigation and validation rather than an established outcome.

The study is anchored on Self-Directed Learning (SDL), which emphasizes learners' active responsibility for identifying learning needs, setting goals, and making educational decisions (Knowles, 1975). In this study, SDL guides the consideration of learners' reasons for pursuing ALS-SHS, readiness, learning profiles, and educational and career goals. These components provide information about learners' purposes and intended learning direction, supporting a learner-centered approach to screening and placement.

Recognition of Prior Learning (RPL) provides a complementary foundation by emphasizing the recognition, validation, and accreditation of learning acquired through non-formal and informal experiences (UNESCO Institute for Lifelong Learning [UIL], 2012). In this study, RPL informs the examination of educational backgrounds, prior experiences, and placement eligibility. Together, SDL and RPL guide the development of a comprehensive learner profile that also considers learning access, environmental conditions, and required accommodations. Integrating these considerations is intended to support equitable and responsible ALS-SHS placement and the identification of appropriate learning support.

Statement of the Problem

This study seeks to answer the following:

1. How is the current ALS screening and admission process implemented in terms of:
 - a. screening
 - b. admission
2. What challenges are encountered by ALS teachers and coordinators in assessing learner eligibility and readiness?
3. What learner information and placement considerations should be included in an ALS-SHS screening, admission, and learner profiling mechanism?
4. How can the ALS-SHS Screening, Admission and Learner Profiling Form be developed based on identified needs and gaps?
5. How do experts evaluate the developed form in terms of content relevance, clarity, completeness, organization, policy alignment, and appropriateness for its intended purpose?

METHODS

Research Design

This study employed a design and development research approach, specifically a product- and tool-oriented developmental design, following the framework of Richey and Klein. This approach was appropriate because the study aimed to develop and refine the ALS-SHS Screening, Admission and Learner Profiling Form as a structured tool to support the gathering and organizing learner information relevant to placement. Richey and Klein (Richey & Klein, 2007) identify product and tool research as a major type of design and development research concerned with developing specific products or tools. Accordingly, the development process involved examining the existing ALS form, identifying learner placement information needs, gathering practitioner input through semi-structured interviews, analyzing interview data thematically, developing the draft form, obtaining expert review and feedback, and incorporating recommendations into the final refinement of the form.

Participants and Sampling Technique

Purposive sampling was used to select five school-based practitioners with direct experience in ALS-SHS screening, admission, learner profiling, or related guidance and placement process at San Pedro Relocation Center National High School.

The participants consisted of two advisers, one guidance counselor, and two chief advisers. Inclusion criteria were (1) relevant experience in the school's ALS-SHS program or related guidance and placement process, (2) firsthand knowledge of admission or placement practices, and (3) willingness to participate voluntarily in a recorded interview. These criteria were intended to ensure that participants could provide relevant, experienced-based information concerning the existing process and information needed to support the learner placement.

Table 1. *Profile of Practitioner Participants*

Participant Code	Position/Role	Years of ALS Experience
P1	Grade 11 Adviser	2 years
P2	Grade 12 Adviser	2 years
P3	SHS Guidance counselor	3 years
P4	Grade 11 Chief Adviser	3 years
P5	Grade 12 Chief Adviser	2 years

Three additional expert participated in both the content validation of the semi-structured interview questionnaire and qualitative evaluation of the developed screening, admission, and profiling form. They consisted of one ALS-SHS Focal Person from San Pedro Relocation Center National High School and two ALS Education Program Specialist II from the Division of San Pedro, Laguna. For the interview questionnaire, the experts assessed the instrument's content validity, which yielded a Scale-Level Content Validity Index Average (S-CVI/Ave) of 1.00. For the developed form, they provided qualitative feedback and recommendations concerning content relevance, clarity, completeness, organization, policy alignment, and appropriateness for its intended purpose. These two evaluation processes served distinct purposes: the first assessed the content validity of the interview questionnaire, while the second informed the refinement of the developed form.

Table 2. *Profile of Expert Validators*

Validator Code	Position/Role	Evaluation Responsibilities
V1	ALS-SHS Focal Person	Interview questionnaire content validation; qualitative evaluation of the developed form
V2	ALS Education Program Specialist II	Interview questionnaire content validation; qualitative evaluation of the developed form
V3	ALS Education Program Specialist II	Interview questionnaire content validation; qualitative evaluation of the developed form

The practitioner participants provided context-specific insights into existing school-level practices and learner placement needs, while the expert validators contributed to the evaluation and refinement of the

research instruments and developed form. The purposive sample was context-specific and was not intended to be statistically representative of ALS practitioners or schools beyond the study setting.

Research Instruments and Instruments Validation

Semi-Structured Interview Questionnaire

The primary data-gathering instrument was a researcher-developed semi-structured interview questionnaire consisting of ten open-ended questions. The questions explored existing ALS-SHS screening and admission practices, tools and criteria used, limitations of the existing form, challenges encountered, learner circumstances, readiness and participation, and the information needed to support learner placement. Follow-up questions were used when necessary to clarify participants' responses and obtain additional details.

The interview questionnaire underwent expert content validation by three validators. The validators assessed the questionnaire in terms of relevance, clarity, and usefulness. Each criterion comprised five items, resulting in 15 items for evaluation. Ratings were analyzed using the Item-Level Content Validity Index (I-CVI) and the Scale-Level Content Validity Index based on the average method (S-CVI/Ave).

The I-CVI for each item was calculated by dividing the number of validators who rated the item as relevant or acceptable according to the specified rating threshold by the total number of validators. The S-CVI/Ave was calculated by averaging the I-CVI values across the items within each criterion and across all 15 items for the overall scale.

All items obtained an I-CVI of 1.00. The S-CVI/Ave was also 1.00 for each criterion and for the overall questionnaire, indicating complete agreement among the three validators that the items met the specified rating threshold. These results supported the use of the interview questionnaire to gather practitioner perspectives on existing ALS-SHS screening and admission practices, learner placement needs, and the information required to develop the proposed screening, admission, and learner profiling form.

Qualitative Expert Evaluation of the Developed Form

The same three experts subsequently evaluated the developed ALS-SHS Screening, Admission, and Learner Profiling Form. Unlike the numerical content validation conducted for the interview questionnaire, this evaluation focused on qualitative expert feedback and recommendations for improving the developed form. The experts reviewed its content relevance, clarity, completeness, organization, policy alignment, and appropriateness for its intended purpose. Their comments and recommendations were examined to identify aspects requiring clarification, revision, or further refinement.

Data Collection and Thematic Analysis

Prior to data gathering, approval to conduct the study was obtained from the Schools Division Office of the City of San Pedro and San Pedro Relocation Center National High School. Data were collected through face-to-face semi-structured interviews with five identified practitioner participants. Before each interview, the researcher explained the study's purpose, the interview process, and the intended use of the information, assured participants that their responses would remain confidential and be used solely for research purposes, and obtained permission to audio-record the interview for accurate transcription and analysis. After each interview, the recordings were transcribed, and the researcher repeatedly reviewed the transcripts to become familiar with the data and identify relevant statements concerning screening, admission, learner placement, limitations of the existing form, readiness, access, learner circumstances, participation, and support needs. The data were analyzed thematically by assigning initial codes to significant statements, grouping related codes into condensed codes and categories according to similarities in meaning and content, and examining these categories for recurring patterns and relationships. The categories were consolidated into higher-level themes representing common patterns across the five practitioner participants and reviewed against the complete set of interview responses to ensure that they

reflected recurring patterns rather than isolated statements. Five higher-level themes emerged: (1) Limited and Non-Standardized Screening and Admission Practices, (2) Insufficient Learner Information for Informed Placement Decisions, (3) Learner Circumstances and Institutional Constraints in the Admission Process, (4) Challenges in Determining Readiness, and Appropriate Placement, and (5) Need for a Structured and Learner-Centered Screening and Admission Tool. These themes described the progression from limitations in existing screening and admission practices to the need for a more systematic mechanism for gathering and organizing learner placement information. The researcher then examined the themes in relation to the development of the ALS-SHS Screening, Admission and Learner Profiling Form and mapped the identified information needs to its corresponding components. Findings on existing admission practices and basic requirements informed the Learner Personal Information, Educational Background, and Learner Eligibility and Placement Profile sections, while findings on the inadequacy of the existing form and the need for a comprehensive profile informed the inclusion of ALS-specific information throughout the form. Information on work, family responsibilities, financial and access-related circumstances, and participation challenges informed the Learning Access, Schedule and Modality, and Expected Support and Accommodation sections. Findings on readiness, prior learning assessment, participation, and learning needs informed the Documentary Requirements and Prior Learning Evidence and Learner Readiness and Learning Profile sections. Participants' perspectives on learners' reasons for returning to education, choosing ALS, and pursuing future directions informed the Reason for Seeking ALS-SHS and ALS-SHS Learning and Career Goals sections, while the need for a structured placement mechanism informed the Learner Profile Summary and ALS-SHS Screening and Admission Decision sections. The thematic findings served as a qualitative basis for identifying and organizing learner placement information needs but were not treated as the sole source of the form's components; they were considered alongside the existing ALS form, identified learner placement information needs, and the study's requirements. The resulting draft was subsequently subjected to expert review and qualitative feedback from three validators, whose comments and recommendations informed its further refinement.

Form Development and Expert Evaluation

The ALS-SHS Screening, Admission and Learner Profiling Form was developed through a systematic process that used the existing ALS form as the initial basis, the learner placement information needs identified from the thematic findings, researcher-identified placement considerations, and expert feedback. The development process was intended to strengthen the organization of learner information relevant to ALS-SHS screening, admission, and placement.

The existing ALS form provided the initial structure for basic learner and educational information. These findings were mapped to the appropriate sections of the proposed form. Additional researcher-identified considerations, particularly learning and career goals, support needs, and professional placement review, were incorporated to provide a more comprehensive learner profile.

Based on these requirements, the draft form was organized into ten parts: (1) Learner Personal Information, (2) Educational Background, (3) Documentary Requirements and Prior Learning Evidence, (4) Reason for Seeking ALS-SHS, (5) Learner Readiness and Learning Profile, (6) Learning Access, Schedule and Modality, (7) ALS-SHS Learning and Career Goals, (8) Expected Support and Accommodations, (9) Learner Profile Summary, and (10) ALS-SHS Screening and Admission Decision. The organization progresses from learner-provided information to professional synthesis and placement-related action.

The draft form was then subjected to qualitative expert review by three experts. Their comments and recommendations concerning content, clarity, completeness, organization, , policy alignment and appropriateness were considered in revising and refining the form. Unlike the semi-structured interview questionnaire, the form was not subjected to numerical ratings.

The final form represents the integration of the existing ALS form, learner placement information needs, researcher-identified considerations, practitioner findings, and expert recommendations. It is intended to provide a structured learner profile that can support professional screening, admission, placement, and identification of support needs.

Ethical Considerations and Data Management

Administrative permission to conduct the study was obtained from the Schools Division Office of the City of San Pedro and San Pedro Relocation Center National High School. Formal ethical review and approval by a Research Ethics Committee were not obtained. This limitation is acknowledged in the reporting of the study.

Participation in the interviews was voluntary. Before data collection, the researcher explained the study's purpose and procedures, addressed confidentiality, and obtained participants' informed consent and permission for audio recording. Participants' identities were to be protected through the removal of identifying information from transcripts and research reports. Participant responses were used for the purposes of the study.

Audio recordings, interview transcripts, and other research records were to be stored securely, with access restricted to the researcher and authorized research personnel. Data management was intended to protect confidentiality and prevent unauthorized access or disclosure. In reporting the findings, participant statements were presented without unnecessary identifying details.

RESULTS AND DISCUSSION

Theme 1. Limited and Non-Standardized Screening and Admission Practices

The first theme examines participants' experiences with the current screening and admission practices in the school's Alternative Learning System–Senior High School (ALS-SHS) program. The findings indicate that admission primarily involves the submission and verification of basic documentary requirements, while additional screening considerations are addressed through individual inquiries or consultations with school personnel. However, participants' accounts suggest that these practices are not guided by a consistently applied screening tool specifically designed for ALS-SHS. The findings also reveal the need to balance access to education with the collection of relevant learner information to support informed placement decisions.

Sub-Theme	Finding	Illustrative Participant Response
Documentary-based admission	Admission is largely based on the submission and verification of basic documentary requirements and educational records.	P1: “Actually the ang screening lang naman natin is to enter senior high school ALS, as long as meron silang JHS Diploma. JHS Public School Diploma, A&E Result, Birth Certificate.”
Limited formal screening	Participants reported that there is no consistently used formal screening tool beyond basic requirements and individual inquiry.	P1: “Walang screening as in yun na yun.”
Individual evaluation by school personnel	Some screening considerations are addressed through interviews or	P4: “depende din sa interview ng ating focal person then sa akin as chief, sa adviser...”

	evaluation by the focal person, adviser, or other school personnel.	
Open admission practice	Admission is generally characterized by acceptance of learners who meet basic requirements and eligibility circumstances.	P2: “wala naman na rereject dapat po sila ay tatanggapin... tayo ay public school tatanggapin”
Age, work, and family-based eligibility	Participants identified age, employment, and family circumstances as common considerations in determining whether learners enter ALS.	P2: “ikaw ay matanda ranging ng 19 pataas na edad pasok kana o kaya maagang kang nagkaroon ng anak or pamilya kahit hindi ka pasok sa edad. Tapos kung working.”

Overall, the findings characterize the current school-level admission process as primarily documentary and minimally structured. Although school personnel may conduct interviews and consider learners’ individual circumstances, these activities do not appear to follow a standardized ALS-SHS-specific screening procedure. One participant’s statement, “*Walang screening as in yun na yun*,” illustrates the perceived limitations of the existing process, while another participant’s account indicates that individual evaluation occurs through consultations with school personnel. Thus, the findings point not to the complete absence of screening process, but to the limited standardization of how learner information is gathered and considered during admission.

The findings also highlight the importance of distinguishing access to education from informed learner placement. One participant’s view that public schools should accept learners reflects an emphasis on educational access. However, accepting learners and systematically documenting their educational backgrounds, personal circumstances, goals, and support needs are not mutually exclusive. A structured profiling process may help school personnel develop a more comprehensive understanding of learners without automatically excluding those who require further assessment or support. Accordingly, age, employment, and family responsibilities should be documented as contextual information rather than treated, based on these interviews alone, as definitive admission criteria.

These findings may be considered alongside the implementation concerns reported by Albert et al. (2024), which point to operational and institutional challenges in Philippine ALS implementation. Luna (2026) highlights the value of structured learner profiling and multidimensional needs assessment in examining learners’ circumstances, goals, barriers, skills, and support needs. Similarly, Catyong et al. (2023) emphasize the importance of considering the varied circumstances of ALS learners when developing appropriate support systems. Collectively, these studies provide a broader basis for recognizing the value of systematic learner information gathering. However, they do not establish that the specific admission practices identified in the present study are prevalent across all ALS-SHS settings.

In response to these findings, the developed ALS-SHS Screening, Admission and Learner Profiling Form is intended to provide a structured school-level mechanism for documenting and consolidating relevant learner information. Rather than establishing a separate eligibility system or replacing existing DepEd procedures, the form is designed to organize information on learners’ educational backgrounds, personal circumstances, goals, readiness-related characteristics, and support needs. This information may assist authorized school personnel in conducting professional reviews and making more informed school-level decisions regarding placement and appropriate support.

Theme 2. Insufficient Learner Information for Informed Placement Decisions

The second theme concerns the limitations of the existing enrollment form in capturing information relevant to ALS-SHS learner profiling and placement. Participants described the form as similar to that used for regular Senior High School learners and insufficient for documenting the educational backgrounds, individual circumstances, competencies, and support needs of ALS learners. These accounts suggest that the primary concern is not simply the collection of enrollment information, but whether the information gathered is adequate to develop a comprehensive learner profile and inform placement decisions.

Sub-Theme	Finding	Illustrative Participant Response
Use of the regular enrollment form	The current ALS admission process relies on an enrollment form also used for regular Senior High School learners.	P1: “Same ng ginagamit sa regular grade 11 students, kagaya sa regular students.”
Absence of ALS-specific information	Participants noted that the existing form does not contain sections specifically designed for ALS learner characteristics and circumstances.	P1: “Wala siyang oh pang ang ALS lang to, wala siyang ganun.”
Insufficient learner information	The existing form is perceived as providing insufficient information for understanding the learner beyond basic identification and contact details.	P2: “Very kulang kasi yung data na kailangan macollect kung gagamitin yung regular”
Missing learner profile information	Important learner circumstances, such as membership in particular groups and family status, are not adequately captured.	P2: “kung saan part siya ng group IPs, 4ps, kung single parent”
Limited support for placement	Participants indicated that basic personal information alone may not provide enough evidence for making appropriate placement decisions.	P5: “its support for proper placement may be limited if it does not sufficiently capture the learner's current competencies, specific learning needs, preferred learning modality, and other factors affecting participation.”

The findings indicate that the existing enrollment form provides basic registration information but may not capture the range of information needed to understand ALS-SHS learners' educational backgrounds and individual circumstances. One participant noted that the form was similar to that used for regular Grade 11 learners, while another described the data collected as insufficient. Participants also identified information on group membership and family status, as well as learners' current competencies, specific learning needs, preferred learning modalities, and factors affecting participation, as relevant to learner profiling and placement. These accounts point to a gap between basic enrollment data and the broader information that may be needed to understand learners' circumstances and support their educational progress.

The importance of documenting educational background and prior learning is reflected in the Enhanced ALS Guidelines (DepEd Order No. 001, s. 2026), which recognize educational background, prior learning, and existing knowledge as relevant to identifying learners' priority needs and developing their Individual Learning Agreement. This policy context supports the inclusion of learner information that extends beyond basic identification and documentary requirements. Similarly, Hero and Gloria (2025) examined concerns related to academic planning, self-regulated learning, and support needs among ALS-

SHS learners in flexible learning settings. Hero (2022) also highlighted the relevance of learner competencies in the ALS-SHS context, particularly in relation to transitions to higher education and employment. These studies provide a basis for considering learners' goals, competencies, learning access, and support needs when organizing information for placement and subsequent educational support.

The form's attention to previous schooling and learning experiences is further informed by the Recognition of Prior Learning (RPL) perspective adopted in this study. Relevant information may include previous educational attainment, prior ALS participation, assessment results, certificates and training, work and livelihood experiences, and other documented learning experiences. Including these details allows the learner profile to reflect learning acquired through formal, non-formal, and relevant experiences, where applicable and supported by available evidence. Such documentation does not, by itself, constitute formal RPL assessment; rather, it provides information that may assist authorized personnel in reviewing a learner's background and determining whether further assessment or support is warranted.

In response to these findings, the developed ALS-SHS Screening, Admission and Learner Profiling Form extends beyond basic personal and documentary information to organize data on educational background, prior learning evidence, reasons for seeking ALS-SHS, readiness-related information, learning profile, access and preferred modality, learning and career goals, and support needs. It also includes a learner profile summary and a section for documenting screening, admission, and placement actions. These components are intended to consolidate relevant information in a form that is accessible for professional review and may support more informed school-level decisions.

The contribution of the form therefore lies in systematizing learner information for profiling and placement support, rather than independently determining eligibility or guaranteeing appropriate placement. It is designed to complement existing DepEd assessment, admission, and enrollment procedures by providing a more organized basis for understanding learners' backgrounds and identifying areas that may require further review or support.

Theme 3. Learner Circumstances and Institutional Constraints in the Admission Process

The third theme captures the practical difficulties encountered by school personnel during the screening and admission process and the circumstances that may affect learners' access to and participation in ALS-SHS. Participants identified incomplete requirements, difficulties contacting or locating applicants, and the need to provide step-by-step guidance. They also described how employment, childcare, family responsibilities, and financial limitations may affect learners' ability to pursue their education. These findings suggest that the admission process takes place within practical and socioeconomic conditions that may require additional guidance, coordination, and appropriate support.

Sub-Theme	Finding	Illustrative Participant Response
Incomplete admission requirements	Missing documentary requirements can delay or complicate the admission process.	P2: "First challenge is may mga kulang na requirements"
Difficulty contacting learners	Incorrect contact information, lack of phones, and limited online accessibility can make it difficult for school personnel to reach applicants.	P2: "kung hindi ko sya makontak or mahagilap hindi ko sya maadmit talaga"
Difficulty locating learners	Unclear or difficult-to-locate addresses create additional challenges in verifying or following up with learners.	P2: "Yung pinaka matindi yung address ng bahay... meron akong naranasan mga compound paano mo hahanapin yun so mahirap"
Need for step-by-step assistance	Some learners require detailed and sequential instructions when completing processes and requirements.	P1: "kailangan sa ALS talagang step1, step 2, step 3, step 4"

Family and childcare responsibilities	Learners' family responsibilities, particularly childcare, affect their ability to participate in schooling.	P1: "Ma'am paano yung anak ko, saan kaya pwedeng iwanan or ano po bang alternative"
Work-related scheduling needs	Working learners seek learning arrangements that accommodate their work schedules.	P3: "ang gusto nila yung free time niya sa work niya so gusto nya o nila sila ang masusunod sa time na gusto nila"
Financial constraints	Limited financial resources affect learners and the implementation of the ALS program.	P1: "wala sobrang budget constraint sila"

The findings reveal two interconnected dimensions of the admission process: institutional constraints encountered by school personnel and socioeconomic circumstances affecting learners' access to education. One participant identified incomplete requirements, difficulties contacting applicants, and challenges in locating their residences as practical barriers to admission. Other accounts highlighted employment, childcare, family responsibilities, and financial limitations. Although these concerns arise at different levels, they may complicate the admission process and require school personnel to respond to learners' circumstances. These findings emphasize the practical challenges involved in facilitating access to ALS-SHS, rather than the adequacy of the enrollment form or the standardization of screening procedures.

The need for step-by-step assistance further suggests that admission procedures may require clear instructions and appropriate guidance. One participant noted that ALS learners need sequential directions, highlighting the importance of making procedural requirements understandable and manageable. Accessible communication and guidance may be particularly helpful when applicants encounter difficulties completing requirements or navigating school procedures. However, the participant's account does not establish the specific reasons individual learners require such assistance; these should not be presumed without further evidence.

The findings also demonstrate that admission-related challenges extend into the conditions affecting participation. Participants described learners who must balance schooling with employment and childcare responsibilities and who may have limited financial resources. These circumstances may influence the learning schedules, modalities, and support arrangements that learners can realistically access. They should therefore be understood as contextual considerations rather than automatic grounds for exclusion from ALS-SHS.

These findings are consistent with Wayas and Dinoro (2023), who identified time allocation, financial concerns, family responsibilities, and personal circumstances among the challenges experienced by ALS learners. Alvarez (2024) likewise reported family problems, personal conflicts, financial concerns, and accessibility issues among reasons associated with participants' discontinuation of formal education. These studies provide context for understanding the relationship between learners' personal circumstances and their educational participation. Nevertheless, it is important to distinguish factors associated with leaving or discontinuing formal schooling from barriers encountered during admission to, or participation in, ALS-SHS. The present findings address the latter while recognizing that learners' educational histories may provide context for their current circumstances.

Work and accessibility concerns are further reflected in Janog and Oco (2026), who examined work-life balance and academic engagement among ALS learners combining employment and education, and Mahinay and Ortiz (2025), who reported transportation-related difficulties associated with attendance and program completion among ALS learners in rural Bukidnon. These studies reinforce the relevance of considering employment schedules, transportation, distance, and access to learning arrangements when examining participation. In the present study, however, transportation and distance should be presented as contextual considerations for the developed form only to the extent that they are supported by the participant data or by the study's documented design rationale.

In response to these findings, the developed ALS-SHS Screening, Admission and Learner Profiling Form includes sections for documenting work and family responsibilities, schedule availability, learning access, device and connectivity availability, preferred or accessible learning modality, and potential participation barriers. These details are intended to help authorized school personnel identify circumstances that may require clarification, additional guidance, suitable learning arrangements, or referral to appropriate support. The form does not itself resolve financial constraints, provide childcare, or guarantee access to flexible learning arrangements; rather, it can make relevant circumstances more visible for consideration and planning.

Overall, this theme demonstrates that admission and learner placement occur within practical and socioeconomic conditions that may affect both access and participation. By organizing information about these circumstances alongside learners' educational backgrounds, the developed form provides a basis for more context-sensitive professional review without treating personal or financial difficulties as exclusionary criteria.

Theme 4. Challenges in Determining Learner Readiness and Appropriate Placement

The fourth theme reflects the challenges encountered by school personnel in determining whether learners' educational backgrounds, competencies, and readiness-related characteristics align with the ALS-SHS pathway. Participants described cases involving inaccurate educational information, difficulties in reading comprehension, inconsistent participation, and uncertainty about learners' preparedness for Senior High School-level learning. They also reported that readiness was generally explored through conversations and professional judgment rather than a consistently applied assessment instrument. These findings highlight the difficulty of determining appropriate placement when learners' competencies and readiness-related needs have not been systematically assessed.

Sub-Theme	Finding	Illustrative Participant Response
Learner-program mismatch	Some learners are initially admitted but later identified as being more appropriately placed in another educational pathway.	P2: "may mga bata talaga tayo na hindi akma sa ating system na pwedeng ibalik sa reg or mas gusto ng bata sa amin."
Referral to regular education	Learners who do not fit the ALS pathway may be referred back to the regular program.	P1: "minsa meron na hindi talaga pinapayagan binabalik sila sa regular."
Misreported educational background	Incomplete or inaccurate information about previous schooling can affect initial placement.	P3: "hindi siya nagsabi na hindi siya nakatapos ng grade 10"
Absence of readiness assessment	Participants reported that there is no formal tool consistently used to assess learner readiness before admission.	P1: "Walang ganun, as in walang ganun."
Informal readiness assessment	Readiness is often determined through the observations and conversations of advisers or focal persons rather than through a formal assessment tool.	P3: "walang tool, talagang si adviser ang nakikipag usap."
Cognitive and literacy concerns	Participants identified differences in learner competencies, including difficulties with reading comprehension, as relevant to placement.	P2: "kaya nilang magbasa hindi nila maunawaan"
Need for competency assessment	Participants suggested assessing whether learners possess the competencies necessary to participate in Senior High School-level subjects.	P2: "Magkaroon ng test kung kakayanin nya yung subject sa pagadmit ng bata."

Attendance and participation concerns	Some learners experience difficulties sustaining participation after admission.	P2: “hindi na nga pumapasok bata nakapag pasa lang”
Learner motivation	Participants identified learners’ desire to finish schooling as an important consideration in their participation in ALS.	P4: “talagang willingness na makatapos”

The findings suggest that meeting basic admission requirements does not, by itself, establish a learner’s preparedness for the ALS-SHS pathway. Participants raised concerns about educational background, reading comprehension, attendance, and willingness to complete schooling. These concerns were generally explored through individual conversations and professional judgment. The central issue is therefore the difficulty of determining readiness and placement suitability, rather than simply the absence of a formal assessment tool.

The findings also highlight the importance of distinguishing among educational eligibility, learning readiness, and placement suitability. Eligibility concerns whether a learner meets applicable admission requirements, while readiness-related information may help identify competencies and learning needs. Placement suitability involves considering these factors in relation to the learner’s educational goals and the requirements of the available learning pathway. These considerations are related but should not be treated as interchangeable or reduced to a single readiness score.

Participants’ accounts of reading comprehension difficulties and differences in learner competencies suggest the value of reviewing learners’ prior learning and current educational needs. However, the interviews do not establish the actual competency levels of individual learners or demonstrate that a particular test would accurately predict their success. The suggestion to assess learners’ ability to manage Senior High School subjects should therefore be understood as a practitioner’s recommendation, rather than evidence that admission should depend on a specific test or a single measure of academic performance.

Attendance and willingness to complete schooling also require careful interpretation. Difficulties sustaining attendance may reflect various circumstances, while willingness to finish schooling cannot be established solely through a single conversation. Nevertheless, discussions about learners’ goals, expectations, availability, and perceived learning needs may provide useful information for identifying areas where additional guidance or support could be considered.

This broader understanding of readiness is consistent with Pura (2024), who identified variations in research readiness among ALS-SHS learners and highlighted work-life balance and internet connectivity as factors affecting preparedness. Although research readiness is distinct from general readiness for ALS-SHS participation, the study illustrates how preparedness may be influenced by conditions beyond academic knowledge. Idulsa and Luzano (2024) and Jaravata et al. (2024) likewise examined motivation, engagement, self-determination, and persistence in non-traditional educational contexts. These studies provide a basis for considering learner characteristics and participation conditions when examining readiness, without assuming that these factors alone determine placement suitability.

The proposed form incorporates these considerations through its Learner Readiness and Learning Profile section. It documents readiness-related characteristics, including time management, independent learning, following instructions, persistence, communicating learning needs, and seeking assistance. These indicators are intended to guide discussion and identify areas where learners may benefit from orientation, additional support, or appropriate learning arrangements. They are not presented as a standardized psychological or academic assessment or as a validated measure of readiness.

The inclusion of learner goals further supports placement-related discussions. The form documents intended pathways such as Senior High School completion, higher education, employment, livelihood, entrepreneurship, technical-vocational development, and certification. Mamba et al. (2021) examined study orientation and college readiness in relation to the educational transition of ALS graduates, supporting the

relevance of considering learners' future educational intentions. In the present study, documenting these goals provides contextual information for professional review and may help align subsequent guidance and learning plans with learners' intended pathways.

The readiness component is also informed by Self-Directed Learning (SDL), particularly Knowles' (1975) emphasis on learner responsibility, the identification of learning needs, the establishment of objectives, and competency development. The form reflects selected aspects of this perspective through items concerning independent learning, time management, help-seeking, and personal goals. However, these items are intended for practical learner profiling rather than

Overall, the findings informed the development of a form that organizes readiness-related information alongside educational history, competencies, learning needs, and future goals. Its intended function is to support informed professional review and the identification of appropriate learning arrangements and support needs. Decisions concerning admission or referral should remain grounded in applicable DepEd policies and the assessment of authorized personnel, rather than being determined by the form alone.

Theme 5. Need for a Structured Learner-Centered Screening and Admission Tool

The fifth theme reflects participants' expressed need for a more systematic ALS-SHS screening and admission process. Participants identified the value of a structured tool that can organize learner information, assess readiness-related needs, document motivation, and support placement and referral decisions. They also emphasized the importance of a simple, clear, comprehensive, and easy-to-use design that can be implemented at the school level.

Sub-Theme	Finding	Illustrative Participant Response
Need for a structured screening tool	Participants expressed a need for a formal screening mechanism to guide ALS admission decisions.	P1: "Dapat meron, kailangan kahit within school lang muna."
Need for an ALS framework	Participants identified the need for a clearer framework to guide screening and admission practices.	P2: "dapat sana makapag gawa tayo ng framework for ALS."
Learner profiling and categorization	A screening tool should organize learner characteristics to help determine the appropriate level or placement.	P2: "Hopefully, categorization ng learners muna sa profile makita natin atleast saan silang level."
Needs and readiness assessment	Participants proposed assessing learners' needs and readiness, including cognitive considerations, before placement.	P2: "pangalawa needs assessment para sa kanilang uhm.. Readiness, ang gusto ko po ipoint out is cognitive."
Motivation and commitment information	The form should establish why learners are returning to education, why they chose ALS, and their commitment to studying.	P3: "kung disido mag-aral (commitment form), bakit gusto bumalik sa pag-aaral, at bakit ALS ang napili mo?"
Placement and support information	Screening results should inform recommended placement and identify areas requiring additional support.	P5: "recommended level or program placement and identified areas where additional support may be needed."
Work, family, and learning-access information	The form should capture circumstances that may affect participation, including work, family responsibilities, and access to learning resources.	P5: "work or family responsibilities, and access to learning resources"
Simple and comprehensive design	Participants emphasized that the improved tool should provide sufficient information without becoming unnecessarily difficult to use.	P5: "Overall, the form should be simple, clear, comprehensive, and easy to use."

The findings indicate that participants sought a structured mechanism for organizing learner information and supporting screening, admission, and placement-related decisions. One participant stated, *“Dapat meron, kailangan kahit within school lang muna,”* expressing support for a screening mechanism that could initially be implemented at the school level. Another participant proposed developing an ALS-specific framework, while others identified learner profiling, readiness-related needs, motivation, placement, and support information as important components. These recommendations informed the development of a tool intended to translate practitioners’ identified needs into a practical school-level form.

The relevance of organized assessment and data collection is conceptually supported by Rivera (2024) and Arciosa et al. (2022), whose studies examined assessment or data-collection procedures in literacy-related educational contexts. Although these studies focused on literacy rather than ALS-SHS admission and placement, they provide related perspectives on the importance of systematically gathering learner information to identify needs and inform educational support. Their relevance to the present study is therefore contextual rather than direct evidence of the proposed form’s validity or effectiveness.

In response to the findings, the study developed the ALS-SHS Screening, Admission, and Learner Profiling Form, a ten-part instrument designed to organize information from learner-provided responses through professional review to documented action. Parts I–VIII cover personal and educational background, prior learning, reasons for seeking ALS-SHS, readiness-related information, learning access, goals, and support needs. Parts IX and X are completed by ALS teachers or facilitators to synthesize information into a learner profile summary and document screening, admission, and placement-related actions. This arrangement consolidates information that might otherwise be dispersed across enrollment documents, available learner records, and adviser–learner conversations.

The form’s content is informed by the Recognition of Prior Learning (RPL) and Self-Directed Learning (SDL) perspectives. RPL informs the documentation of previous schooling, prior ALS participation, available assessment records, certificates, training, work experiences, and other relevant evidence of learning. These details support the professional consideration of learners’ prior experiences but do not, by themselves, constitute a formal RPL assessment. SDL informs the consideration of learners’ reasons for returning to education, goals, independent learning, time management, and help-seeking. These components support discussion and planning rather than serve as a standardized measure of SDL or a definitive test of admission readiness. The form was not derived solely from these theoretical perspectives; its development also incorporated the existing ALS form, participant findings, researcher-identified considerations, identified learner placement information needs, and expert feedback.

The form also reflects the study’s consideration of the Enhanced ALS Guidelines under DepEd Order No. 001, s. 2026, particularly in relation to prior learning and the identification of learners’ learning needs. It is designed to complement existing DepEd assessment, admission, and enrollment procedures, including LIS-ALS, rather than replace existing procedures or establish a separate eligibility system. A key feature is the distinction between learner-reported information, professional synthesis, and documented action. Learners provide information about their backgrounds, learning experiences, goals, circumstances, and perceived needs; ALS teachers or facilitators synthesize relevant details into the learner profile summary; and authorized personnel document screening, admission, placement-related actions, and recommended support or referral where appropriate. This arrangement positions the form as a structured record for professional review rather than an instrument that independently determines eligibility or placement.

The development process included a qualitative review of the proposed form by three expert validators. Their review considered its content, policy alignment, clarity, completeness, organization, and appropriateness, and their recommendations informed its refinement. This qualitative review is distinct from the content validity index (CVI) results obtained for the ten-item semi-structured interview questionnaire. The questionnaire’s S-CVI/Ave of 1.00 reflects the expert ratings of that research instrument and should not be interpreted as a numerical validity result for the developed form.

Overall, this theme demonstrates how participants' recommendations informed the development of a structured, learner-centered mechanism for organizing information relevant to ALS-SHS screening, admission, and placement consideration. The study establishes the form's development and qualitative expert review; it does not establish that the form improves placement accuracy or learner outcomes. Further implementation and evaluation are needed to examine its usability in practice and its contribution to screening, admission, placement, and support planning.

Development of the ALS-SHS Screening, Admission and Learner Profiling Form

The thematic findings yielded five higher-level themes that guided the identification of learner placement information needs and the development of corresponding sections of the ALS-SHS Screening, Admission, and Learner Profiling Form. Table 3 presents the mapping of these themes and the information needs identified from participant accounts to the corresponding form components. Although this mapping demonstrates how qualitative insights informed the form's structure, it does not independently validate the instrument's efficacy or its impact on placement outcomes.

Table 3. *Learner Placement Information Needs and Corresponding Parts*

Higher-Level Theme	Learner Placement Information Needed	Corresponding Form Parts
1. Limited and Non-Standardized Screening and Admission Practices	Basic learner information, educational background, and information relevant to admission and placement	I. Learner Personal Information; II. Educational Background; III. Documentary Requirements and Prior Learning Evidence
2. Insufficient Learner Information for Informed Placement Decisions	ALS-specific information on learner circumstances, reasons for seeking ALS-SHS, readiness, access, and support needs	III. Documentary Requirements and Prior Learning Evidence; IV. Reason for Seeking ALS-SHS; V. Learner Readiness and Learning Profile; VI. Learning Access, Schedule and Modality; VIII. Expected Support and Accommodations
3. Learner Circumstances and Institutional Constraints in the Admission Process	Work and family responsibilities, reasons for non-participation in formal schooling, availability, access, and support considerations	IV. Reason for Seeking ALS-SHS; VI. Learning Access, Schedule and Modality; VIII. Expected Support and Accommodations
4. Challenges in Determining Learner Readiness and Appropriate Placement	Readiness, prior learning, learning profile, participation, learning needs, and educational or career goals	III. Documentary Requirements and Prior Learning Evidence; V. Learner Readiness and Learning Profile; VII. ALS-SHS Learning and Career Goals
5. Need for a Structured, Learner-Centered Screening and Admission Tool	Consolidated learner profile, reasons for choosing ALS-SHS, goals, placement considerations, and documented screening/admission action	IV. Reason for Seeking ALS-SHS; VII. ALS-SHS Learning and Career Goals; IX. Learner Profile Summary; X. ALS-SHS Screening and Admission Decision

As shown in Table 3, the learner placement information needs identified through the five themes were mapped to the corresponding parts of the proposed form. Some parts appear under more than one theme because a single information component may address different concerns identified in the interviews. For example, learning access and schedule are relevant both to the completeness of learner information and

to circumstances that may affect participation. The mapping therefore reflects the relationship between the identified information needs and the form's intended functions rather than a one-to-one correspondence between themes and form parts.

The form was not developed solely from the interview findings. The existing ALS form served as the initial basis, while the thematic findings identified additional information needs relevant to ALS-SHS screening, admission, and placement. Researcher-identified considerations and subsequent expert feedback also informed the development and refinement of the proposed instrument.

Development of the Form

Based on these inputs, the ALS-SHS Screening, Admission and Learner Profiling Form was organized into ten parts: (1) Learner Personal Information, (2) Educational Background, (3) Documentary Requirements and Prior Learning Evidence, (4) Reason for Seeking ALS-SHS, (5) Learner Readiness and Learning Profile, (6) Learning Access, Schedule and Modality, (7) ALS-SHS Learning and Career Goals, (8) Expected Support and Accommodations, (9) Learner Profile Summary, and (10) ALS-SHS Screening and Admission Decision.

Parts I–VIII gather learner-reported information, while Parts IX and X provide space for professional synthesis and documentation of screening, admission, and placement-related actions. This structure is intended to consolidate relevant information from learner responses, available records, and adviser–learner conversations into a single school-level record.

The form is informed by the perspectives of Self-Directed Learning (SDL) and Recognition of Prior Learning (RPL). SDL informs the inclusion of learners' reasons for returning to education, learning goals, independent learning, time management, and help-seeking. RPL informs the documentation of previous schooling, prior ALS participation, available assessment records, certificates, training, work experience, and other relevant evidence of learning. These perspectives guided the selection of information to be documented; however, the form is not a standardized measure of SDL, a formal RPL assessment, or a definitive test of admission readiness.

The development process also considered the Enhanced ALS Guidelines under DepEd Order No. 001, s. 2026, particularly in relation to prior learning and the identification of learners' learning needs. The proposed form is intended to support professional review and initial support planning at the school level. It is designed to complement existing DepEd assessment, admission, enrollment, and reporting procedures, including LIS-ALS, rather than replace established requirements or create an independent eligibility system.

An important feature of the form is the distinction between learner-reported information, professional synthesis, and documented action. Learners provide information about their backgrounds, experiences, goals, circumstances, and perceived needs. ALS teachers or facilitators review and synthesize relevant details in the learner profile summary, while authorized personnel document screening and admission actions, placement considerations, recommended support, or referral where appropriate. This arrangement positions the form as a structured record for professional review rather than an instrument that independently determines eligibility or placement.

The draft form underwent qualitative review by three expert validators. Their comments and recommendations concerning content, clarity, completeness, organization, policy alignment, and appropriateness were considered in refining the instrument. This review was distinct from the numerical content validity index (CVI) evaluation of the ten-item semi-structured interview questionnaire. The questionnaire's S-CVI/Ave of 1.00 reflects the expert ratings of that research instrument and does not represent a numerical validity result for the developed form.

Overall, the proposed form translates the identified information needs into a structured school-level record for learner profiling, screening, admission, placement consideration, and initial support planning. The study establishes the form's development and qualitative expert review; further implementation and

evaluation are needed to examine its usability and contribution to professional placement decisions and learner support.

Synthesis of the Findings and Implications for Learner Placement

Taken together, the five themes show a progression from limitations in existing school-level screening and admission practices to the need for a more structured approach to learner placement. The limited and non-standardized collection of learner information created gaps in documenting educational background, prior learning, readiness, access, goals, and support needs. These gaps became more significant given the varied circumstances of ALS learners, including work and family responsibilities, financial and transportation constraints, and differences in learning access. Consequently, placement requires consideration of not only prior educational experiences but also learners' readiness, participation conditions, goals, and support needs.

The significance of the developed form lies in its capacity to organize these areas within a single school-level mechanism rather than establish a separate eligibility system. It consolidates information that may otherwise be dispersed across documents, adviser-learner discussions, and existing records, while providing designated sections for professional synthesis, placement-related action, and initial learning-planning considerations. This structure may support more consistent documentation and professional review while complementing existing DepEd assessment, admission, enrollment, and LIS-ALS procedures.

The findings further imply that learner circumstances should be treated as contextual information for planning rather than as exclusionary criteria. Information on work, family responsibilities, financial and transportation constraints, learning access, readiness, and goals may assist authorized personnel in identifying appropriate learning arrangements, support, or referral needs. Thus, the developed form may strengthen the school-level placement process by providing a common structure for gathering, synthesizing, and reviewing information relevant to initial placement and support planning.

However, the findings do not establish that the form improves placement accuracy, learner retention, completion, or academic performance. The study focused on the development and expert review of the instrument; therefore, its effectiveness in actual placement and subsequent learner outcomes remains to be established through implementation and further evaluation. Overall, the study supports a structured, learner-centered approach to ALS-SHS placement that recognizes educational history, prior learning, circumstances, readiness, goals, access, and support needs while retaining professional judgment and adherence to existing DepEd requirements.

CONCLUSION

This study developed a ten-part ALS-SHS Screening, Admission, and Learner Profiling Form for San Pedro Relocation Center National High School. Its key contribution lies in translating five themes from practitioner interviews into a structured tool that organizes learner information, educational background, individual circumstances, readiness-related considerations, learning goals, and support needs for professional review. Informed by the existing ALS form and qualitative expert feedback, the developed form provides a school-level mechanism to support more systematic documentation and informed learner placement while complementing existing DepEd procedures.

However, the form has not been pilot-tested. Further evaluation of its usability, feasibility, and contribution to placement decisions is needed before wider implementation can be recommended.

Recommendations

Based on the findings and conclusions of the study, ALS-SHS school personnel may use the developed ALS-SHS Screening, Admission, and Learner Profiling Form as a structured mechanism for gathering and organizing learner information relevant to screening, admission, placement, and initial support planning, subject to existing DepEd policies and procedures. The information documented in the

form should be considered alongside available records, learner interactions, and professional judgment when identifying placement considerations and potential support or referral needs. School and ALS administrators may provide appropriate orientation and guidance on the form's administration, documentation, confidentiality, and proper use. If implemented, the form may be reviewed and refined based on personnel feedback, implementation experiences, changes in DepEd policies and procedures, and emerging learner needs. Future researchers may pilot-test the form in actual ALS-SHS settings to assess its usability, practicality, and applicability across different schools and learner contexts. Further studies may also examine its contribution to documenting learner profiles, informing placement decisions, and identifying support needs, as well as its potential relationship with learner participation, retention, completion, and other relevant educational outcomes. Such studies would provide additional evidence beyond the developmental process and qualitative expert review undertaken in the present study.

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