A Process Evaluation in the Pilot Implementation of Alternative Learning System Senior High School in the Schools Division of Aurora

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Abstract. To follow with curriculum changes in formal school, ALS also include SHS in their program to cater out-of-school children in special cases, youth, and adults who wanted to graduate SHS. However, because of its being new, implementation is a shot on the dark. With this mind, this study conducted a process evaluation in the pilot implementation of Alternative Learning System Senior High School in the Schools Division of Aurora. A duly validated semi-structured interview guide was the main instrument in data gathering and being analyzed using simple frequency count and thematic analysis model suggested by Clarke and Braun (2006). Results indicate that ALS SHS Program in the division seems to be on the right track as the number of enrollees increased to 193.57% on just its second year of implementation. The learning resources were adapted to the existing modules from formal school, localized and contextualized to make it suited to the ALS Senior High School Competencies. The strong linkages with the different partners in the implementation was also showed in the result of the interview. Blended learning and flexible learning are being offered as a learning delivery modality. As a result, those who were not able to study in formal school may have a chance to finish Basic Education. However, different challenges such as low graduation rate, lack of full-time ALS-SHS teachers, insufficient classroom facility for A&E learning session were revealed. Therefore, it is highly recommended that ALS-SHS must be expanded throughout the province to cater more students offering all the SHS specialization in TVL and Academic tracks to make the students choose courses based on their preferences, partnerships and linkages should be sustained and augmented, hire additional teachers, and there should be a standardized test nationwide assessing the learning of the students to ensure comparison among implementing schools with regard to student achievement, accountability for teachers and serve as the basis for data-driven instruction.

1. Introduction

Basic Education in the Philippines has experienced one of the biggest educational reforms after having a 10-year educational system for more than 50 years through the enactment of the Republic Act 10533 (Enhanced Basic Education Act of 2013 or K-12 Law) that was signed by

former President Benigno Simeon Aquino III. The goal of the additional two years of Basic Education is to better equip Filipino students with the knowledge and skills they need to compete successfully in the global economy of the twenty-first century. This reform affected both formal and non-formal schools.

In Alternative Learning System Program, the inclusion of Senior High School was initiated in 2019 through DepEd Order 13, s. 2019 and further intensified with the passage of Republic Act No. 11510 (ALS Act) which was signed into law in December 2020 by former President Rodrigo Roa Duterte, where it is emphasized that A&E Test Elementary level passers are eligible to enroll in Junior High School (JHS); A&E Test JHS level passers are eligible to enroll in SHS or selected technical vocational education and training programs through the Technical Education and Skills Development Authority (TESDA); and A&E Test SHS level passers are eligible to enroll in higher education institutions. The Department of Education Region V (Bicol Region) was the first to implement the hybrid and enhanced Curriculum-ALS Senior High School, making sixty-two pioneer graduates complete the program in 2021.

Schools Division of Aurora started to offer ALS Senior High School Program in School Year 2021-2022 through the partnership of Alternative Learning System-Aurora and Dipaculao National High School to give opportunities to out-of-school youth and adults to finish their Basic Education. There were 45 students from the districts of Baler, Dilasag, Dingalan, Dipaculao, San Luis, and Maria Aurora who passed the Presentation Portfolio Assessment and received their basic education diplomas and distinctions in its first year of implementation. Dipaculao National High School Senior High School produced ALS Senior High School Graduates in just a year as the Bureau of Alternative Education allows Schools Division Offices to implement its own policy in the implementation, assessment, and completion of ALS Senior High School Learners while crafting the uniformed policy nationwide. In SY 2022-2023, the program was expanded to Lual National High School to serve more students in the northern municipalities of Aurora: Dinalungan, Casiguran, and Dilasag (DICADI).

ALS Senior High School is the newest program of the Bureau of Alternative Education (BAE). With this, the researcher desires to undertake research on the implementation of ALS Senior High School in the Schools Division of Aurora to provide a factual assessment, uncover ground-level issues, recommend the necessary intervention in the program execution, and help attain its ultimate goals.

Generally, this study aimed to assess the pilot implementation of ALS senior high school in the Schools Division of Aurora.

Specifically, this study sought to answer the following questions:
1. How may the profile and performance of ALS-SHS implementers be described in terms of:
    1.1 track and strand offerings;
    1.2 enrollment rate;

1.3 teacher-student ratio;

1.4 graduation rate, and;

1.5 passing score?

2. How may ALS SHS implementation be described in terms of:

2.1 learning resources;

2.2 partnerships;

2.3 advocacy and social mobilization;

2.4 monitoring and evaluation, and;

2.5 instruction?

3. What strategies were implemented to address the challenges encountered during the pilot implementation of ALS SHS?

2. Methodology

The descriptive research design which tries to describe present condition, events, or systems based on impression or reactions of respondents (Garcia, 2005) was employed in this study. This method of research as a critical process of observing, describing, analyzing and documenting quantifiable information where both quantitative and qualitative data were collected.

The methods of data collection for this descriptive research were utilized in several combinations and arrangement based on the formulated interview questions. Various common data collection methods or techniques within the field of descriptive research includes observation, survey, and interview. This study used the collective approach of using key-informant interviews to collect data. The collected data were analyzed to formulate and recommend specific approaches or strategies to further improve the subject of this study, which is the process evaluation of the pilot implementation of ALS Senior High School in Schools Division of Aurora.

2.1. Sampling Procedure

This study utilized purposive sampling, a non-probability sampling technique that involves the deliberate selection of participants based on specific characteristics aligned with the objectives of the research. The primary goal of this sampling approach was to ensure the inclusion of key stakeholders who possess rich, relevant knowledge and direct experiences with the pilot implementation of the ALS Senior High School program in the Schools Division of Aurora.

2.2. Participants

Comprehensive collection of both quantitative and qualitative datasets was required for a process evaluation as policies and practices trace all the way from the practitioners up to the highest administrators in the organization. This is to ensure that everything is documented and

explained. Thus, participants were purposefully sampled from the SDO and implementing school by identifying members of the population who are likely to possess certain characteristics and experiences. The participants of this study were the ALS education program specialist, school principal, ALS-SHS focal persons, curriculum heads, ALS teachers, community ALS implementor and learners. To ensure the anonymity of the informants, the researcher used pseudonym and classified their role in the ALS-SHS implementation.

Out of five hundred two (502) learners, the researcher chose only two student-participants who have special cases such as health condition and early pregnancy to assess the delivery of instruction and how they cope-up with the lessons despite of their present condition.

Table 1. *Profile of the Informants*

Pseudonym	Sex	Marital Status	Role in ALS Senior High School
Sharon	Female	Married	Program Lead/Administrative
Andrew	Male	Single	Administrative
Kristine	Male	Widowed	Administrative/Teaching
Vhong	Male	Married	Administrative/ Teaching
Anne	Female	Married	Teaching Personnel
Kiray	Female	Married	Teaching Personnel
Edu	Female	Married	Teaching Personnel
Karla	Female	Single	Teaching Personnel
Katryn	Female	Single	Student
Liza	Female	Married	Student

3. Results and Discussion
Alternative Learning System-Senior High School Profile

As shown in Table 2, the two implementing schools both offer Humanities and Social Sciences, and Technical Vocational Livelihood track. It also stated the number of enrollees wherein in School Year 2021-2022 when ALS Senior High School opened at School A, there were one hundred seventy one (171) enrollees; one hundred sixteen (116) learners in Humanities and Social Sciences Strand, and fifty five (55) in TVL-Agriculture.

On the second year of ALS SHS implementation in school A, it is shown that there is an increase on the number of enrollees from one hundred seventy one (171) enrollees in SY 2021-2022 to two hundred forty four (244) enrollees for the SY 2022-2023 that is equivalent to 42.69% increase.

In school B where ALS Senior High School was recently opened for School Year 2022-2023, there were two hundred fifty eight (258) enrollees; one hundred forty nine (149) learners in

Humanities and Social Sciences Strand, and one hundred nine (109) in TVL-Agricultural crop Production.   With this data, it implies that the implementation of ALS SHS in the division in terms of enrollment rate is successful as it shows increase on the number of enrollees, evidence that the program is effective in reaching-out potential learners.

Table 2. *Number of Enrollees of the two implementing Schools per track/strand*

School Year	School	Offered Track/Strand	Total
2021-2022	School A	HUMSS	116
		TVL-Agriculture	55
		TOTAL	**171**
2022-2023	School A	HUMSS	157
		TVL-Agriculture	77
		TOTAL	**244**
	School B	HUMSS	149
		TVL-Agri-crop production	109
		TOTAL	**258**

Table 3 shows that the two implementing schools have the same number of teachers handling ALS Senior High School subject. The student-teacher ratio is 25:1 based on the total number of enrollees.

Table 3. *Number of teachers handling ALS Senior High School Subjects of the two implementing schools*

School Year	School	Designation	Frequency
2021-2022	School A	Focal Person	1
		Curriculum Head	7
		ALS Teacher	1
		Community ALS Implementor	1
		TOTAL	**10**
2022-2023	School A	Focal Person	1
		Curriculum Head	7
		ALS Teacher	2
		Community ALS Implementor	0
		TOTAL	**10**
2022-2023	School B	Focal Person	1
		Curriculum Head	7
		ALS Teacher	0
		Community ALS Implementor	2

TOTAL		**10**

However, in the classroom setting, it varies since curriculum heads and ALS teachers teach their learners in different community learning centers since ALS-SHS offers flexible learning experiences where learners can freely choose the learning delivery modality that are suited to their needs and situation. Some learners attend in-person classes and online classes while the others are pure modular learning.

Curriculum heads and SHS focal person of School A conducts in-person classes in different Community Learning Center in San Luis, Baler, Maria Aurora, and Dingalan every weekend to cater distant learners and address student queries. A common role of ALS teachers in the Philippines to reach-out the distant and underprivileged learners. On the other hand, elementary/junior high school ALS teachers and community ALS implementors of different districts extend their help in the distribution and checking of modules.

In school B, ALS senior high school program cater learners from the districts of Dinalungan, Casiguran, and Dilasag. With the assistance of elementary/jhs ALS teachers, ALS senior high school teachers conduct in-person classes in different places. In the district of Dilasag, teachers facilitate learning in places such as covered court in Brgy. Dilaguidi to cater ALS Learners in Brgy. Diagyan and Dilaguidi, while in Poblacion of Dilasag, Maligaya, and Diniog, they were meeting their learners at the town proper and Dilasag ALS Center from time to time. In the District of Dinalungan, curriculum heads handle classes in Brgy. Abuleg and Brgy. Simbahan, while on the other hand, the learning takes place in the town proper to cater learners from Brgy. Nipoo and Poblacion of Dinalungan. Lastly, in the district of Casiguran, class sessions were facilitated at Lual ALS Center, and Dumagipo Tribal Hall in Brgy. San Ildefonso.

Table 4 shows the number of presentation portfolio assessment (PPA) qualifiers and passers. It was stated that out of one hundred seventy-one (171) enrollees, there were fifty-four (54) PPA qualifiers wherein only forty-five (45) passed the presentation portfolio assessment. Therefore, the graduation rate of ALS senior high school on its first year of implementation is very low with a rating of 26.32%.

Table 4. *Number of Registrant and Passers of ALS Senior High School*

School Year	School	Track/Strand	Enrollees	PPA Qualifiers	%	Passers	%
2021-2022	School A	HUMSS	116	45	38.79	37	31.90
		TVL Agriculture	55	9	16.36	8	14.55
		Total	**171**	**54**	**31.58**	**45**	**26.32**

To graduate ALS Senior High School, after ALS intervention, learners undergone assessment such as final terminal assessment and presentation portfolio assessment as agreed by

the EPSA and curriculum heads. The final terminal assessment is a paper-and-pencil test prepared by the curriculum heads of the six learning strands. learning strand 1: communication skills-Filipino and English; learning strand 2: Scientific Literacy and Critical Thinking Skills; learning strand 3: Mathematical and Problem Solving Skills; learning strand 4: Life and Career Skills; learning strand 5: Understanding the Self and Society and; learning strand 6: Digital Citizenship, so every curriculum head created 50 items per learning strand for final assessment. The process of their assessment, first, there was a final assessment wherein 50 items was answered. After final assessment there was a presentation portfolio assessment. From the score from the final assessment, there was a percentage allotted, 40% for final assessment and 60 % for PPA. The learners must gain 75% from the combined points of final assessment and PPA.

In ALS senior high school presentation portfolio assessment, Deped Memorandum 126, s. 2022 was adapted. It has four phases or steps. First is the initial assessment wherein the ALS Teacher checked if the learners already completed the formal records and work samples in their presentation portfolio. Second phase is the district validation wherein the senior high school focal person validated the submitted presentation portfolio of the learners and the third phase is the final assessment wherein the Education Program Specialist for ALS conduct final assessment of presentation portfolio for scoring based on the set criteria. After the final assessment, Education Program Specialist II for ALS with the assistance of the ALS teacher conducted *inter-district revalida-* it was conducted to ensure that the presentation portfolios of learners were original outputs of the program completers. Further, a reading and writing proficiency test, and interview were part of the revalida to ensure that ALS program completers were ready for the next level of learning.

The low graduation rate of ALS-SHS could be resulted from different factors such as it was a new program, lack of full-time ALS SHS teachers who monitor students from time to time, and the lack of interest among students. It confirms several studies such as the study conducted by Atilano (2017) that the completion rate of ALS program is very low because of lack of interest and employment among learners and the unresponsive guidance programs. It only affirms that teachers and administrators also play a vital role on the rate of completion among ALS Learners.

Description of ALS Senior High School Implementation

To describe the implementation of ALS senior high school in terms of learning resources, partnerships, advocacy and social mobilization, monitoring and evaluation, and instruction, a key informant interview was conducted through in-person and online video conferencing means. The following themes are emerged based on the result of the interview:

Learning Resources

Modules are contextualized and localized. It was revealed on the result of the interview that there were no existing ALS-SHS modules from the Central Office. The SDO conducted

trainings and seminars to capacitate teachers in providing learning resources. The curriculum heads were tasked to develop and print the learning resources given that the modules to be developed are contextualized and localized, while the other modules were taken from regular senior high school. It only affirms that numerous challenges since the beginning of the ALS program was still present such as lack of community-based instructional resources as revealed on the study conducted by Pinca & Pinca (2015).

Learning Modules and Activity sheets were the commonly used resources or materials by the learners as mentioned in Katryn and Liza's interview. They can get modules anytime at the ALS Center or Community Learning Centers depending on how quick they can finish answering their modules. ALS Learners were given a tracker to make sure that the needed modules were answered and completed.

> We are conducting programs and activities. One of these is the crafting of learning activity sheets for ALS senior high school learners. Another thing is the monitoring of the usage of available learning resource materials which were created and adopted by our ALS curriculum head from formal school. We don't have existing ALS senior high school modules, The school A curriculum heads as new implementers, what they did was to find the modules from formal which were suited to our competencies. What we are doing now, here in SDO is that monitoring of the usage of the modules if they are suited to the competencies (Sharon).

Classroom Setting. With regard to the conduciveness of the classroom setting, Kristine and Kiray's interview revealed that in school A, the teaching and learning process takes place outside the school due to insufficiency of school building. The ALS Center intended for ALS Elementary and JHS learners were lent temporarily to cater ALS-SHS learners, while on the other hand, school B provided classroom intended for ALS-SHS learning sessions as mentioned by Andrew. Nevertheless, both schools make sure that the classroom was well-ventilated and spacious with complete sets of tables and chairs and was conducive for learning. Both implementing schools also conduct learning sessions in the community e.g. tribal center, covered court, and CLCs of different districts. A common strategy employ by ALS teachers to address the absence of permanent room during the conduct of learning sessions.

> Before, we were located at Dipaculao National High School but we moved here (South Poblacion CLC) because students (from formal ALS SHS) were being prioritized because the classrooms were insufficient... This is what we are going to prepare next year but I'm sure, we will transfer back because I am requesting that to our principal. We should be there because we are under Dipaculao National High School(Kristine).

Partnerships

Maintenance and other Expenses. The two implementing schools both think ways to fit-in the allotted budget to the needs of the learners. In school B, they get the deficit from the regular

MOOE. It was also revealed that the manpower is insufficient because curriculum heads also have workloads in regular senior high school.

> *The manpower is insufficient or the personnel because I can't force other ALS teachers because they have a lot of work. What we're doing is, we divide our time and we sacrifice other task for ALS (Vhong).*

Local Government Unit. The data collected revealed that ALS-SHS implementation receives support from Local Government Unit (LGU) in terms of funding by sharing the allotted budget from ALS elementary and junior high school. But since ALS elementary and JHS had no maintenance and other operating expenses (MOOE), the two implementing schools decided to not request additional budget from Special Education Fund (SEF). It was also stated on the responses of Kristine and Karla that they make partnership with the local officials on the deployment of students who undergo work immersion in the different barangays.

> *As of now, our mayor told that if we need fund, there's allotment for ALS (elementary and JHS), he told us that we can ask for assistance like supplies. But we did not ask yet from their budget. Actually, the budget of LGU has decreased, this means that even the budget in ALS elementary and junior high school which was given to them annually was not enough, it's already spent in paying Community ALS Implementor (Andrew).*

Private Entity. The ALS SHS implementation also received donations from private individuals such as bond paper, electric fan, uniform of learners in a particular barangay, and learning kits. Aside from donations, learning strand 4 curriculum head had partners with the private training center in giving free scholarships and trainings for TVL Students accredited by the TESDA as mentioned in Kiray's interview.

> *Regarding your question about the support of stakeholders, there were Sangguniang Bayan members who personally donate bond paper, electric fan, and other needs of ALS. Currently, we were using the materials given to us (Andrew).*

Learners Parents' or Relatives. It was stated that most of the time, on the distribution of modules, the curriculum heads only communicated with the learners as most of the learners had their own families. Those who commonly visit the CLCs were the parents of learners who were single and school-aged. During the orientation, parents or relatives of ALS-SHS learners were invited for them to be informed about the ALS Programs.

> *Most of the time, I am only dealing with the learners. Because mostly, our learners already have a family that's why they themselves are the parents/learners (Kiray).*
>
> *The parents who visit CLC were the parents of learners from formal school. They were school age who needed to be transferred to ALS because they can't handle the learning environment in formal school. For instance, cases like stress and other health-related issues (Anne).*

Elementary/Junior High School ALS teachers. It was also revealed that there is a strong partnership between ALS elementary/JHS teachers and the implementing schools. The Community ALS implementors and ALS teachers of the different districts assisted the SHS teachers in printing and distribution of modules, checking of outputs, monitoring of learners and referring potential learners.

> *Initially, our main responsibility was to print the modules and to receive the answer sheets from the students.We also checked the learners' paper because we had an idea that, we can directly monitor our students when their papers were here. We also introduced our learners to barangay, gave them evaluation tool and released their certificate. (Karla)*

The linkages and partnerships revealed on this study contradicts the findings of Abasolo (2017) that the support mechanisms for ALS instruction, including cooperation from stakeholders had remained elusive.

Advocacy and Social Mobilization

At the SDO Level, Sharon said that they created a Facebook page wherein the different activities related to ALS SHS were posted. They also accompanied and monitored ALS teachers in conducting literacy mapping to locate potential learners and distributed flyers. Additionally, they attended radio guesting to promote the program.

> *We created FB page. In our FB page, we posted advocacy to promote ALS senior high school especially in ALS Aurora, you can see posts regarding ALS teachers whom they can tap from different districts, in case there are learners who want to enroll, they can easily inquire, they can go there, they will know straightforwardly whom they need to contact. Then another one, all the activities related to ALS senior high school were posted to let the people see the activities conducted by the ALS senior high school, to encourage them. That's one of the activities. Then, we do mapping. During mapping, we distribute flyers (Sharon).*

At the school level, implementers facilitated motorcade, posted ads in Facebook, attended radio guesting, joined general assemblies and barangay assemblies, and posted announcements about the opening of ALS Senior High School in the market, barangay hall, and stores.

> *We had created advocacy campaign before the opening of classes. We had motorcade, we posted ads in Facebook, our KAWADI radio station was used for announcements, meetings, we had joined general assemblies, barangay assemblies, then we had distributed leaflets, we had posted announcements about the opening of ALS senior high school in the market, barangay hall, and stores (Andrew).*

Partnership with the community stakeholders and Brgy. LGU especially in tracking OSC and OSY is present in the ALS SHS implementation as revealed by Kristine and Andrews' interview. ALS implementers encouraged the participation of LGU and community stakeholders by fostering

good communication with the elected officials. The implementers also joined barangay assemblies and asked barangay councilors to relay information to the interested OSYs that the school was offering ALS SHS program.

The methods employed to promote the ALS Programs in the community seems to be effective since the number of enrollees increased.

Monitoring and Evaluation

To ensure the quality of instruction in the pilot implementation of ALS-SHS, it was stated on Sharon's interview that ALS SHS teachers were capacitated to understand the nature of the learners and the strategies that they can use in teaching. It was also mentioned in Andrew's interview that they had conducted a school-based INSET which focuses on the contextualization and localization of ALS senior high school modules or learning resources.

The effects of the new policy as mentioned in Andrew's interview, was that the SHS teachers from implementing schools were obliged to embrace the new program and the additional workload. Health related issues, distance of school, and financial capabilities of learners, and lack of classroom intended for ALS-SHS were some of the external factors but through the implementation of ALS-SHS, the implementers reached out the under-served learners to sustain the program objectives.

It is shown that the ALS objective that the program was designed to enable all Filipinos to access and complete their basic education in accordance with the learners' individual circumstances and needs are achieved by the two implementing schools.

Instruction

Blended learning experiences. In terms of instruction, Anne mentioned that ALS senior high school offers blended learning delivery modality such as modular, in-person classes, and online classes. Based on the Liza and Kathryn's interview, it was revealed that modular was the commonly used learning delivery modality. In-person classes is conducted every weekend but learners were not obliged to attend, they were only required to go to school during review class, interview for work immersion, and post evaluation.

When badly needed like review class they were attending. They also joined the face-to-face classes when the topics were about conducting application, writing resume. They need to have face-to-face when the lesson was about job interview because they can't proceed to work immersion without the job interview. After their work immersion, they have their post evaluation that's why they had face-to-face. (Kristine)

Some teachers conducted online class to sustain the learning of the students as mentioned in Anne's Interview. While in Kristine's interview, she says that one of the problems in online classes was that not all students had a good internet connectivity.

Curriculum Guide. It was stated based on the Edu and Sharon's interview that there was a curriculum guide available for use but was only adapted from the school that firstly piloted ALS

SHS. The official curriculum guide crafted from central office was not yet downloaded to the implementing schools. In a question if there was a prescribed method for teaching SHS subject, the informants revealed that there were no prescribed method, they were free to employ different techniques and strategies to attain the learning competencies. It was also revealed that curriculum heads contextualized the lesson based on the learning abilities of the learners.

> *Actually, our curriculum guide for ALS SHS was not yet established. It's not yet fixed when Dipaculao National High School implemented it, when it was initially implemented because we were the pilot school, it's not yet established. So, this time, central office action was that they come up to MELCs. What they did was, they organized and searched for competencies. But it was not downloaded to us yet, the official SHS curriculum guide, it's still on process (Sharon).*

Addressing the challenges of ALS SHS Implementation

On the challenges or difficulties encountered by the implementers in implementing ALS SHS, it shows that various adversities were experienced. In terms of the teaching-learning process, majority of the students were not able to attend during classes due to the distance from school, unavailability of gadgets among learners, and internet connection was not accessible within their areas. Moreover, it was also revealed that the teachers do house-to-house distribution of modules whenever their learners were not able to get their modules in school which was one of the biggest challenges in the part of the teachers because some learners were distant and not easy to reach out.

The two (2) implementing schools were both hesitant to accept the ALS Senior High School at first due to various reasons such as additional workload for teachers, lack of ideas on how to operate the process of learning and funding of learning materials.

Lessen the teacher's workload and giving additional benefits

To address the challenges and difficulties encountered in implementing ALS SHS, it is shown based on the participants' responses that at the schools' division level, the EPS and EPSA communicated with the principals of the implementing schools to lessen the teachers' workload in regular SHS and include ALS SHS teachers in the provision of special hardship allowance. Additional permanent ALS SHS teachers were also requested to the Schools Division Office and school A was granted to have two permanent ALS SHS teacher, while in school B, the request for additional teachers was still on process. On the other hand, the request for the provision of special hardship allowance was granted by the Schools Division Office and finally given to the ALS SHS teachers.

Over-time work to cater SHS Learners

At the school level, the strategies implemented was teachers served the learners behind work hours. They conducted in-person classes and home visitations every weekend to monitor the learners' progress and answer students' queries regarding their modules.

4. Conclusions

Based on the findings of the study, the following were drawn:

1. The profiles and performance of ALS-SHS in Aurora during its two years of implementation can be described as:

    1.1 . Technical-Vocational-Livelihood track with specialization in Agriculture and Agricultural Crop Production, and Humanities and Social Sciences strand were being offered in ALS-SHS Aurora.

    1.2 . Number of enrollees had increased to 193.57% due to the expansion of ALS-SHS in the province from one hundred seventy-one (171) to five hundred-two (502) enrollees.

    1.3 . The teacher-student ratio was one is to twenty-five (1:25) based on the number of enrollees and quantity of teachers handling ALS-SHS subjects. However, there was a lack of ALS-SHS teachers as they also had workload in formal school.

    1.4 . The graduation rate of ALS SHS on its first year of implementation was very low with a rating of 26.32%.

    1.5 . The passing score should the learner obtained in order to graduate must be 75% from the combined points of final terminal assessment (40%) and presentation portfolio assessment (60%) as agreed by the curriculum heads and EPSAs.

2. Based from interviews, ALS-SHS implementation can be described as:

    2.1. The learning resources were contextualized and localized by the teachers, while the official ALS-SHS curriculum guide was still on process of crafting in the central office.

    2.2. ALS-SHS implementation received support from the LGU and other community stakeholders.

    2.3. Advocacy and social mobilization were conducted to promote ALS-SHS program.

    2.4. Teachers were capacitated to understand the nature of the learners and the strategies that they can use in teaching. However, it was revealed that there was a lack of classroom facility for ALS-SHS.

    2.5. Blended learning modalities that combine in-person classes with a mix of online distance learning and modular learning were being offered in the delivery of instruction.

3. Various strategies were being applied to address the challenges in the pilot implementation of ALS-SHS based on the result of the interview. School administrators lessen the teachers' workload and giving additional benefits to honor teacher's sacrifices in giving time and efforts outside their supposedly work hours to cater ALS-SHS learners. Teachers do home visitation and house-to-house distribution of modules for those learners who were distant and were not able to attend in-person classes at school premises. Contextualization and localization of learning resources were also conducted to address the insufficiency of learning materials. With regard to the annual budget, both schools strategized to fit-in the allotted budget to the

needs of the learner*s* by getting the deficit from the regular MOOE and tie-up with the different partners and stakeholders.

ALS-SHS program was beneficial especially for those learners who were not able attend formal schooling. The support of the different stakeholders in the implementation of ALS-SHS plays a vital role in the realization of the EFA goal that there will be no students left behind. Therefore, the inclusion of ALS-SHS curriculum in ALS Program should be continued and intensified.

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