

Hollywood Education and Literacy Project



The Program

In Hollywood, California, illiterate and semi-literate school-age students and school dropouts, and some adults, enroll themselves in the community-based after school program known as the Hollywood Education and Literacy Project (HELP), where they participate up to four hours per week.

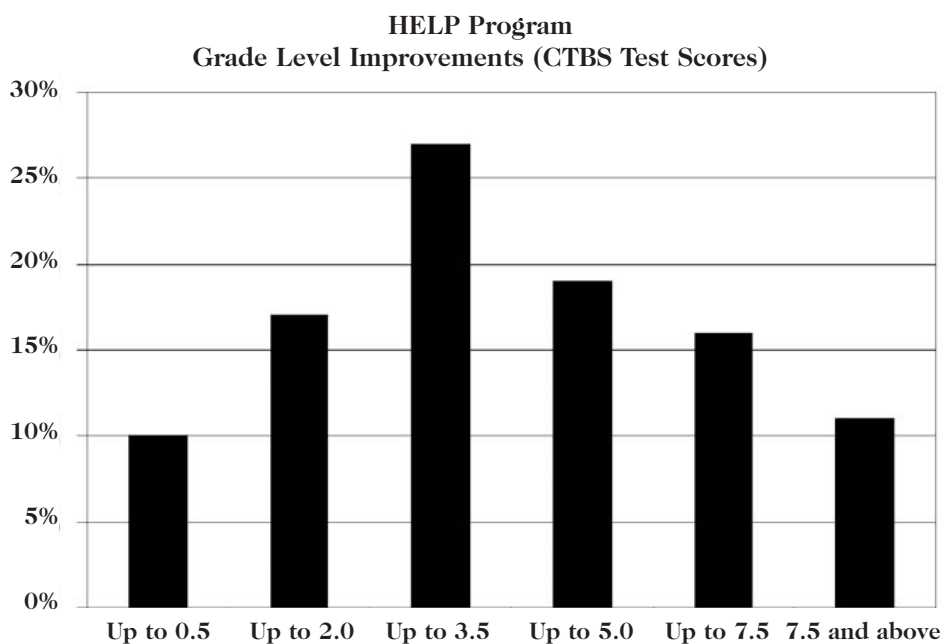
The educational methods employed by the program were created by humanitarian and educator, L. Ron Hubbard, who researched and wrote on a wide range of educational issues. Taken together as a body of knowledge the methods developed by Mr. Hubbard are known as Study Technology. The pedagogy includes both structural and strategic components to enhance literacy and learning ability. Service is delivered by volunteer tutor/mentors who receive 40 hours of pre-service training.

In the HELP program, incoming participants are interviewed and tested and an individual program of tutoring and study is designed for each one. These programs generally include any of the following, depending upon need, as well as instruction in the basics of Study Technology:

- phonics instruction,
- a grammar and communication course
- training in use of the dictionary
- interpersonal communications training

To establish the initial skill level of students, the reading section of the Comprehensive Test of Basic Skills (CTBS) is administered. It is given again later in the program as a post-test. Of the various components of the test, the reading section is the one that most closely taps the skills and knowledge the program addresses.

To demonstrate the effectiveness of the HELP program, the records of 100 partici-



pants for whom both pre-test and post-test data had been collected were examined. Seventy-four percent of these participants were of school age and 26% were adults. Fifty-eight percent are Hispanic and 42% are White, Asian, Black and Other, in that order of magnitude. The usual length of participation was about one year.

Results of the Analysis Show:

- 73% of the 100 participants increased their reading level by 3.5 grade levels or better
- Only 10% failed to increase by at least 2.0 grade levels
- 11% achieved an increase of 7.5 grade levels or better



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