

LEARNING ACCELERATION SYSTEM GRANT

Project CLEAR



The Learning Acceleration System Grant (LASG) aims to help California students and educators recover from lost instruction and diminished academic outcomes that resulted from the COVID-19 pandemic. Operated by the California Collaborative for Educational Excellence, the LASG provides funding to build local educational agencies' capacity to accelerate academic progress through evidence-based strategies, with specific goals to **increase learning among educators** and **accelerate learning for students**.

Project California Literacy Elevation by Accelerating Reading (Project CLEAR) is a LASG recipient working to build the capacity of school districts to provide evidence-based literacy acceleration strategies. Led by the San Diego County Office of Education and comprising five partner counties, Project CLEAR partners with St. Mary's College to offer ongoing, job-embedded professional learning pathways—credit-bearing course sequences and certifications in Reading Recovery,¹ Literacy Lessons,² and Descubriendo la Lectura³—for teacher leaders, teachers, and administrators.

In year 3 (2023–2024) of the LASG, Project CLEAR:

Trained 101 teacher leaders and teachers across 17 counties in comprehensive literacy strategies and interventions

Provided one-on-one reading tutoring and intervention to 559 students through Project CLEAR trained teachers

Taught 39 educators across 10 counties in a six-week course, first offered in 2023–24, focused on early literacy assessments

Increasing learning among educators

Project CLEAR is building knowledge and practice of evidence-based accelerated learning and asset-based approaches in literacy and language development. Over 95% of Project CLEAR participants who took the 2023–24 LASG participant survey reported that they are more aware of evidence-based instructional practices that facilitate accelerated learning and have the knowledge to implement those strategies. 98% of participants better understand the definition of an asset-based mindset and how to apply asset-based approaches in teaching practice.

"I have changed my perception of being less teacher-led to student-led. I have let my lessons be guided by what the student knows and where I need to support."

– Project CLEAR participant

"I am now noticing individual students' strengths and improvement areas and using that information to strategically create the supports/scaffolds that individual students need to become successful and independent learners."

– Project CLEAR participant

Project CLEAR is promoting real-time learning by doing, which increases educator engagement and self-efficacy. 100% of Project CLEAR participants agreed that they received opportunities to practice new learning and sufficient support to apply new learning.

“There’s no other training like this. It’s job embedded ... And because you’re teaching kids and then you’re turning around and teaching other people in your field, that knowledge just gets deeper and deeper and deeper. And the breadth of it is amazing.”

– Project CLEAR staff member

“My perception is now in concrete data. I see the progress all my students and small groups are making as I continue my participation in my extended learning. I feel more confident as a reading teacher to elaborate on students’ needs and customize learning to bridge the education gap. I feel more knowledgeable when helping colleagues.”

– Project CLEAR participant

Learning by doing

Teachers in Project CLEAR combine coursework with hands-on classroom practice. While working with students on interventions, they benefit from real-time cohort feedback, allowing them to adapt and improve their instructional strategies over the course of the year.

Project CLEAR is building sustainable infrastructure for accelerating literacy learning, including interventions focused on Spanish literacy. 86% of Project CLEAR participants said they can lead the implementation of accelerated learning strategies with other educators. Teacher Leaders who complete their professional learning with Project CLEAR are then authorized to train cohorts of teachers in their respective districts, leading to capacity building beyond the term of the grant.

“We are preparing a cadre of educator professionals who will be advocating for interventions and accelerations in communities that didn’t have it.”

– Project CLEAR staff member

“For anyone in a bilingual situation, this is the only lifeline or lifesaver available statewide that is offering this level of support. We are definitely building an infrastructure in Spanish that had not existed in the state.”

– Project CLEAR staff member

Accelerating learning for multilingual learners

Project CLEAR offers training and certification in **Descubriendo La Lectura**, a program for bilingual educators, which aims to support Spanish-speaking students with literacy and language development. Through the intervention, individual students receive one-on-one reading tutoring during a half-hour lesson each school day for 12 to 20 weeks with a specially trained teacher.

Accelerating learning for students

Students are making gains in literacy, building self-efficacy, and demonstrating increased engagement. Students in Project CLEAR are making more than a year's worth of growth in the 12-to-20-week intervention period, according to the grantee.

"One of the things that's difficult for people to believe is that students are capable of accelerating in a short amount of time... We're making it possible for people to show that it can and does happen."

– Project CLEAR staff member

"Students are more excited to read and are learning that writing is helping them read."

– Project CLEAR participant

Growth in literacy achievement scores

Students in Project CLEAR interventions, assessed using the Observation Survey of Early Literacy Achievement, demonstrated measurable progress. Among students who completed the intervention⁴ in year 3, 68% were placed in the progressed or accelerated progress achievement categories.

Student Success Story: Breakthrough in student engagement. "A county office person has a student who, just six lessons ago, refused to even come into the room and ran away down the hall," said a Project CLEAR staff member. "And this morning he sat for 25 minutes engaged and productive." Over the equivalent of three hours of instruction, the student progressed to willingly attend school, participate in lessons, and begin learning words, letters, and sounds. Reflecting on the transformation, the teacher said, "It had us all practically in tears." In reference to their professional learning approach, the Project CLEAR leader emphasized the "human element of kids that we can't leave out of the equation."

Endnotes

¹Learn more about Reading Recovery: <https://readingrecovery.org/what-is-reading-recovery/reading-recovery-overview/>

²Learn more about Literacy Lessons: <https://readingrecovery.org/literacy-lessons-overview/>

³Learn more about Descubriendo la Lectura: <https://readingrecovery.org/dll/>

⁴In year 3, 268 students completed the intervention and had complete Observation Survey data. Some students did not complete the intervention because the school year ended, or they moved before the intervention could be completed.

Learn more about Project CLEAR



This case brief was developed by Education Northwest, the external evaluator for the LASG, using data collected through grantee focus groups, an annual survey of LASG participants, and a review of documents and participation records kept by the grantees. The analysis of student observation survey data was conducted by Project CLEAR's internal evaluation team. The 2023–24 LASG participant survey was taken by 45 Project CLEAR participants.