



CAST
Until
learning
has no
limits®

Annual Report 2024





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Our Mission



CAST leads, inspires, and convenes a global community to design equitable, inclusive learning experiences through our Universal Design for Learning framework.

Introduction

At CAST, we believe learning should be inclusive and accessible for everyone. Since our founding in 1984, we've been dedicated to transforming education through [Universal Design for Learning](#) (UDL) a framework we pioneered that helps educators create flexible learning environments that accommodate the full diversity of learners. Grounded in the learning sciences, UDL guides teachers, curriculum developers, and education leaders to design for variability from the start—not retrofit after the fact. We envision a world where all learning experiences in school, the workplace, and life are intentionally designed to elevate strengths and eliminate barriers so everyone has the opportunity to grow and thrive.

We carry out our mission through a blend of research, professional learning, convening, and the development of tools and resources. Our research team works in partnership with educators, schools, and communities to design and test innovative strategies for more equitable learning experiences. We offer professional development for PreK–12 educators, higher education faculty, and workplace trainers, and we support the production and distribution of accessible educational materials. From developing new technologies to publishing widely used guides and resources, we help translate UDL theory into effective practice.

We are proud to lead a growing global movement for inclusive education. As detailed on the following pages, during FY 2024 alone, we reached more than 19,000 educators in 42 states and 21 countries through our workshops, events, and partnerships. We also convene the UDL community through our annual UDL-Con event series and collaborate with policy leaders, tech developers, and advocacy groups to influence systems-level change.

At CAST, we're not just imagining a better way to teach and learn—we're making it a reality.

Research, Design, & Development

Through applied research and technical assistance, CAST develops innovative approaches to make education more inclusive and meaningful. A spirit of co-design and collaboration with educators and learners themselves is central to our work. We engage with administrators, teachers, students, and families to uncover research questions that are authentic and relevant. And we design studies to examine these research questions in partnership, with dissemination strategies that translate findings for a variety of audiences.

Circle Up

The [Circle Up](#) program is a comprehensive model of integrating academic, social, and emotional learning. The project combines CAST's UDL framework with an evidence-based model for problem-solving, [Collaborative & Proactive Solutions](#) (CPS), and a dropout-prevention intervention called [Check & Connect](#) (C&C).



Circle Up leverages the power of the three models to reduce barriers to engagement and learning for all students. In the past year, we completed the co-design of classroom tools and strategies that can be embedded in any learning experience, supporting learners to reflect on and manage their own learning, while simultaneously giving teachers feedback about potential barriers that students face. These tools facilitate the management of a UDL classroom and—together with CPS

and C&C—an ongoing stream of feedback to help teachers identify barriers.

We built a prototype of a digital app to support this process and launched a pilot of the program in three schools in the Aldine Independent School District in Houston, Texas. In 2025, we will launch our impact study in Aldine ISD elementary schools looking at academic outcomes, attendance, student self-efficacy, mindset, sense of belonging, and student teacher relationships.

The AEM Center

The National Center on Accessible Educational Materials (AEM Center) at CAST continues to lead the way in ensuring that all learners—across early childhood, K-12, higher education, and workforce development—have access to educational materials and technologies that are usable by everyone. In 2024, the AEM Center collaborated with educators, school districts, and state systems nationwide to build capacity for providing accessible materials and technologies.

Highlights of the year include the finalization of multiple state and district cohorts, resulting in actionable implementation plans and strengthened cross-agency partnerships. The AEM Center also launched the “AEMing for Access” webinar series, showcasing real-world stories of inclusive practices in action. In response to the growing intersection of artificial intelligence and accessibility, the AEM Center published key AI accessibility guidance and resources to inform equitable use of emerging technologies.

Additionally, the AEM Café continued to serve as an open, virtual space for practitioners and leaders to engage in timely, practical conversations about accessibility, with a growing community of educators and innovators. The Center also expanded its reach through “The Accessible Learning Experience” podcast, featuring powerful conversations with educators, students, and experts who are breaking down barriers to learning. These efforts reflect CAST’s enduring commitment to UDL and educational inclusive practices through accessibility.



Corgi

[Corgi](#) is a free, easy-to-use suite of digital graphic organizers that supports students to develop content-specific practices and habits of mind related to higher order thinking. By engaging with Corgi, students develop patterns of thinking and reasoning in a format that is accessible for all. We took what's already great about graphic organizers and infused the principles of UDL to make them more flexible and accessible by bringing them online and adding built-in tools and supports. Corgi's key features include:

1. graphic organizers that support comparison, cause and effect, reasoning, and question exploration;
2. a user-friendly Google App environment;
3. language translations, read-aloud options, a built-in dictionary, speech-to-text, and multimedia content and supports; and
4. real-time collaboration among students and teachers.

In the past year we:

- recruited teachers and students in eight sites in California, Arizona, Massachusetts, and New Hampshire and collaborated to implement Corgi in their classrooms
- collected a range of qualitative and quantitative data to explore perceptions and impact of the tool
- developed new lessons for [Corgi's Lesson Library](#), created engaging video "shorts" to support dissemination
- earned [CAST's UDL Product Certification](#)



In the coming year, we will conclude our study with teachers in two additional sites and continue with data analysis and dissemination efforts.



Launch of UDL Guidelines 3.0

CAST was thrilled to launch [UDL Guidelines 3.0](#) at UDL-Con: International in July of 2024. The UDL Guidelines are a living, dynamic tool that have been developed over time based on new research and feedback from practitioners. This latest iteration was the culmination of a four-year community-driven, research-based process. The process included:

- an Advisory Board and Collaborative made up of scholars and practitioners whose varying perspectives and lived experiences informed the work over multiple years
- a Young Adult Advisory Board made up of young people ages 18-22 who were passionate about sharing their ideas for designing more inclusive learning environments
- a series of more than 40 focus groups (including teachers, instructional coaches, professional development leaders, faculty members, researchers, etc.) to learn from community members' feedback

The team engaged in a review and expansion of the research base. More than

1,000 articles included in the research base for previous iterations were reviewed to understand the balance of different dimensions, including publication date, research field, methodological approach, author positionalities, and more. The team then conducted systematic literature reviews to update and expand the research base to include a greater range of voices and perspectives. More than 420 individual searches were conducted. To explore this updated research base, please explore the [Research Evidence](#).

In February of 2024, a summary of proposed updates was circulated for public comment. Then, in March of 2024, the

full draft of the updated Guidelines was circulated, gathering feedback from more than 230 individuals across 28 countries. The Guidelines team also facilitated group feedback sessions (authors who published with CAST Publishing, NEA's Disability Rights Resource Cadre, etc.) and individual feedback meetings. All feedback was synthesized and analyzed to uncover themes and patterns to inform the final version.

Finally, on July 30, 2024, UDL Guidelines 3.0 were launched at CAST's UDL-Con via a celebration that included a panel of UDL community leaders.



Professional Learning

CAST's Professional Learning team partners with educators around the world to transform teaching and learning so that all students, especially those who have been historically marginalized, can thrive. This year, our work spanned from individuals to classrooms to schools, districts, and state systems, helping educators put Universal Design for Learning into practice in ways that are both practical and deeply meaningful. Every hands-on workshop, personalized coaching session, and team collaboration was rooted in a shared commitment to building more inclusive, equitable learning environments where every student has the opportunity to succeed.

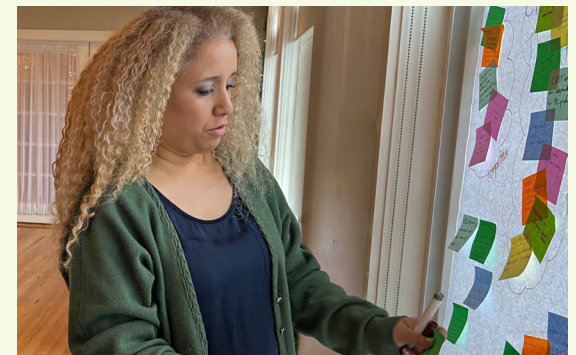
California Coalition for Inclusive Literacy (CCIL)

As [CCIL](#) prepares to expand its impact to even more counties, we celebrate the third anniversary of its creation. For the past three years, CAST PL has been deeply training coaches in five county offices of education (Fresno, Los Angeles, Placer, Santa Clara, and San Joaquin), helping educators across California to make literacy instruction more inclusive, effective, and responsive.

CAST supports teams of county leaders through intensive professional development that includes our own unique protocols such as Instructional Rounds, Journey Mapping, and Lesson Design Studios so that they, in turn, can train thousands of school-based educators

in the application of Universal Design for Learning. Together, these five county offices serve more than 160 school districts, amplifying CCIL's reach and impact across the state.

One California principal explained, "Participating in CCIL has been transformative for me and the educators that I'm supporting." By building local capacity and leadership, CCIL is expanding access to high-quality inclusive instruction across the state.



New Hampshire UDL Innovation Network

At the end of seven years, this statewide initiative has been a powerful engine for educational change. Nearly 140 schools and more than 1,500 educators have participated, bringing UDL to life in classrooms across New Hampshire. Through coaching, innovative school-based protocols, and hands-on learning, educators developed the tools to design for variability and lead lasting change in their own contexts. One participant captured the impact simply: “I LOVE being part of the network. This is the most beneficial professional development that I have ever had in my 17 years of teaching.” This year, to ensure that the work continues beyond the life of the project, CAST trained a team of coaches at the New Hampshire Department of Education in its implementation and scaling models, building internal capacity to carry this vision forward for years to come.

Far North Literacy Development Consortium

Now completing its third and final year, the Far North Literacy Development Consortium has supported educators in some of California’s most rural and underserved regions to transform literacy instruction through the lens of Universal Design for Learning. Across four counties and seven schools, CAST has partnered with coaches and administrators to build integral skills in leading inclusive teaching. As one school leader shared, “My team of teachers have grown confidence and competence as teachers implementing UDL strategies and helping inspire/grow the love of reading... [T]hey have made great strides in teaching and learning.”

This project has not only elevated instructional practice but also deepened students’ connection to reading—planting seeds for long-term, systemic change.

Customized Professional Learning

In addition to long-term partnerships, CAST’s Professional Learning team supports individual educators, schools, and districts around the world as they bring UDL to life in their own unique contexts. Known for its innovative approach, our professional development models what we ask educators to do for their students: design for access, build agency, and honor variability.

Between October 1, 2023, and September 30, 2024, the PL team worked with more than 5,900 educators through our customized school and district contracts, serving educators in 22 states and five countries. This data includes educators that we work with regularly and train deeply through our multiyear UDL implementation plans in districts across the United States.



Postsecondary & Workforce

The Postsecondary and Workforce team works with schools, postsecondary institutions, nonprofit organizations, professional associations, corrections facilities, and industry partners to attract, prepare, hire and retain diverse talent to middle- and high-income careers. We focus on industries of the future where there is both a labor shortage and a need to train people in new skills, knowledge, and technologies. Many of our partners and funders are in STEM fields.

Recite and KonnectXR Projects

Resource Collaborative for Immersive Technologies (RECITE) and sister project KonnectXR (KXR) seek to improve STEM technician education through the integration of cutting-edge extended reality technologies into technician classrooms. CAST is a RECITE partner organization with Dr. Luis Pérez serving as a Co-PI to ensure all RECITE products incorporate UDL principles and follow accessibility best practices. Luis meets regularly with the team responsible for the RECITE websites (recitexr.org, konnectxr.org and oexrlibrary.org) and provides feedback on the accessibility and usability of these sites.

CCCCO UDL Task Force

CAST is facilitating and bringing expertise to The California Community College Chancellor's Office UDL Taskforce. This UDL Task Force is convened to inform the development of a system-wide, universal design-based approach to strengthen the learning environment and campus culture in ways that provide equitable access, remove friction points, and advance educational outcomes for all students.

Office of Career Technical and Adult Education (OCTAE)

As part of its work with the U.S. Department of Education's LINCS (Literacy Information and Communication System), CAST developed OCATE (Open Courses for Adult and Technical Educators) teaching modules. These self-paced, accessible modules provide flexible professional development grounded in UDL, equipping instructors to design instruction that meets the diverse needs of adult learners. In collaboration with OCTAE (Office of Career, Technical, and Adult Education), CAST also contributed to the creation of onboarding modules for new state directors of adult education to provide tools for program improvement and learner success from a systems-level perspective.

Corrections

CAST's commitment to equity also extends to correctional education. The organization has co-developed and supported the implementation of the Choose Love™ program within correctional facilities in New Hampshire, integrating UDL with social-emotional learning to support the emotional well-being and learning needs of incarcerated individuals. Additionally, CAST has worked with corrections systems in New Jersey, Oregon, and New Hampshire to design and evaluate peer tutoring programs rooted in UDL principles, creating collaborative, learner-led pathways to academic success and personal growth within correctional settings.

Career & Technical Education Statewide Initiatives in Massachusetts & Michigan

CAST has a state education grant in Massachusetts to work with nine CTE centers to address disparities in CTE access and success, particularly for students with disabilities and English learners. The goal is to ensure that all students, regardless of background or ability, have opportunities to participate in and benefit from high-quality CTE programs. The Michigan Career & Technical Education (MI CTE) project is a collaborative three-year initiative led by CAST in partnership with MaxKnowledge, aimed at enhancing postsecondary career and technical education across Michigan. Launched in December 2024, the project focuses on expanding and improving professional development opportunities for postsecondary CTE educators statewide.





Take Flight Research Project

CAST's "Take Flight" project, funded by a \$1.5 million grant from the National Science Foundation's Innovative Technology Experiences for Students and Teachers (ITEST) program, aims to inspire rural middle school girls to pursue careers in STEM. By integrating drone technology into Science and Career and Technical Education (CTE) classrooms, the project seeks to reshape perceptions of STEM fields. Take Flight is currently in the implementation study phase in more than 10 rural states (including Maine, New Hampshire, and Montana). Early evidence from the research study shows significant increases in STEM career motivation for both male and female students, as well as increases in drone and STEM skills.

EASEL Lab

In collaboration with the EASEL Lab (Ecological Approaches to Social Emotional Learning, Harvard), CAST studied the implementation of a customized version of CAST's eportfolio using EASEL's social emotional curricular content: bite-sized activities to support SEL development. In the 2024-2025 school year, the study expanded from a small pilot to several dozen schools using KERNELSFOLIO in after-school care programs.

Career guidance in emerging industries

The National Science Foundation Advanced Technical Education (NSF ATE) program funded CAST to develop and pilot a career guidance curriculum to introduce high school and community college students to the field of biofabrication. This emerging industry is both a core part of advanced manufacturing and is rapidly integrating into and disrupting health care, and there is a talent shortage that needs to

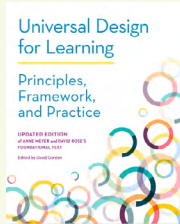
be filled with strategies that reach more prospective talent. A critical gap we noticed engaging in the NSF funded work was that students with more significant disabilities, often students who are not fully included in general education or CTE programming, such as those who may use modified curricula and/or are not on grade level, had almost no exposure to STEM careers. Students outside of the major biomanufacturing hub had little access to career exploration.

In 2024, two additional private foundations, Mitsubishi Electric America Foundation and American Student Assistance, provided generous funding to CAST to expand the scope of these career-connected learning efforts and ensure that students with disabilities, rural learners, and others outside of New Hampshire and North Carolina also had access to career guidance in biomanufacturing and semiconductors.

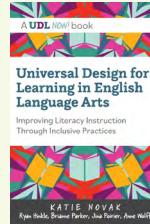


Professional Publishing

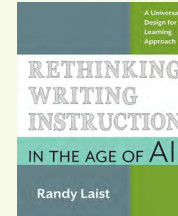
CAST Professional Publishing produces and distributes exceptional media that help educators at all levels and in all situations improve their practice—and change students’ lives—through Universal Design for Learning (UDL). Highlights from Fiscal Year 2024 include:



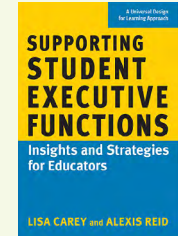
[Universal Design for Learning: Principles, Framework, and Practice](#), edited by David Gordon, is the highly anticipated second edition of Anne Meyer and David Rose’s foundational UDL text, offering updated insights into accessible materials, universally designed learning environments, and the critical role of context. With new case stories and reflections, the book illustrates UDL’s diverse applications across K-12, postsecondary, and career preparation settings.



Recipient of the 2024 IBPA Benjamin Franklin Award in Education, [Universal Design for Learning in English Language Arts](#) by Katie Novak, joined by literacy experts Ryan Hinkle, Brianne Parker, Jina Poirier, and Anne Wolff, is a practical guide for integrating UDL into the ELA classroom. This inspiring book showcases how to cultivate rich, collaborative, and engaging literacy environments that honor the varied backgrounds and needs of all students, leveraging the unique power of ELA to explore the human experience through literature, writing, and communication.



Randy Laist’s innovative [Rethinking Writing Instruction in the Age of AI](#) offers timely strategies for composition instructors, transforming AI challenges into opportunities to strengthen writing and critical thinking skills. This forward-thinking book provides practical, “AI-proof” activities grounded in UDL, engaging all students in the new technological landscape.



In [Supporting Student Executive Functions](#), clinical and classroom experts Alexis Reid and Lisa Carey demystify executive functioning skills for educators. This invaluable resource provides immediate, example-rich strategies, enabling teachers to address student challenges with newfound empathy and highly effective skill-building techniques.

35,000+
books sold

The Year in Numbers

Total Revenue:

\$14,186,390

Total Expenses:

\$15,068,251

Net Assets

Beginning of Period:

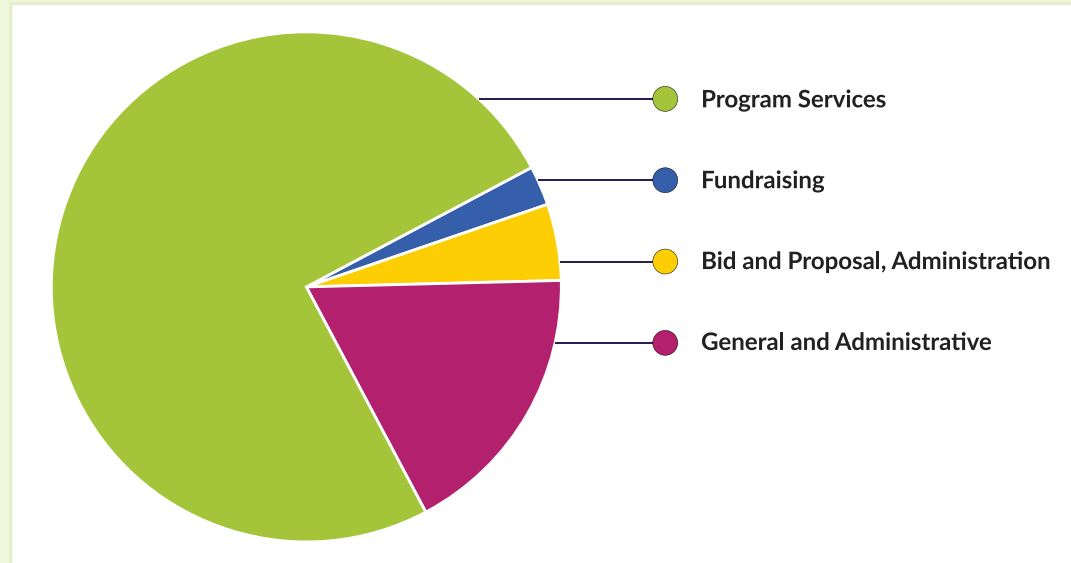
\$6,142,650

Net Assets

End of Period:

\$5,858,728

Breakdown of Expenses:



Program Services:	\$11,262,899	(74.8%)
General and Administrative:	\$2,698,373	(17.9%)
Bid and Proposal, Administration:	\$711,692	(4.7%)
Fundraising:	\$395,287	(2.6%)

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AASA Lead Superintendent for Social-Emotional Learning



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CAST's Co-Founder and Chief of Education Design (Emeritus)



David H. Rose

CAST's Co-Founder and Chief Education Officer (Emeritus)



Stephen P. Crosby

Independent Consultant and Co-Founder, The Civic Action Project



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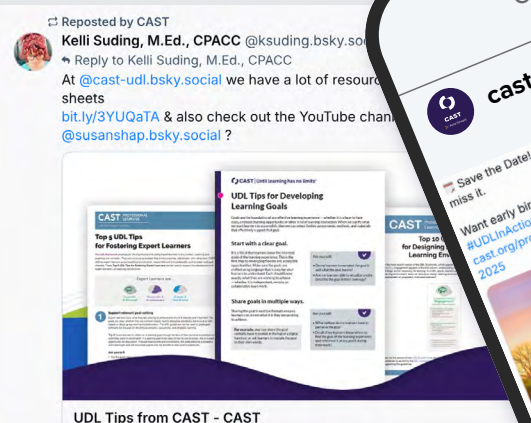
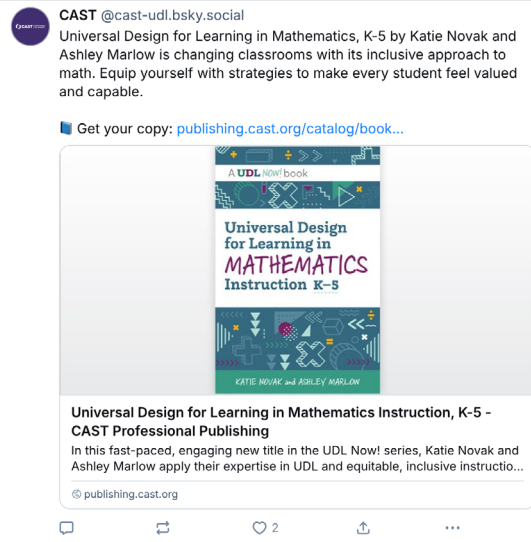
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