



**CAST**  
Until  
learning  
has no  
limits®

**Annual  
Report  
2025**





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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.

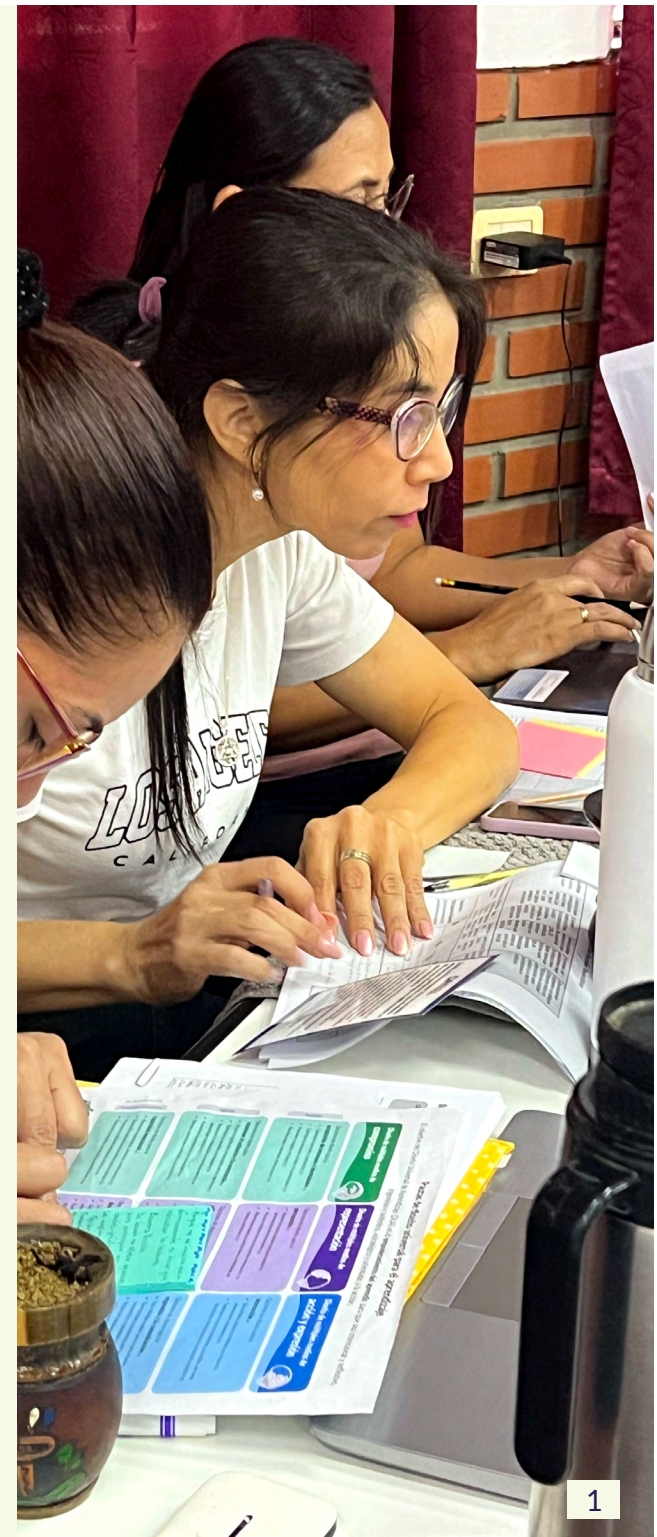
# Introduction: Scaling Impact Through Strategy

In 2025, CAST entered a defining phase of growth—launching a comprehensive strategic plan and organizational redesign to expand the reach and impact of Universal Design for Learning (UDL).

The strategy is anchored in five priorities: advancing CAST’s leadership in UDL globally, expanding implementation and inclusive product design, aligning teams and talent for greater impact, strengthening and diversifying revenue streams, and fostering a culture of collaboration and innovation.

To support this vision, CAST reorganized around primary audiences—PreK–12 and Postsecondary/Workforce—while embedding research, accessibility, and innovation across all work. The creation of a Growth and Innovation division further strengthens CAST’s ability to scale partnerships, develop products, and expand its reach.

This strategic shift reflects a broader commitment: ensuring that inclusive design is not an initiative layered onto systems, but the foundation on which they are built.



# 2025 *in Numbers*

CAST's impact and reach data were compiled through organization-wide analysis of contracts, clients, partnerships, and program activities to measure overall reach and impact.

**28,285**

books sold



**175** school districts reached



**342,812**

students impacted



**235**

higher education institutions engaged



**336**

organizations partnered with



**11,390**

educators reached



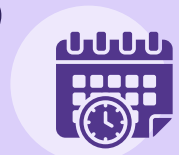
**24,932**

newsletter subscribers



**74,373**

hours of learning delivered



**46**

states + D.C. engaged



**47**

countries reached



# Designing the Future of Learning: Innovation, Technology, & Accessibility

“The most transformative AI tools will be multimodal and designed to anticipate and support learner variability. Integration of Universal Design for Learning (UDL) principles is a key component to an enhanced design process.”

– *AI + Learning Differences: Designing a Future with No Boundaries*, Stanford Accelerator for Learning

CAST is shaping the future of learning by ensuring that innovation—especially in emerging technologies—is grounded in inclusion from the start.

This year, CAST played a leading role in advancing accessible artificial intelligence in education. In partnership with the Consortium for School Networking (CoSN), CAST co-developed the *AI and Accessibility in Education* report, equipping district and technology leaders with guidance to evaluate generative AI tools through the lens of equity, accessibility, and UDL.

CAST also partnered with the Stanford University Accelerator for Learning to

co-design and facilitate a two-day *AI + Learning Differences Symposium and Hackathon*.

This convening brought together researchers, technologists, educators, policymakers, and philanthropic leaders to identify critical challenges and prototype AI-driven solutions for learners with disabilities—contributing directly to a field-shaping white paper.

In 2025, CAST deepened its commitment to equitable AI access through *AI in the Big Sky*, a statewide initiative in partnership with aiEDU and Montana's Boys & Girls Clubs. The program brought together **130 staff and youth leaders across 31 rural and tribal sites**, launching a model for inclusive AI learning grounded in community context and UDL principles.

The initiative addressed a critical access gap: prior to the program, **80% of participating staff had never taught AI**, and more than one-third had never used AI tools at all.

To bridge this divide, CAST co-developed **AI Field Kits**—portable, hands-on learning environments equipped with drones, iPads, and interactive tools—paired with structured learning protocols designed to support ethical, creative, and accessible exploration of AI.

**“Partnering with CAST and the Montana Boys & Girls Clubs has reaffirmed that AI literacy can be joyful, inclusive, and deeply connected to community.”**

— *AI in the Big Sky* partner, aiEDU



Internationally, CAST collaborated with the **University of Macerata** on the UNITE project, funded by the Italian Ministry of Culture. This initiative explored **AI-powered chatbots in English** as a **Foreign Language instruction** and produced an evidence-based inclusivity checklist grounded in UDL to guide the development of accessible AI tools.

CAST's innovation work extends beyond guidance and convening into product development. Through a partnership with **Project Set**, CAST is developing a **simulated work-based learning platform that uses AI to immerse learners in career pathways** such as biomanufacturing and semiconductors. Supported by the award of a \$150,000 Learning Engineering Tools Competition grant and developed with partners including NextFlex and community colleges, the platform is now entering pilot implementation and undergoing UDL Product Certification.

At the same time, CAST continues to lead in inclusive product design across the edtech ecosystem.

- **Corgi**, CAST's digital graphic organizer suite, concluded a **five-year OSEP-funded study** demonstrating effectiveness in supporting middle school students—both with and without disabilities—in engaging with complex science content and developing higher-order thinking skills.
- Through **CITES**, CAST partnered with **districts in New Jersey, Nebraska, and Pennsylvania** to align assistive technology, edtech, and IT systems—supporting more systemic approaches to access.
- Through **UDL Product Certification**, organizations such as **LEGO Education, VEX Robotics, Playaway, and LessonPix** improved the accessibility and UDL alignment of widely used products.
- As a founding partner in the **EdTech Quality Collaborative**, CAST is also helping define what quality means in a complex and rapidly evolving digital learning marketplace.
- CAST is applying its expertise in accessible, inclusive design through two National Science Foundation-funded projects—**RECITE** and **KonnectXR**—to accelerate the integration of extended reality (XR) technologies into STEM technician education and advance more inclusive, future-ready learning.

Across all of this work the throughline is clear: **accessibility and UDL are not just features, they are design principles.**



# From Research to Practice: Evidence That Drives Impact

“Through [CAST’s literacy partnership] and its resources, we have been able to expand our county-wide UDL project from classroom to systems level implementation.”

— Participating Educator, The California Coalition for Inclusive Learning

Research at CAST is deeply integrated with practice—ensuring that innovation is continuously tested, refined, and scaled based on evidence.

Following the release of **UDL Guidelines 3.0** in 2024, CAST expanded global access through translations in more than a dozen additional languages, contributed by an international community of educators and researchers. This growing body of work reflects increasing global adoption of UDL as a foundational framework for inclusive education.

Across partnerships, research continues to demonstrate measurable impact. Studies from large-scale initiatives such as the **California Coalition for Inclusive Learning (CCIL)** show improvements in educator understanding, student inclusion, attendance, and learner outcomes.

Several key projects illustrate how CAST is advancing the field:

- **Circle Up**, funded by the **U.S. Department of Education, Office of Elementary & Secondary Education, Education Innovation Research (EIR)**, is developing integrated models that combine academic, social, and emotional learning. Now expanding into additional schools, the project is being evaluated for its impact on engagement, self-regulation, and school belonging.
- **Take Flight**, also funded by the **National Science Foundation**, is increasing STEM motivation and skill development among rural middle school students—particularly girls—helping broaden participation in STEM pathways.
- **MARCS**, in partnership with **Carnegie Learning**, funded by the **U.S. Department of Education, Institute of Education Sciences (IES)**, is exploring how adaptive supports can improve outcomes for learners with diverse needs.

This work reflects a consistent focus: generating actionable evidence that not only validates UDL, but strengthens how it is implemented across contexts.



# Implementing at Scale: Supporting Educators & Systems

Scaling inclusive design requires more than tools—it requires sustained partnership, systems alignment, & capacity building.

Across the country, CAST worked with districts including Palm Springs USD, Thompson School District (CO), Southwest Vermont Supervisory Union, Westside Union School District (CA), Lemon Grove School District (CA), and Hope School District (AR) to design and implement multi-year UDL initiatives tailored to local contexts.

At the state level, CAST concluded Phase II of the California Coalition for Inclusive Learning (CCIL), expanding to 38 counties and 20 County Offices of Education and reaching more than 17,000 participants.

Through a tiered model of support, the initiative demonstrated measurable improvements in inclusion, educator practice, and learner agency.

CAST also completed its partnership with the Massachusetts Department of Elementary and Secondary Education on the IEP Improvement Project, supporting 17 districts in strengthening inclusive practices and family engagement. This work resulted in a publicly available playbook and video series designed to sustain impact beyond the life of the project.

California Coalition for Inclusive Learning (CCIL) by the numbers:

38 counties



20 County Offices of Education



17,000+ Participants



Professional learning continues to evolve in both format and reach. New offerings such as **Administrator Learning Walks** connect classroom practice to systems-level leadership, while asynchronous courses expand access across topics including AI, literacy, mathematics, accessibility, and family engagement.



In July 2025, CAST hosted **UDL-Con: International**, its flagship global convening dedicated to advancing Universal Design for Learning as a framework for designing inclusive learning across contexts and life stages.

Held both in person at the Capital Hilton in Washington, D.C., and online, the conference brought together educators, school and district leaders, instructional designers, researchers, and innovators from 35 countries and more than 40 U.S. states. Over two days, participants engaged in sessions, workshops, and collaborative experiences focused on the transformative power of UDL in practice.

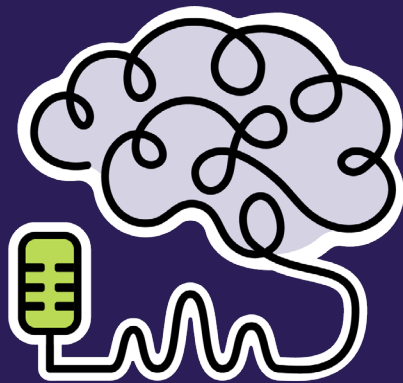
A highlight of the event was the **2025 UDL Awards**, which recognized leaders whose work exemplifies UDL in action across design, research, and implementation:

- **Jérémie Rostan and Beth Stark** received the Anne Meyer UDL Design Award for their work on LUDIA, a platform designed to support flexible, inclusive learning environments.
- **Dr. Anya Evmenova** was honored with the David Rose UDL Research Award for her contributions to advancing UDL and technology-enabled learning design.
- **JoAnn Miller and Michelle Ring-Hanson** received the UDL Innovative Practice Award for their leadership in advancing systemic UDL implementation across Wisconsin.

UDL-Con International continues to serve as a critical space for connection, knowledge sharing, and field-building—bringing together a global community committed to designing learning that works for all.

“UDL-Con 2025 was more than a conference — it was a living demonstration of the power of equity, agency, and belonging in education. As both a speaker and an attendee, I experienced rich, transformative learning and witnessed a global community committed to dismantling barriers and reimagining what’s possible for every learner.”

— 2025 UDL-Con International Participant



# The Learning Experience



11

new episodes this year  
[cast.org/podcast](https://cast.org/podcast)

CAST also continued to convene the field through public platforms—including CAST Café, the AEMing for Access webinar series, and The Learning Experience podcast, which released 11 new episodes this year.

Increasingly, this work is connected to broader systems transformation. Through partnerships with state agencies and national organizations such as NCTET and CoSN—and participation in efforts like the Florida AI Taskforce—CAST is helping embed UDL into policy, leadership, and organizational design.

The result is a shift in how UDL is positioned: not as a classroom strategy alone, but as a systems-level driver of equity and access.

# Expanding Access: Global Reach & Community Engagement

“UDL gives us a framework to ensure no student feels left behind, it gives us a way to see and support everyone.”

– Participant, Luanda Angola School

CAST’s work continues to expand globally while deepening its focus on community, culture, and language as essential elements of inclusion.

International partnerships span ministries of education, universities, and school systems across multiple continents.

- In **Paraguay**, CAST is supporting national efforts to integrate UDL into professional learning and system design.
- In **Lithuania**, CAST is part of a multi-country research initiative exploring inclusive education systems alongside partners in Iceland and Ukraine.

CAST also partnered with schools and organizations worldwide—including **Luanda International School (Angola)**, **American School Foundation (Mexico City)**, and systems in **Belo Horizonte, Brazil**—to provide implementation support and professional learning.

Global engagement also included a keynote at the **Book Kids Con Kids Tech Conference in South Korea** and ongoing collaboration with international edtech developers to advance accessibility.

At the same time, CAST is strengthening its focus on multilingual learners and family engagement. Through its partnership with **Sobrato Early Academic Language (SEAL)**, CAST influenced updates to the UDL Guidelines to better reflect the role of language, identity, and culture in learning.

New professional learning offerings and **Spanish-language credentialing** programs are expanding access for educators and communities, particularly across Latin America.

Initiatives like **Circle Up**, in partnership with **Check & Connect**, further strengthen relationships between schools, students, and families—supporting engagement through mentoring and integrated supports.

This work reinforces a core belief: inclusion must extend beyond the classroom to the systems, cultures, and communities that shape learning.

**“It has been extremely helpful to think about specific learners, and think about possible barriers with engagement, representation, and action & expression—thinking about what is the goal for the strategies, whether it is language or content—with that in mind, then designing different entry points for students.”**

— SEAL educator



## Looking Ahead

As education systems continue to evolve, the need for inclusive, flexible, and learner-centered design has never been greater.

With a clear strategy, a strengthened organizational model, and expanding global partnerships, CAST is positioned to lead the next phase of this work—advancing a future in which all learning environments are intentionally designed to remove barriers, elevate strengths, and ensure every learner has the opportunity to succeed.



# Financial Report

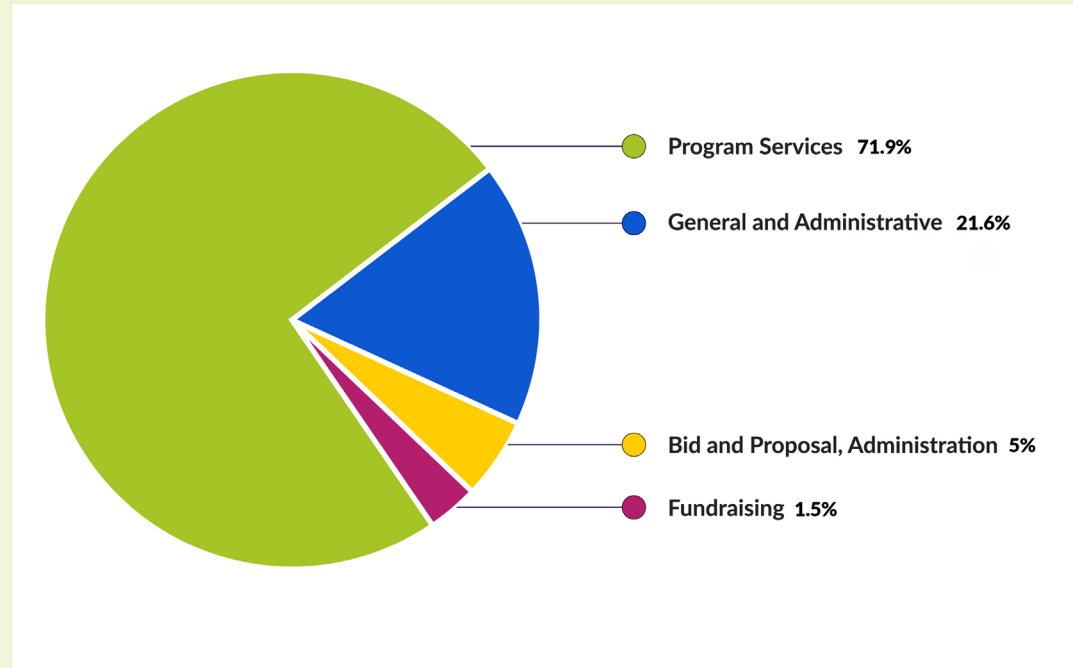
Total Revenue:  
**\$10,244,776**

Total Expenses:  
**\$10,721,594**

Net Assets  
*Beginning of Period:*  
**\$5,858,728**

Net Assets  
*End of Period:*  
**\$5,648,986**

## Breakdown of Expenses:



Program Services:	<b>\$7,711,447</b>	<b>(71.9%)</b>
General and Administrative:	<b>\$2,313,707</b>	<b>(21.6%)</b>
Bid and Proposal, Administration:	<b>\$539,977</b>	<b>(5%)</b>
Fundraising:	<b>\$156,463</b>	<b>(1.5%)</b>

# CAST Board of Directors



**Sheldon H. Berman, Chair**

AASA Lead Superintendent for Social-Emotional Learning



**Anne Meyer**

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



**Karla Estrada**

Deputy Superintendent of Instruction, Los Angeles Unified School District



**DeVone Holt**

Senior Strategic Advisor, Novelle & Associates



**Kristina Ishmael**

Principal and Global Strategist, Ishmael Consulting



**LaRon A. Scott**

Associate Professor, Special Education, University of Virginia



**Eleazar Vasquez**

Operating Officer at the Achievement & Assessment Institute (AAI) at the University of Kansas



**Deborah P. Waber**

Director of the Learning Disabilities Program, Boston Children's Hospital | Professor of Psychology, Harvard Medical School



**Michael K. Yudin**

Principal, The Raben Group



**Shawn Bird**

Deputy Superintendent, San Antonio ISD



**Regina Kline**

Founder & Managing Partner, Enable Ventures



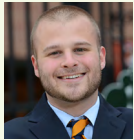
**Dr. Alicia Averette**

Assistant Superintendent of Student Support Services, Jefferson County Public Schools

# CAST Leadership Team



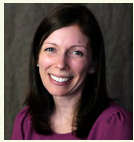
**Lindsay E. Jones**  
Chief Executive Officer



**Bobby Moore**  
Chief of Staff



**Christine Fox**  
Chief Growth & Innovation Officer



**Jenna Gravel**  
Senior Research Scientist



**Jennifer Levine**  
Chief PreK-12 Officer



**Sam Catherine Johnston**  
Chief Postsecondary & Workforce Officer



**Kelly Blackburn**  
Chief Finance & Internal Operations Officer

**CAST (Center for Applied Special Technology)**  
8,547 followers

CAST (Center for Applied Special Technology) proudly celebrates **LEGO Education®** for achieving their UDL Product Certification—a milestone proving that learning products can be both innovative and accessible for every learner. ...more

**LEGO® EDUCATION EARNS UDL PRODUCT CERTIFICATION**

With Christine Fox and 6 others

**CAST (Center for Applied Special Technology)**  
9,710 followers

Throwback to #UDLcon2025 — where innovation met heart, stories met laughter, and every handshake felt like the start of something big. ...more

with Sam Catherine Johnston and 6 others

**CAST (Center for Applied Special Technology)**  
9,650 followers

Go behind the scenes of a CAST focus group exploring accessibility and UDL educational technology. Hear how designing for learner variability shaped stakeholder engagement and better outcomes. ...more

**CAST**  
The Learning Experience

Season 5 | Episode 8:  
Exploring Perspectives of Accessibility and Universal Design Learning in Educational Technology Focus Group

Featuring: Amanda Bastoni, Jenna Gravel, &

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