Research, Monitoring, and Evaluation
CAPABILITY STATEMENT

1969 — 57 Years — 2026

LEARNING SYSTEMS INSTITUTE
FLORIDA STATE UNIVERSITY

At the **Learning Systems Institute (LSI)** at Florida State University, we specialize in delivering rigorous, evidence-based evaluations that empower organizations to enhance educational outcomes in low-resource environments. With decades of experience assessing programs that address the learning needs of children, adults, and communities, LSI is a trusted partner for initiatives where education plays a pivotal role in building agricultural knowledge, workforce skills, and community resilience. Our evaluations provide actionable insights to optimize program design, implementation, and impact, ensuring sustainable improvements in education, food security, and economic development through targeted education interventions. Whether evaluating teacher training, education programs, or inclusive strategies, LSI's process is tailored, collaborative, and focused on real-world applicability.

Why Partner with LSI?
LSI stands out for our commitment to equity, innovation, and impact. Our evaluations not only measure success but also build local capacity, ensuring programs achieve lasting results and community empowerment. With a track record of delivering on time, budget-conscious insights, we help contractors demonstrate value and refine strategies for maximum reach.

We look forward to discussing your project and innovating learning with you.

Florida State University
One of the nation's elite research universities, Florida State University preserves, expands, and disseminates knowledge in the sciences, technology, arts, humanities, and professions, while embracing a philosophy of learning strongly rooted in the traditions of the liberal arts and critical thinking.

Our faculty has included: members of the National Academy of Sciences, the National Academy of Engineering and the American Academy of Arts & Sciences; Pulitzer Prize winners; Nobel Laureates; Oscar, Tony Award and Emmy winners; and Guggenheim, Fulbright and National Endowment for the Humanities fellows.

FSU's research expenditures totaled $485M for FY 2025 and Florida State consistently ranks in the top 10 universities nationally in physical sciences grants awarded by the National Science Foundation. FSU receives more in NSF funding than any other university in Florida.

Florida State is also one of the nation's top research institutions for producing Fulbright U.S. Scholars and Students and was selected for the top award in international education and study abroad programming by the Association for Public and Land Grant Universities.

LSI's Comprehensive Evaluation Process
1. Planning and Design
2. Data Collection
   - Qualitative Methods
   - Quantitative Methods
3. Analysis
4. Reporting and Recommendations

EXPERIENCE WORKING IN 49 COUNTRIES

LSI'S WORK - RESEARCH, MONITORING, AND EVALUATION

LSI faculty are experts in a wide range of research methodologies and evaluation approaches, from large-scale randomized controlled trials to qualitative case studies. We have experience conducting research, monitoring, and evaluation worldwide.

Comprehensive Evaluation Process

LSI employs a systematic, mixed-methods approach to program evaluation, drawing on best practices in educational research to deliver objective, high-quality assessments. Our process is flexible, adapting to the unique contexts of low-resource settings where access to education is critical for community advancement. We prioritize stakeholder engagement, ethical data handling, and culturally sensitive methodologies to produce findings that drive meaningful change.

1. Planning and Design: We begin with a thorough needs assessment, collaborating closely with clients to define evaluation objectives, research questions, and success metrics. This might involve aligning evaluations with goals like improving agricultural literacy or vocational training for rural communities. We conduct document reviews of policies, curricula, and frameworks to establish baselines and identify gaps. Sampling strategies—such as purposive selection for key informants and convenience sampling for broader groups—ensure representative data from diverse participants, including educators, learners, and administrators.

Data collection in Zambia for Transforming Teacher Education.

2. Data Collection: LSI utilizes a hybrid of qualitative and quantitative tools to capture a holistic view of program performance. In low-resource contexts, our teams conduct on-site visits, employing:

Qualitative Methods: Structured interviews and focus group discussions (FGDs) with stakeholders to explore experiences, challenges, and perceptions. Classroom and performance observations provide insights into instructional practices, while desk reviews analyze existing materials and resources.

Quantitative Methods: Surveys assess knowledge, skills, and attitudes relevant for the context (e.g., via Likert-scale items or multiple-choice questions). We aim for balanced samples, targeting equal representation by gender and role where possible. Tools are contextualized, piloted, and translated as needed to ensure accessibility. For instance, in teacher education evaluations, we might observe practicum

sessions or survey pre-service teachers on literacy instruction efficacy. Data collection is efficient, often completed in phased visits to minimize disruption.

Baseline situtational analysis at Teacher Traning Colleges in Malawi.

3. Analysis: Our researchers apply thematic coding for qualitative data (e.g., via software like NVivo or Dedoose) to identify patterns expressed across participants. We also conduct strengths, weaknesses, opportunities, and threats (SWOT) analyses with key informants. Quantitative data undergoes descriptive and inferential statistical analysis to measure progress in areas like stakeholder capacity or resource availability and identify relations between key variables or infer broader implications. We integrate findings through triangulation, ensuring robust, evidence-backed conclusions. While our core approach is observational and situational (e.g., baseline and endline assessments), we incorporate more rigorous designs like quasi-experimental methods or randomized controlled trials when project scopes allow, providing deeper causal insights without overcomplicating standard evaluations.

4. Reporting and Recommendations: Final reports are clear, structured, and actionable, featuring executive summaries, detailed findings, and prioritized recommendations. We emphasize practical strategies, such as capacity-building or resource enhancements, to foster sustainability. Follow-up consultations help clients implement changes, with options for midline or endline evaluations to track long-term impact.

Proven Capabilities in Low-Resource Environments

LSI has successfully evaluated education programs in diverse, challenging settings, focusing on teacher preparation, inclusive practices, and community literacy. In one African context, we conducted a baseline situation analysis of teacher training institutions, surveying over 300 educators and observing classrooms to assess instructional methodologies and resource gaps. This led to recommendations for enhanced practicum

experiences, improving pre-service teachers' readiness to support community learning needs.

In another project, our rapid situation assessment of teaching practices involved FGDs with student teachers and interviews with school leaders, revealing opportunities to strengthen mentorship and align curricula with real-world demands. An endline evaluation in a similar environment demonstrated program gains in educator knowledge, with surveys showing improved attitudes toward inclusive education—directly benefiting children and adults in underserved areas.

For Feed the Future initiatives, LSI's evaluations can link education to agricultural outcomes, such as assessing how training can enhance farmers' skills for better adoption of sustainable practices. Our work consistently highlights scalable solutions, like integrating technology resources or professional development frameworks, to meet the needs of vulnerable populations.

EVALUATION WORK

Florida Tax Credit Scholarship Program Evaluation

To expand educational opportunities for children of families that have limited financial resources and to enable children in this state to achieve a greater level of excellence in their education, the Florida Legislature created the Florida Tax Credit (FTC) Scholarship Program in 2001. The law provides for state tax credits for contributions to nonprofit scholarship funding organizations, (SFOs). The SFOs then award scholarships to eligible children.

LSI has been designated as the independent research organization responsible for conducting the annual evaluations of the FTC and FES programs. As part of this process, participating private schools submit students' norm-referenced assessment score reports to LSI for program evaluation purposes.

LSI has conducted the evaluation of the FES Program for the past five years. Similarly, LSI has conducted the evaluation of the FTC Program for the past 11 years.

During the 2025-2026 academic year, LSI is evaluating the FTC and FES programs for more than 180,000 students in grades 3

Evaluating non-formal learning programs for out-of-school youth in northern Nigeria

In this study, which was conducted through a subcontract on the Northern Education Initiative Plus project funded by USAID Nigeria, we examined the association between attending a Non-Formal Learning Center (NLFC) in Sokoto and Bauchi states for at least nine months and reading outcomes for out-of-school children (OOSC) who entered formal schooling by grade 4. We used hierarchical linear modeling with data from 1,116 pupil Early Grade Reading Assessments (EGRA) and pupil surveys collected by the NEI Plus program. Overall, NFLC-mainstreamed pupils read at the same levels as their formally schooled peers, despite having had disruptions to their education. Given this evidence, we recommended that policymakers should consider maintaining the NFLCs to jumpstart OOSC into school.

Zambia Pre-Service Teacher Education Study (Gates Foundation)

This study examined the outcomes of Transforming Teacher Education in Zambia, a U.S. Agency for International Development activity (2020-2025) focusing on primary grade teacher preparation for foundational literacy. We compared student teachers trained in TTE-participating government colleges of education to student teachers from non-TTE-participating private colleges (N=305). Student teachers who attended TTE colleges had better knowledge of early grade reading and stronger performance in the classroom, including both literacy-specific and general pedagogy. The mean differences for the observation scores in controlled models were substantial—.861 standard deviations and .967 standard deviations, respectively. While this study design was not causal, the findings strongly suggest that a holistic, intensive intervention at colleges of education level can enhance the quality of new teachers' knowledge and pedagogy. Future research will examine associations between student teachers' training at TTE colleges and learner literacy outcomes in grades

Student perceptions of school safety and student learning outcomes in a context of protracted conflict

The data used in this analysis were collected in 2019 as part of a technical assistance collaboration FSU and UNICEF for the promotion of early grade reading in northeast Nigeria. In this study, we collected and analyzed quantitative survey and assessment data on 712 students in northeast Nigeria to examine, first, which students feel safe in school in a region experiencing protracted conflict, and second, how perceived safety was associated with literacy. Students with vision and hearing disabilities were less likely than other children to perceive themselves as safe at school. Children with these disabilities who felt unsafe performed nearly .8 standard deviations below other students, while students with disabilities who felt safe performed only slightly below others. We found no association between length of conflict-related school closures and literacy outcomes.

WORKING WITH LSI

At LSI, our mission is to improve learning and human performance globally, utilizing innovative approaches and implementation techniques. LSI is at the forefront of developing solutions that bridge theory and practice in education. Our experts' advanced research provides state-of-the-art methods and a clear path for implementation. For more than 55 years and in 49 countries, LSI has delivered systems that measurably improve the learning and performance of organizations and individuals in Florida and worldwide.

LSI is dedicated to researching and developing instructional and non-instructional interventions to improve performance. Our efforts focus on how individuals and organizations perform complex tasks and how we can help them achieve their performance goals. Our analytical approach is systemic, and our solutions are interdisciplinary, incorporating cognitive and educational psychology as well as instructional and information technology. Our ability to reach any faculty member or department at Florida State University and year-round availability allow our LSI faculty and staff to provide unmatched resources and results.

For five decades, LSI has been trusted by the U.S. Government, the State of Florida, and global partners to continually deliver measurable results.

1969: KOREAN EDUCATIONAL SYSTEM REFORM

The reform efforts helped reshape Korea's education system during the 1970s. LSI contributed to modernization efforts that later produced measurable improvements in student achievement and system performance.

1989: FLORIDA 'SCHOOLYEAR 2000' INITIATIVE

A major system evaluation of Florida public education was conducted, and large-scale system design principles emerged that led to a major educational restructuring effort aimed at shifting from a teaching-centered to a learning-centered model.

2005: DHS PORT SECURITY

LSI created a uniform, comprehensive set of courses for port employees to more effectively prevent, deter, and respond to terrorist acts at the nation's busy seaports. The PortStar system launched in 2010 with 530 lessons in eight separate courses.

2024: GATES FOUNDATION PRE-SERVICE TEACHER

LSI received its first-ever grant from the Gates Foundation to examine the knowledge and pedagogy of student teachers who have completed their pre-service teacher training in public colleges of education in Zambia.

2025: EDUCATORS SHAPING FUTURES

LSI partnered with the World Bank Group, UNESCO, and the Ministry of Education to host Educators Shaping Futures in Ethiopia. More than 340 policymakers, teacher educators, researchers and practitioners from 41 countries attended.

Contact LSI: ✉ *lsi@fsu.edu* | 📝 *https://lsi.fsu.edu/lsi-business-development-office* | ✖ *@LSIFSU* | in */company/fsu-learning-systems-institute*