

LEARNING SYSTEMS INSTITUTE

ANNUAL REPORT



2025-26

Letter from LSI Director Rabieh Razzouk

The 2025–26 fiscal year was unlike any other in LSI history. It marked our first full year, in recent history, operating without our portfolio of USAID projects after its abrupt shutdown in early 2025. The consequences were profound, losing more than \$37M in total award value and tens of millions in opportunities that were in the pipeline. We made tough decisions that affected valued colleagues, interrupted important research, and fundamentally reshaped our organization. The talented individuals who left LSI because of these circumstances remain an enduring part of our story, and we are deeply grateful for the contributions they made to our mission.

Over its 57-year history, LSI faced many big challenges and always came out stronger. Because of the extraordinary resilience, professionalism, and unwavering commitment of our team, LSI has continued to deliver at the highest level. In a year when many questioned whether we could sustain our work, we managed more than \$20 million in R&D expenditures. This marked the third-highest total in our history. Achieving that milestone while navigating the sudden loss of several large projects is a testament to a team that refuses to lower its standards or lose sight of its purpose. I am immensely proud of what they accomplished and deeply grateful for their perseverance.

While the challenges of the past year accelerated change, they did not define our future. For several years, LSI has been strategically investing in artificial intelligence as a core capability that strengthens every aspect of our work. Today, AI is transforming how we prepare educators, develop educational technologies, conduct research, and operate as an organization.

This vision is already becoming reality. Through FCR-STEM and the FSU InSPIRE program, our team has been building and delivering high-quality professional learning that equips educators to integrate AI effectively and responsibly into classrooms. We are also developing AI-powered tools that enhance teaching and learning. Our recently developed AI Educational Resource Customization Tool enables educators to adapt high-quality, standards-aligned instructional resources to meet the diverse needs of their students. Across our research portfolio, we are applying AI to explore new questions, accelerate discovery, and develop innovative solutions that improve learning outcomes.

This comprehensive approach reflects our belief that AI is a transformational capability that, when applied responsibly, can improve every aspect of teaching,



learning, research, and organizational effectiveness. By combining decades of expertise in education with thoughtful AI innovation, LSI is helping shape the future of learning while ensuring that educators and learners remain at the center of everything we do.

Our global mission continues to evolve. This year marked the beginning of an exciting new phase of international growth. We established new partnerships that are already creating opportunities for expanded impact, including our recently announced collaboration with IREX on the Early Grade Education Activity in Jordan. Several additional international initiatives are already in development.

Throughout its history, LSI has advanced FSU's international engagement through work spanning more than 50 countries. We are now entering a new chapter through expanded collaboration with FSU International Programs, the Office of the Provost, and colleges across the university. LSI is helping develop strategic global partnerships, expand research opportunities, and advance the university's international priorities. Together, these initiatives reflect both our history and our future by connecting people, institutions, and ideas to improve learning around the world.

The past 18 months have been among the most challenging in our history, but they have also reaffirmed who we are. We have emerged more focused, more strategic, and better positioned to lead in the areas that will shape the future of education. Our people, our partnerships, and our commitment to innovation have never been stronger.

As I look ahead, I am filled with optimism. The work before us is ambitious, the opportunities are significant, and the demand for LSI's expertise continues to grow. I have every confidence that the next chapter of LSI will be our most impactful yet, and I look forward to continuing our mission of transforming learning for Florida, our nation, and communities around the world.

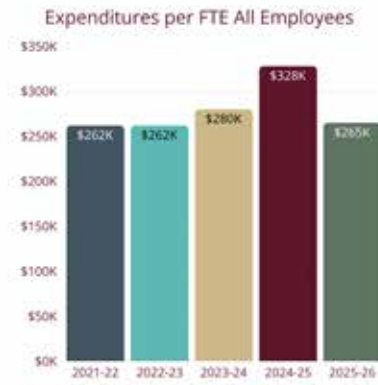
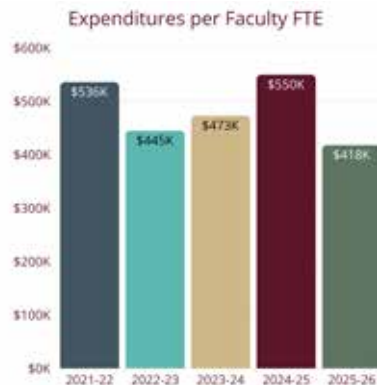
A handwritten signature of Rabieh Razzouk in black ink, featuring a stylized 'R' and 'R'.

Rabieh Razzouk
Director, Learning Systems Institute

By the Numbers

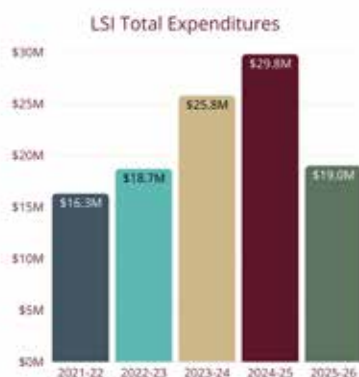
Expenditures

While generating record levels of expenditures over the last five years, the team demonstrated ingenuity, high productivity, and increased efficiency.



R&D Expenditures

The overall expenditures during FY 25-26 exceeded \$19 million, marking the third consecutive year that overall expenditures have reached or exceeded \$19 million.



During the 25-26 Fiscal Year

\$836M

Contracts and grants since LSI's inception in 1969.

14

Contracts and grants won.

\$40.3M

Our researchers managed 25 active awards totaling \$40.3M.

6

Major international projects working with Armenia, India, Jordan, South Africa, Ukraine, and Zambia.

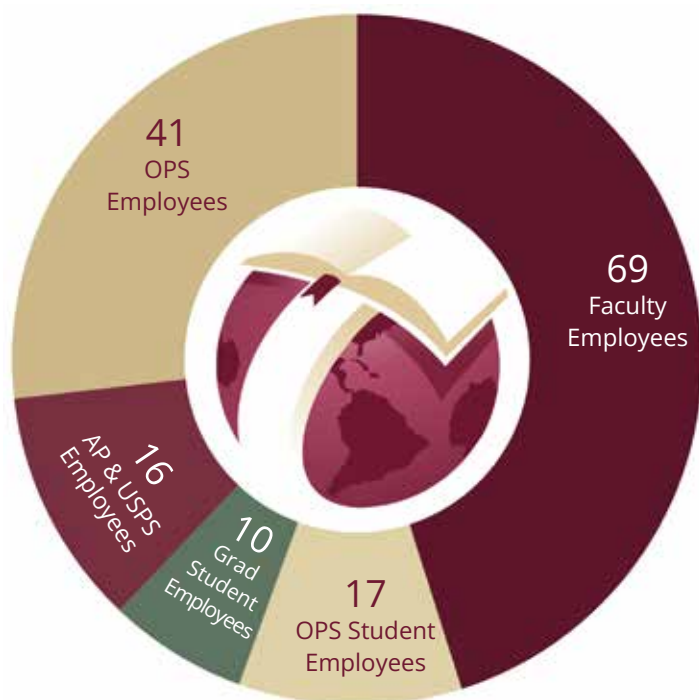
9.84X

ROI is an important metric that shows the return on every state dollar/university dollar invested in LSI.

340

LSI hosted a conference with the World Bank and UNESCO for 340 participants from 41 countries.

LSI Team



With 153 employees (72.04 FTE), LSI continues to invest in and deepen the team's overall expertise.

Florida Center for Research in STEM (FCR-STEM)



20 Years of Leading Florida in STEM Education

FCR-STEM was created by the Florida Legislature and competitively awarded to Florida State University in 2006. It is highly respected center operated by LSI faculty and staff.

The mission of FCR-STEM is to help the State of Florida improve STEM teaching and learning in grades K-12 and prepare students for higher education and STEM careers in the 21st century. Through impacts on teacher knowledge and classroom practice, FCR-STEM strives to improve student achievement, narrow student achievement gaps, and increase student pursuit in STEM fields.

These broad goals are addressed primarily through high-quality research, teacher professional development, and the development of innovative resources and tools to support instruction aligned with curriculum standards.

Among FCR-STEM's significant accomplishments are the impacts of professional development on teacher and

student outcomes, the design and delivery of intensive professional development for over 40,000 teachers in Florida, and the development of CPALMS.

Through research conducted at FCR-STEM, our staff works to answer the question, "How can we improve STEM integration and teaching and learning for all students?" Our staff pushes for a scientific approach to educational research and supports the use of open science and experimental design in our work. The work includes reports of the impact of educational interventions on student learning in mathematics and statistics through various teacher learning programs involving formative assessment, Cognitively Guided Instruction, lesson study, and statistics curriculum and professional learning opportunities



FSU *INSPIRE*

The InSPIRE initiative continued to expand its reach and impact across Northwest Florida this year by supporting teachers, strengthening school and district partnerships, and creating meaningful connections between education, industry, and emerging technologies. Through professional learning, field experiences, guest expert sessions, STEM events, industry engagement, and regional collaboration, InSPIRE is helping educators prepare students for future-ready careers in artificial intelligence, robotics, advanced manufacturing, computational thinking, and related STEM fields.

A major focus of this year's work was building teacher capacity through high-quality courses and professional learning experiences that combine strong pedagogy with real-world application. InSPIRE's courses are designed not only to introduce educators to new technologies, but also to help them translate those technologies into meaningful classroom instruction. Participants explored instructional strategies, completed field-based



learning experiences, connected with guest experts, and developed classroom-ready ideas that can be adapted across grade levels and subject areas.

Since its inception in 2024, InSPIRE has trained more than 350 teachers across eight counties and supported more than 650 industry certifications. These outcomes reflect the program's continued commitment to expanding access to STEM and career-connected learning for students throughout Northwest Florida.



Successful Start: Cognitively Guided Instruction (Hillsborough County)

Successful Start is a continuing partnership among Florida State University's Learning Systems Institute, the Children's Board of Hillsborough County, and Hillsborough County Public Schools designed to strengthen mathematics teaching and learning in elementary classrooms. During the reporting year, the project provided approximately 150 elementary school teachers with professional learning in Cognitively Guided Instruction (CGI), supporting teachers in developing instructional practices that build on students' mathematical thinking and problem-solving strategies. The project also supported dissemination of findings by enabling teachers and project staff to present their work at the national CGI conference in Scottsdale, Arizona. Evaluation results indicate positive outcomes for both teachers and stu-

dents. Participating teachers demonstrated significant improvements in mathematical knowledge for teaching, reported changes in their beliefs about students' capacity to learn mathematics, and experienced reduced mathematics anxiety following participation. Student achievement data also suggest positive impacts, with students in participating teachers' classrooms performing better in mathematics on the district-administered assessment. Collectively, these findings provide evidence that Successful Start is contributing to improved teacher knowledge, beliefs, and confidence, while supporting stronger mathematics outcomes for elementary students in Hillsborough County.

In addition to teacher professional learning, the project extended support to families through Family Math Nights and accessible family resources provided through the Successful Start Tampa project website. These efforts were designed to help families better understand and support students' mathematical learning beyond the classroom. Family Math Nights offered opportunities for families to engage in meaningful mathematics activities with their children, while the project website provides grade-level resources, unit flyers, practice problems, and activities aligned with classroom instruction. By connecting classroom learning with family engagement, the project strengthened home-school partnerships and provided families with practical tools to support children's mathematical confidence, problem solving, and continued learning.

Bridging the Gap into the Geosciences

Bridging the Gap into the Geosciences provides pre-college students with meaningful access to place-based geoscience learning through a summer camp partnership with the Boys & Girls Club of the Big Bend. Now in its third summer, the program has served teens across three Boys & Girls Club of the Big Bend locations, expanding opportunities for youth to engage with geoscience in their own community. The initiative brings together Florida State University, Florida A&M University, local geoscience agencies, and community partners to broaden participation in geoscience education and connect students with the natural systems that shape their region. Through hands-on activities and field-based investigations, participants explored topics such as groundwater, river systems, water quality, coastal processes, and environmental stewardship. Near-peer mentors from Conservation Pathways, a Tallahassee-area conservation nonprofit, supported student engagement by modeling STEM pathways and helping participants see themselves as future scientists and environmental leaders.

Students extended their learning beyond the classroom through field trips to local state and national



parks, excursions along rivers and through caverns, and coastal field experiences that included data collection and scientific observation. Across the three summers, participating students have reported more positive attitudes toward geoscience, reflecting increased interest, confidence, and connection to the field. By combining academic expertise, community-based mentorship, and immersive outdoor learning, Bridging the Gap into the Geosciences strengthens students' understanding of local environments while inspiring curiosity and interest in future study and careers in the geosciences.

FCR-STEM Innovating Educator of the Year

Florida Center for Research in STEM (FCR-STEM) awarded its first-ever Innovating Educator of the Year (IEOY) honor to Anna Prindle of Holley-Navarre Intermediate School.

Prindle, a fifth-grade teacher with more than 20 years of educational experience, has won multiple Teacher

of the Year awards and has provided opportunities for Holley-Navarre students in robotics, coding, 3D printing and other STEM activities that would not have been possible without her securing major STEM grants. She has improved her students' measurable performance while integrating science, technology, engineering and mathematics with literacy, creativity and career awareness.

Math Lions

This was the final year of the Math Lions project, funded by the National Science Foundation. The aims of this project were to 1) develop materials for a math anxiety intervention for children, 2) test the intervention's effect on math anxiety in a cluster randomized trial in schools, and 3) see whether there are subsequent effects on working memory, math avoidance, and then math achievement.

Our team first developed the Math Lions intervention by working with collaborators in Italy and our advisory board to develop training materials, a facilitator guide, and child workbooks. They then tested the intervention with 13 individual children and 7 children in groups in the lab and revised the materials based on what we

learned. We used these revised intervention materials in a cluster randomized trial across 11 elementary schools and spanning 3 cohorts from 2024-2026 we worked with 208 students, of whom 110 received the intervention and 98 served as a control group.

Pilot findings suggest substantial variability across children in their responses to the intervention. Final analyses for the cluster randomized trial are not yet complete, but evidence suggests children enjoyed and learned in the intervention, and it was implemented with fidelity. Data collection is now complete, and the final dataset is being prepared for analysis and public sharing.



FIRE: An Integrated AI System Tackling the Full Lifecycle of Wildfires in Hurricane-Prone Regions



Researchers in Florida State's Department of Computer Science received a \$2.3 million National Science Foundation (NSF) grant to develop artificial intelligence tools that will help manage wildfires fueled by hurricanes in the Florida Panhandle. Rabieh Razzouk, Director of the Learning Systems Institute (LSI) and Jim Reynolds, LSI's

co-Director of STEM Research, will be contributing to the project which is the largest research award ever for FSU's Department of Computer Science.

Yushun Dong will lead the project, "FIRE: An Integrated AI System Tackling the Full Lifecycle of Wildfires in Hurricane-Prone Regions," that will bring together computer scientists, fire researchers, engineers and educators to study how hurricanes change wildfire behavior and to build AI systems that can forecast ignition, predict roadway disruptions, and assess potential damage.

Fires, especially low-intensity natural wildfires and prescribed burns can play a vital role in regulating certain forests, grasslands and other fire-adapted ecosystems. They decrease the risk and severity of large, destructive wildfires while supporting soil processes and, in many cases, limit pest and disease outbreaks.

STEPSS Replication Study

This was the second year of the Supporting Teacher Enactment of the Probability and Statistics Standards (STEPSS)-Replication study, which is funded by the U.S. Department of Education's Institute of Education Sciences. The STEPSS-Replication study investigates the efficacy of a curriculum replacement unit in statistics on teachers, teaching, and students using a randomized controlled trial. The study was preregistered in the Open Science Framework registry this year. A measure of mathematics teacher attitudes toward teaching statistics, called the Statistics Teaching Attitudes Questionnaire

(STAQ), was developed and validated this year. STAQ will enable the investigation of the impact of the STEPSS program on teachers' attitudes and how those attitudes may influence their instructional practice. To better understand the context in which the experimental study was conducted, the team surveyed more than 500 Florida mathematics teachers to learn about their instructional practices in statistics, their attitudes toward teaching statistics, and their participation in professional learning opportunities in mathematics and statistics. These efforts are the subject of several manuscripts submitted for peer review, presentations at state, national, and international conferences.

LSI Leading on AI in Education

LSI partners with schools, universities, governments, and industry to research, develop, implement, and evaluate AI solutions that improve educational outcomes while promoting responsible and human-centered use of AI.

We develop AI-powered technologies that help educators personalize learning, improve student outcomes, and reduce time spent on routine instructional tasks. Our unique approach combines generative AI with expert-developed, standards-aligned Open Educational Resources, enabling teachers to customize trusted instructional materials instead of creating new content.

One example is the AI-powered Open Educational Resource Customization Tool, which enables teachers to adapt vetted instructional resources to meet the diverse needs of their students while maintaining alignment with academic standards. Teachers can adjust reading

complexity, differentiate instruction, and generate classroom activities and assessments, allowing them to personalize learning without creating instructional materials from scratch.

LSI also helps educators integrate AI into classroom practice to enhance instruction, improve productivity, and increase student engagement. Our professional learning programs focus on AI literacy, prompt engineering, instructional design, assessment, and responsible AI use, helping educators confidently incorporate AI into teaching and learning.

Through initiatives such as FSU InSPIRE, LSI is preparing more than 1,000 K-12 teachers across Florida's Panhandle to effectively integrate AI into their classrooms. LSI has also partnered with Microsoft to co-develop an AI Educator training and certification program that equips teachers with practical skills for responsible classroom implementation.

LSI's Work Around the World



International Impact

LSI has worked on more than 1,000 projects and led dozens globally. Most of these international projects aim to improve primary, secondary, and tertiary education, and support educational reforms that call for pre- and in-service teacher education, curriculum development, and materials development for all these levels, including technical and vocational training for workforce development.

We work to improve learning and instruction in developing countries through international partnerships with governments, universities, and non-governmental organizations. The team's extensive on-the-ground experience builds on a legacy of work in global settings. LSI's portfolio of past and current international development programs focuses on supporting systems for sustainable and continuing professional development for educators and policymakers.

ASAS Jordan

The Early Grade Education Activity (ASAS) in Jordan is a five-year initiative led by a consortium comprising both local and international organizations, including IREX, School-to-School International, the Queen Rania Teacher Academy, and several universities in the U.S. and Jordan. Funded by the U.S. Department of State, its goal is to enhance national efforts to fortify the quality of pre- and in-service education, aiming to improve numeracy and literacy skills from Kindergarten through Grade 3, as well as foundational and socioemotional skills throughout Jordan.

LSI joined the ASAS team in 2026 and will be contributing to the pre-service teacher education components of the activity. Specifically, the LSI team will be developing synchronous and in-person professional development for Jordanian teacher educators, implementing exchange visits between FSU and Jordanian universities, and supporting teacher education quality assurance activities. Dr. Stephanie Simmons Zuilkowski will serve as the PI, with Dr. Sana Tibi serving as co-PI.

The Zambia Pre-service Teacher Education Study (Gates Foundation)



This study evaluated the United States Agency for International Development's Transforming Teacher Education (TTE) in Zambia Activity. Implemented by the Learning Systems Institute, and led by Dr. Stephanie Simmons Zuilkowski, with support from partners School-to-School International and the University of Zambia, TTE aimed to strengthen the capacity of Zambia's pre-service teacher training institutions to improve

student learning outcomes in early grade reading instruction. This outcome evaluation of the TTE activity compared student teachers who attended TTE colleges with student teachers who attended comparison group colleges on their literacy content knowledge, general pedagogy and classroom management, and literacy-specific pedagogy, using data from observations, student teacher assessments, and semi-structured interviews to address these questions.

The study found strong positive associations between attending a TTE college and student teacher performance on both the general pedagogy and literacy-specific subscales of the observation tool. Cohen's *d*, a measure of effect size, was calculated at .97 for general pedagogy and .86 for literacy-specific pedagogy. The pattern of results was similar when examined within each province, with TTE colleges' student teachers outperforming the comparison group colleges' teachers. The team also identified statistically significant, negative associations between class size and both pedagogy subscales. In a country where class sizes range up to 90, this is an important contextual factor for consideration in pre-service teacher education.

Large Class Pedagogy Research Project

The Large Class Pedagogy research project, led by Dr. Adrienne Barnes-Story (LSI) in collaboration with Malawian education stakeholders (2024-2026), examined pedagogical practices, challenges, and opportunities in overcrowded primary classrooms. The project addressed the limited empirical evidence on effective instructional strategies for large classes (120-200) in low- and middle-income countries, particularly in primary schools and pre-service teacher education.

Key findings reveal that group work is the predominant strategy perceived as effective for managing large classes. However, implementation is constrained by oversized groups (often 10–20 learners), limited space for movement, acute shortages of textbooks (sometimes

shared by more than 20 learners), time pressures, and uneven participation where confident learners dominate. Interacting barriers of space, materials, and time amplify constraints on evidence-based practices.

The project contributed actionable insights for teacher professional development, curriculum reform, and contextually appropriate interventions to improve learning outcomes in resource-constrained settings.



ACC Academic Consortium Evaluation

The ACC Academic Consortium aims to leverage the athletic associations among the 18 universities in the conference to enrich the educational missions of member institutions. Activities and programs are sponsored that cannot be accomplished by one university alone, but are best supported by all the universities of the conference acting together. In this evaluation, LSI assessed the Atlantic Coast Conference Academic Consortium's



current data collection and reporting systems, analyzed program effectiveness and distinctiveness in comparison to other conferences' academic offerings, and developed a framework for future program development, goal setting, and evaluation. Staff completed interviews and focus groups with more than 60 faculty, students, and staff involved in ACC Academic Consortium programs, representing all 18 ACC member institutions. The study resulted in a set of practical programmatic and operational recommendations, including suggestions for the implementation of consistent procedures for assessing current and future programs.

Strengthening school experiences for refugee young people, families, and their teachers in the American South

The project led by Dr. Celia Reddick examines the educational experiences of children and families who have recently been resettled to the U.S., and strategies schools can take to facilitate thriving. The team has completed 70 interviews with resettled refugee families across six languages (Swahili, French, Pashto, Dari, Spanish, and Arabic), including with 22 adults and 48

children from the Democratic Republic of Congo, Syria, Venezuela, Guatemala, Nicaragua, and Afghanistan. Data collection has begun in a local school with a large population of refugee- and immigrant students, attended by many children in the sample. As part of this project, initial classroom observations and interviews with educators have been conducted, and these will continue into the Fall. At the school's invitation, the team has also conducted a workshop with teachers to share emerging research findings and provide support in building inclusive classrooms for newcomer students.

How language policies and pedagogy shape refugee children's learning in 'host country' schools

Dr. Celia Reddick received a Jacobs CIFAR Research Fellowship to support a cross-site study of approaches to language in refugee education. Through this study, Dr. Reddick will examine how differing policy and pedagog-

ical approaches in Germany, Colombia and Uganda—three of the leading refugee-hosting settings globally—shape refugee children's learning, with a particular focus on language and literacy. A recent Seed Grant proposal has also been funded by the Jacobs CIFAR Foundation to support collaborative, mixed methods, cross-site work with other fellows in Canada, Germany, and Switzerland.



BridgeUSA Ukraine Program for Resilience and Reconstruction

LSI hosted its second and third group of fellows as part of the BridgeUSA Ukraine Program for Resilience and Reconstruction. Through this program, Ukrainian and U.S. scholars connect to foster research, develop education, and rebuild resilience through international partnerships.

Florida State was the first university in the United States to host fellows through this program. Since July of 2024, FSU's Ukraine Task Force has hosted eight Ukrainian scholars.

BridgeUSA aims to foster partnerships between universities. The program equips professionals with the skills and expertise needed to support Ukraine's recovery and resilience but it also provides host universities with the opportunity to gain insight into valuable research learned firsthand during a time of unspeakable violence and destruction.

The BridgeUSA Ukraine Program for Resilience and Reconstruction is funded by the U.S. Embassy in Kyiv, with additional funding from U.S. host institutions, and is administered by American Councils for International Education.

Individual Variability Research Project

The Individual Variability Research project supported through the CIFAR Jacobs Research Fellowship examines factors contributing to persistently low literacy outcomes among multilingual children in low- and middle-income countries. This research investigates individual variability in learning and development among children at risk of reading failure by exploring the influences of environmental factors, including family risk, home literacy environment, socio-economic status, and individual variability on literacy growth and literacy outcomes of multilingual Kenyan children. It

also analyzes intervention responses to estimate the prevalence of dyslexia/reading difficulties and identify potential contributing factors.

The team has successfully collected the first wave of data from 35 schools, collecting data from 1000 learners in grades 3-6 and from 891 parents across five counties in Kenya. Key informant interviews were conducted with 38 parents and 38 teachers. The team also conducted 42 video-recorded lesson observations in classrooms for grades 1-3. Analysis of the qualitative and quantitative data for wave one is complete, and a research report has been drafted.

Visiting Scholar Participation Program

Florida State University welcomed scholars from India's top research institutions to Tallahassee through a new initiative designed to spark international collaboration, accelerate innovation and expand FSU's global research partnerships.

The inaugural Visiting Scholars Partnership Program (VSPP) was designed to strengthen high-impact, research-and innovation-centered partnerships with leading universities around the world. The pilot program took place July 5-31 and brought scholars from four highly-ranked international institutions to FSU's Tallahassee campus for exploratory research collaborations.

Each visiting scholar was paired with FSU faculty aligned with their expertise and desire to build international partnerships. Visiting scholars explored FSU's world-class facilities, met administrators across multiple departments, and engaged in one-on-one collaboration with their faculty peers several times each week.

Housed in the Office of the Provost, the initiative received strategic oversight from the Office for Strategic Initiatives and Innovation and is implemented by the Learning Systems Institute and led by program director Dr. Vilma Fuentes (LSI).

The initiative was spearheaded by Farrukh Alvi, senior associate provost for Strategic Initiatives and Innovation



and the Don Fuqua Eminent Scholar and Professor of Mechanical and Aerospace Engineering at the FAMU-FSU College of Engineering.

The VSPP provided a structured, immersive experience that supported collaborative research, innovation exchange and the development of long-term institutional partnerships. Collaborations span fields including aerospace engineering, biomedical engineering, quantum optics, entrepreneurship and advanced materials research.

STEM and Social Entrepreneurship in Armenia

From July 2025 to June 2026, LSI continued to work with partners at the Jim Moran College of Entrepreneurship (JMC) and the Armenian State University of Economics (ASUE) to implement a project called, "Promoting STEM and Social Entrepreneurship through American and Armenian Higher Education Collaboration."

Dr. Vilma Fuentes, the project co-director, travelled to Yerevan to train ASUE faculty on Collaborative Online International Learning (COIL), a high impact teaching methodology that promotes internationalization, intercultural communication, technology, and critical thinking skills. Dr. Susana Santos, the project director, and Dr. Eric Ligouri, the Associate Dean of Entrepreneurship, also participated in this travel and led an intensive faculty workshop on entrepreneurship education.

Upon returning from Armenia, a course titled, "Entrepreneurial Solutions to Societal Changes" on two learning management systems: Moodle and Canvas was developed. The course included a 10-week COIL project that used design thinking to develop social

entrepreneurship skills. The 10-week COIL project was implemented in the Fall 2025 and Spring 2026. A total of 96 students from ASUE and FSU participated in this exchange. Participants worked in binational groups, completed weekly tasks, developed entrepreneurial solutions to a societal problems, and pitched their ideas through a team video.

The creation of Bridging Minds: The FSUxASUE Podcast was another critical component of this project. The podcasts contained embedded images and bilingual and transcripts were embedded into a total of four courses developed as part of this project and later shared with ASUE counterparts.



Community College Administrator Program

The final two months of the Community College Administrator Program (CCAP) was implemented in July and August 2025. Dr. Vilma Fuentes, the program director, and Dr. Amber Wiest, a researcher at LSI, held virtual meetings with alumni from South Africa to discuss progress on strategic action plans they had developed in March 2025. They also communicated with and administered surveys to CCAP alumni from five countries: Egypt, Mexico, the Philippines, South Africa, and Ukraine. The collected information showed the long-term impacts of the CCAP many years after the program's end. In particular, the alumni surveys showed that participants had strengthened college-industry relations, introduced innovative workforce training programs, and introduced new student support services to support student success.



FSU's Ukraine Task Force

The UTF continued FSU's mission of advancing research, teaching, creative arts, and service during the 2025-2026 academic year. Members participated in conferences with international partners, translated resilience resources for the global community, and delivered guest lectures to domestic and international audiences. The UTF facilitated new research partnerships by hosting nine scholars representing fields such as physics, geography, higher education, environmental engineering, international relations, English literature, journalism, and geodesy. While visiting Tallahassee, guests engaged in research activities with FSU peers and explored future areas of collaboration. UTF members submitted five articles for publication in collaboration with Ukrainian partners and submitted five grant proposals to private, federal government, and international governmental funding agencies. In addition, they partnered with the U.S. Department of State on the implementation of two International Visitor Leadership Programs (IVLP) that exposed 16 Ukrainian higher education leaders to FSU's research excellence. The UTF partnered with FSU Opening Nights, the Challenger Learning Center of Tallahassee, and the Center for Global Engagement to organize events that celebrated creative arts with the broader community.

FIN

FIN collaborates with all districts, schools, and IDEA-funded state projects to provide customized services and supports to ensure all students with disabilities have the same educational, social, and future opportunities as their peers. In partnership with districts, FIN facilitates:



- Data-driven, student-focused planning and problem-solving across districts and schools.
- Data-driven professional learning and technical assistance to increase knowledge and skills of district and school personnel.
- Coaching and resources for district and school personnel to build and sustain capacity.
- Sharing information to build collaborative relationships between families, schools and districts.

FIN has provided stakeholders across Florida with 2,331 products, 424 professional learning and 1,965 technical assistance sessions to increase positive outcomes for students with disabilities. In accordance with section 1003.57, Florida Statutes (F.S.), 3,534 schools and 47 local educational agencies have completed a BPIE Assessment from 2024-2026. For more information, please visit <https://fin-network.org>.

Educators Shaping Futures

In 2025, LSI partnered with the World Bank and UNESCO to host Educators Shaping Futures: A Global Knowledge Exchange on Teacher Preparation and Development. The event, which took place Nov. 3-4 at the United Nations Economic Commission for Africa Conference Center in Addis Ababa, Ethiopia, aimed to address the worldwide shortage of qualified teachers. More than 340 policymakers, teacher educators, researchers and practitioners from 41 countries convened to raise awareness and build coalitions for change to ensure that teachers everywhere are prepared and supported to succeed in their crucial roles.

Stephanie Zuilkowski, associate director for Research at LSI and professor of International and Multicultural Education in the Anne Spencer Daves College of Education, Health, and Human Sciences, led LSI's planning alongside Bhushan Dahal, an international student from Nepal pursuing a doctorate in Educational Leadership and Policy from Anne's College. Together they coalesced a diverse group of stakeholders involved in designing, delivering, and maintaining the quality of teacher preparation and continuous professional development. This included education policymakers and government officials in combination with academic leaders, teacher unions, school and district-level administrators, researchers, NGOs, the private sector, initial teacher education professionals and, most importantly, teachers.



Awards & Recognitions

Carrie Meyers Awarded by FLATE

FSU InSPIRE's Director of Education and Workforce Talent, Carrie Meyers, was awarded FLATE's Manufacturing Partner-of-the-Year for Service. Meyers embodies FLATE's commitment to exceptional technology education and career readiness for the expanding advanced manufacturing workforce. Industry partners and secondary and postsecondary educators across the state of Florida have been formally recognized by FLATE for 19 years. A part of the FloridaMakes network, FLATE helps expand and develop Florida's manufacturing workforce and supports manufacturers with a strong STEM pipeline.

LSI Director Rabieh Razzouk Appointed to FSUS Board of Directors

FSU President Richard McCullough appointed LSI Director Rabieh Razzouk to represent Florida State on the FSUS Board of Directors beginning in 2027.

Olivia K. Cook named National Postdoc of the Year

Olivia K. Cook, a College of Arts and Sciences' Dean's Postdoctoral Scholar in the Department of Psychology and the Learning Systems Institute, was named the 2026 National Postdoc of the Year by the National Postdoctoral Association for significantly advancing the postdoctoral community through exceptional service and leadership beyond her primary research duties. The award recognizes a postdoc who has advanced the postdoctoral community in an exceptional manner beyond their work duties and in alignment with the NPA mission and core values.

LSI Assistant Director Wins FSU Exemplary Service Award

Elliott Finebloom, LSI Assistant Director - Media, Communications and Marketing, was given FSU's Exemplary Service Award from for Library, Media, and Communications.

CPALMS



300,000

K-12 FLORIDA EDUCATORS USE CPALMS

CPALMS OFFERS
14,000+
HIGH-QUALITY
EDUCATIONAL RESOURCES

3 MILLION

FLORIDA STUDENTS ACTIVELY USE CPALMS

OVER ONE
BILLION
RESOURCE VIEWS/DOWNLOADS
HAVE BEEN DELIVERED

CPALMS

CPALMS is a unique platform developed by LSI to support K-12 education in Florida. More than 300,000 K-12 Florida educators and approximately three million Florida students actively use CPALMS to access educational resources, information to support their teaching and learning, and software applications to assist them throughout their academic journey.

Since its inception, more than a billion resource views/downloads and 70 million resources have been delivered to Florida's educators and students. CPALMS is the State of Florida's official source for standards information and course descriptions. It provides access to thousands of standards-aligned, high-quality instructional and educational resources.

CPALMS offers more than 14,000 high-quality educational resources developed by FSU faculty and K-12

educators, and is home to over 500 Perspectives Videos, which are standards-aligned short video resources highlighting experiences and ideas from experts, teachers, professionals, and skilled enthusiasts. CPALMS features unique resources, including over 500 Model Eliciting Activities (MEAs), that enable students to apply their knowledge in real-life applications where problem-solving and critical thinking take the lead.

The website also features over 1,500 original student tutorials, that allow students to explore content in math, science, English language arts, computer science, and social studies. The development of these tutorials is a collaborative effort between K-12 educators, subject specialists, instructional designers, graphic designers, and narrators who collectively spend 200-400 labor hours to create each tutorial.



Career and Technical Education (CTE)

LSI is leading the integration of career and technical education (CTE) into Florida's classrooms. CTE programs prepare students for occupations important to Florida's economic development and are geared toward middle school, high school, district technical college, and Florida College System students throughout the state. LSI's Florida Center for Research in STEM (FCR-STEM) has been working on CTE projects with the Florida Department of Education (FLDOE) since 2023.

The CPALMS team at FCR-STEM is designing and migrating a complex process and a massive dataset to modern, efficient and usable tools and resources for all educators. By the end of the project, CPALMS will have a CTE application to help the state manage all the programs, courses and standards data, along with software tools and educational resources for teachers across the state.

In just two years, educators have created more than 650 resources that integrate CTE benchmarks with general education benchmarks for CTE courses. Additionally, instructional resources were developed for programs that have high enrollment or lead to occupations or industries with high wages, high demand, or high growth. These resources underwent the CPALMS review process to ensure accurate content and research-based pedagogy.



Over the past year, the LSI team has worked with the FLDOE to enhance the CPALMS online platform for CTE. The platform serves the needs of students, parents, and educators by providing CTE information and vetted instructional resources. It enhances the system's efficiency in managing and sharing CTE-related information, making it easier for all users, especially students, to make informed decisions about their career choices and educational opportunities in Florida.

Among the enhancements made to the CTE tools were integrations of CTE courses, textbooks, and resources, a new tool to allow users to view Florida graduation requirements for a selected diploma pathway, downloadable reports for CTE programs and courses, and a system to collect and consolidate public feedback for each CTE program and course to guide future revisions.

Civics Seal of Excellence

Since its launch in 2023, Florida's Civics Seal of Excellence (CSE) course has been hosted on CPALMS and administered by LSI staff. Since its launch, 22,342 people have completed the CSE course and a total of 26,025 participants were enrolled and served during that period. Since the start of the course, there has been 18,713 participants that have joined a waiting list but have yet to receive an opportunity to enroll in the course.

A total of 1,132 participants were enrolled in the course during the 25-26 cycle. Out of which, 990 completed all the course requirements resulting in a 87.45% completion rate. Throughout the cycles, staff worked diligently

to recycle incomplete seats into the following cycles and enrolled more participants at times to maximize the number of completions.



Coordinated Screening and Progress Monitoring

LSI was awarded the "Coordinated Screening and Progress Monitoring" grant from the Florida Department of Education (FLDOE) with institute director Rabieh Razzouk serving as the principal investigator. The goal was to develop test items aligned with new math and English language arts standards adopted by FLDOE in 2022 and to develop those test items for students in prekindergarten through second grade.

Beginning in 2022, LSI provided guidance and support to the FLDOE's first-ever PreK-2 assessment program. LSI's involvement in this phase of the project was completed in August of 2025, creating 4,000 test items and training 200 practitioners in Florida.

The assessment teams developed test item specifications for math and ELA to guide the development of initial and future test items for the assessment in collaboration with the FLDOE.

For more than 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

LSI's reform efforts helped reshape Korea's education system during the 1970s. LSI contributed to modernization that later produced measurable improvements in student achievement and system performance resulting in a 20 percent across-the-board increase.



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.



2024: FSU INSPIRE WORKFORCE DEVELOPMENT

FSU's InSPIRE project is a 10-year \$400M initiative led by the President, VP of Research, and the Office of the Provost, in partnership with FSU Office of Research, College of Engineering and Learning Systems Institute. Our FCR-STEM team is leading educational and workforce development and STEM outreach on the project..



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.

