"A New Architecture for Learning"
– EDUCAUSE Review

"LTI is the Highway" – The EvoLLLution

10-1000X Improved Time & Cost to Integrate

8th Straight Year of Solid Growth

"Caliper Learning Analytics Deeply Interesting"
– e-Literate

IMS, IDPF & W3C

Accelerating Adoption of e-Textbooks

e-Assessments Now a Reality with APIP & QTI

An Architecture for Innovation and Global Community Enabling Transformative Models for Education

IMS GLOBAL®
Learning Consortium

2013 Fiscal Results and Progress

Record 97 IMS Certifications in 2013

IMS Digital Innovation Revolution Making Headlines

25 Learning Platforms Now Certified

"LTI...Promises a Kinder, Gentler LMS"
– Campus Technology

IMS Global Announces Education Community Supported Innovation Challenge for Learning Apps, Tools and Platforms

"LTI as the Next Big Thing" – IHE Blog

Eight years of solid growth underscore the vibrancy and long-term viability of the IMS Community

◊ **IMS membership and revenues achieved record levels, finishing the year with 218 member organizations and revenues of $2,405,001.**

◊ **IMS revenues have grown at a compound annual growth rate (CAGR) of 10.4% over the last eight years. Membership has increased over same period at a CAGR of 20.2%.**

◊ **IMS unrestricted net assets rose $608,647 to $3,117,316, continuing to establish a strong financial base for IMS operations well into the future.**

Revenue, Membership Totals, and Net Assets from 2005-2013

Legend: ■ Revenue   ▫ Net Assets   ■ Member Organizations
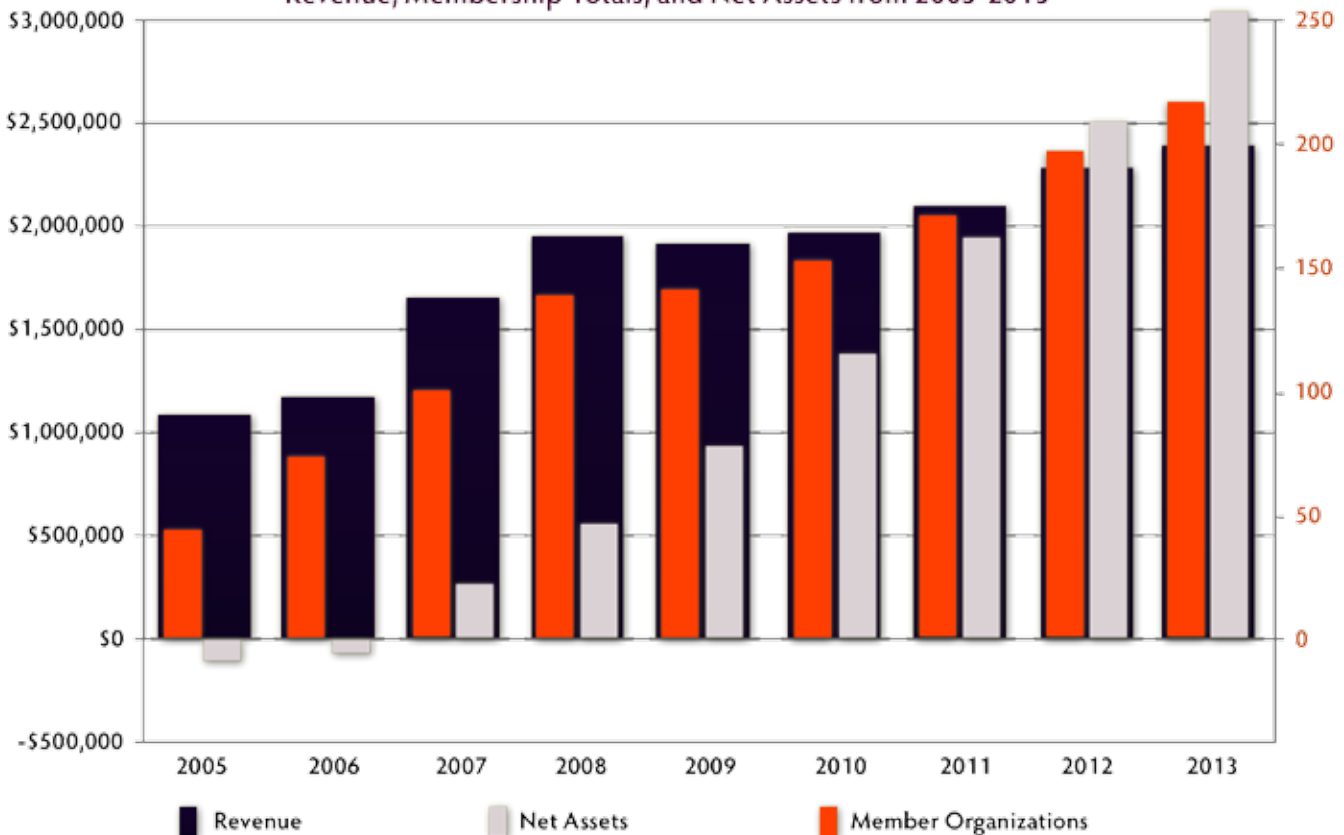
Letter from the Chairman and the CEO

To IMS Global Stakeholders Worldwide,

We are pleased to present the IMS annual report for calendar and fiscal year 2013. The IMS community achieved record levels of support and adoption of IMS interoperability standards in 2013, an eighth straight year of progress. Additionally, the IMS organization achieved record levels of membership, revenue, and net assets – as shown in the chart on the previous page.

The membership community has developed a unique approach to developing and earning IMS conformance to address various educational technology interoperability challenges. Our approach is to foster collaboration among the world's leading education providers and technology suppliers to design and maintain a common foundation, or "architecture" that removes the barriers to innovation. Via this "architecture for educational innovation" leading organizations contribute to a base set of open standards that eliminate the need for constant reinventing of the wheel, but also provides a foundation for creating and sharing innovative educational technologies.

At IMS we agree that many forms of collaboration are slow, tedious, and less than optimally effective. However, the evidence of growth and impact provided by the IMS work over the last eight years is a distinctive counterpoint. Indeed the IMS community work has been consistently ahead of and leading the sector forward during the last few years. Wide adoption of the IMS work has resulted in a dramatic reduction of barriers to educational innovation and progress – a truly disruptive 10-1000 times reduction in the cost and time to connect innovative products to the educational enterprise. What we call the "IMS Digital Education Revolution."

How has the IMS community managed to "get ahead of the curve" in terms of ed-tech innovations for enabling K-lifetime educating and learning advances? Leveraging the strengths of our broad and deep global community, the IMS community has identified key educating and learning sector challenges and has openly created innovative technologies to address those challenges. IMS thereby has brought together a critical mass of organizations that can move the educating and learning sectors forward through purposeful collaboration. This report now provides an overview of the IMS community and its "architecture" for transformative education and learning.

It is with a great sense of gratitude that we thank the many contributions of the IMS member organizations, especially the Contributing Members, for providing the financial support, resources, and most importantly, leadership, to make this work and our progress possible!

Rob Abel, Ed.D.,
Chief Executive Officer

Bill Graves, Ph.D.,
Chairman of the Board of Directors

IMS Enables an Architecture, Community and Transformative Models for Educational Innovation

What is Needed to Achieve, Scale and Sustain Educational Innovation?

Digital education innovation is here, but not evenly distributed. We have shining examples, but their glow seems to reach a limited few. Scaling of innovation to the level needed to significantly impact national and state educational goals around the world is not happening.
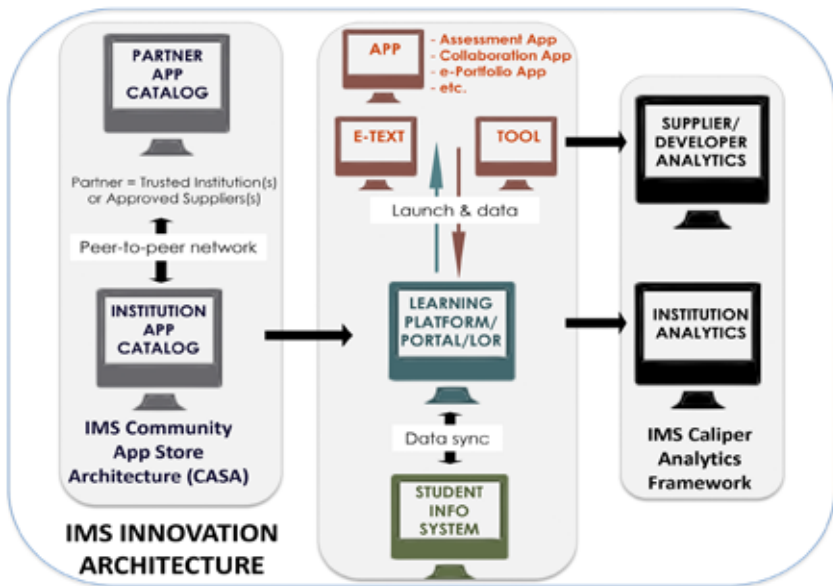
Why?

Without community effort there is not enough resources invested in innovation. Most providers of education, even the largest and most prestigious universities (of which there are relatively few), have limited resources to invest in educational technology innovation.

Without architecture, innovation is easily lost and difficult to scale. Community progress requires a foundation for community efforts—technology that works together; digital tools, apps and content that can be shared; and common approaches that reduce investment in table-stakes integration.

Without transformative models it is unclear where we are going. Literally no one believes that current educational models are adequate for the future, so we need to create and enact bold alternatives that have diversity, personalization and lifelong self-actualization as guiding principles.
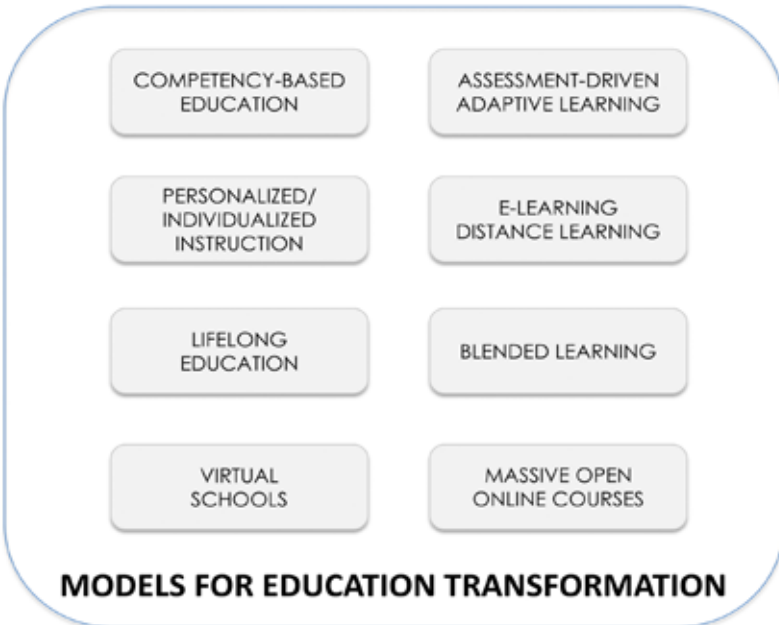
IMS Architecture

IMS INNOVATION ARCHITECTURE

PARTNER APP CATALOG

Partner = Trusted Institution(s) or Approved Supplier(s)

Peer-to-peer network

INSTITUTION APP CATALOG

IMS Community App Store Architecture (CASA)

APP
- Assessment App
- Collaboration App
- e-Portfolio App
- etc.

E-TEXT **TOOL**

Launch & data

LEARNING PLATFORM/ PORTAL/LOR

Data sync

STUDENT INFO SYSTEM

SUPPLIER/ DEVELOPER ANALYTICS

INSTITUTION ANALYTICS

IMS Caliper Analytics Framework

+

IMS Community

IMS COMMUNITY

SUPPLIER DEVELOPERS

SUPPLIER ARCHITECTS & PRODUCT MANAGERS

SUPPLIER EXECUTIVE LEADERSHIP

K-12 STATE AUTHORITY CURRICULUM, ASSESSMENT & EDTECH LEADERS

K-12 LOCAL AUTHORITY CURRICULUM, ASSESSMENT & EDTECH LEADERS

HED DEVELOPERS

HED ACADEMIC & EDTECH LEADERS

=

Roadmap for Education Transformation

MODELS FOR EDUCATION TRANSFORMATION

COMPETENCY-BASED EDUCATION

ASSESSMENT-DRIVEN ADAPTIVE LEARNING

PERSONALIZED/ INDIVIDUALIZED INSTRUCTION

E-LEARNING DISTANCE LEARNING

LIFELONG EDUCATION

BLENDED LEARNING

VIRTUAL SCHOOLS

MASSIVE OPEN ONLINE COURSES

2013 Progress: Building a K-20 Community Architecture for Educational Innovation

Can the worldwide education community of suppliers and institutions voluntarily collaborate to develop and deploy an architecture for educational innovation? Yes they can—*and they are*—via the IMS Global Learning Consortium.

IMS's unique focus on technology and interoperability for Learning Impact, now led by more than 230 member organizations across the globe, leads to a unique result … *systemic change* in the deployment time, cost, usability and data richness of educational platforms, tools, applications and digital content.

The resulting open architecture, created and maintained by all sector participants, is a true enabler for sustainable and scalable innovation, which the education segment is yearning for to improve teaching and learning.

In 2013, the IMS Global community continued nearly exponential adoption of the open standards that underlie the open architecture.
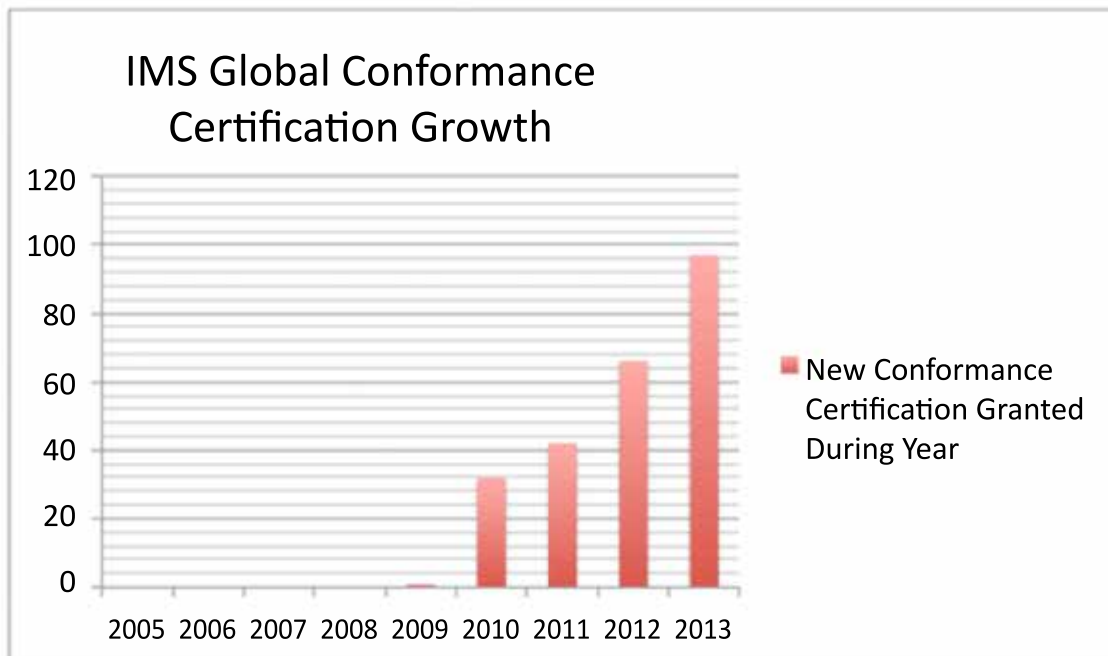
2013 Achievements: Enabling Systemic and Scalable Digital Innovation

- The IMS standards, Common Cartridge (CC), Learning Tools Interoperability™ (LTI), and Learning Information Services™ (LIS), that enable a new generation of connected education content, applications, and platforms, have been adopted nearly ubiquitously among suppliers to the higher education segment, with adoption nearing critical mass among a leading wave of suppliers in the K-12 segment.

- IMS Learning Tools Interoperability has enabled 10-1000x improved time and cost to integrate a wide variety of learning applications, tools and e-texts seamlessly, safely into enterprise learning platforms, and is now available as LTI™ version 2.0, which enables yet another magnitude of integration improvement by enabling dynamic negotiation of services and deeper integration.
www.imsglobal.org/lti/

- There are now 25 learning platforms certified by IMS to accept LTI tools and over 60 certified tools listed in the public LTI catalog of certified products located at developers.imsglobal.org/catalog.html.

- IMS initiated a new collaboration with IDPF and W3C called EDUPUB, a follow-on to the IMS Interactive and Connected Educational e-Book Initiative, to accelerate the adoption and convergence of IMS standards with open web standards for the next generation of digital educational content.
www.imsglobal.org/edupub/

- IMS officially launched the Caliper Analytics Framework, the first comprehensive framework for educational analytics data collection that will make instrumentation of learning apps, content and platforms dramatically easier and enable data collection by institutions and suppliers.
www.imsglobal.org/caliper/

- The dramatic savings in cost and turnaround time associated with the promise of electronic assessment is now becoming a reality for states and countries thanks to IMS Accessible Portable Item Protocol™ (APIP) and IMS Question and Test Interoperability™ (QTI) v2.1. The world's leading assessment organizations are actively implementing and achieving conformance certification to APIP™ and QTI™, with strong involvement of the U.S. Race to the Top Assessment program.
www.imsglobal.org/developers/apipalliance/index.cfm

- IMS introduced the Connected Learning Innovation Challenge, the first ever competition to encourage development of interoperable educational apps that are cross-platform. In conjunction with the challenge, IMS has established the Connected Learning Innovation Community as an ongoing leadership collaboration for the development and sharing of apps among institutions and suppliers.
www.imsglobal.org/leadingchange/

- IMS granted conformance certifications to 97 products in 2013, up from 66 products in 2012, 42 in 2011 and 32 in 2010. Over 22,000 digital content packages (courses, assessments or other digital learning materials) were uploaded to the free, public IMS digital content validator in 2013 to test for conformance to IMS content standards, up 68% from 2012. IMS provides a comprehensive public listing of IMS community-certified products at imscert.org.

- IMS membership achieved record levels, finishing the year with 218 member organizations. Membership has increased over the last eight years at a CAGR of 20.2%.

- The IMS public online community has grown to over 31,000 subscribers worldwide, up 49% from 2012.

- The IMS member online community is greater than 2100 individuals, up 60% from 2012.

- Attendance at IMS face-to-face meetings totaled 688 in 2013, up 27% from 2012.

Connected Learning Innovation Challenge: Enabling an Explosion of Connected Educational Apps and Platforms

No matter what the area of human endeavor, the wider world owes much to the innovators and early adopters. The same is true in the world of education technology. Concepts such as Student Information Systems, Learning Management Systems, and e-Portfolios have become real tools that are now widely used across the education landscape. But there are gaps left between these broad brushstrokes of development, and it is in these spaces that we find tremendous opportunity for education apps that can operate as plug-and-play functional additions. To accelerate the progress by focusing attention on the leaders that have decided to step into these gaps, IMS launched in 2013 the Connected Learning Innovation Challenge.

So what is the Connected Learning Innovation Challenge?

The concept is quite simple, actually. We are looking to generate interest in the development and use of Education Apps built on open standards, APIs, and services. This ongoing initiative is designed to engage the education community in developing a shared vision to define and build a new IT architecture that allows applications to be easily integrated in support of connected learning, including:

- Competitions for the development of innovative apps and tools with monetary incentives
- Distribution and support community for open source apps and tools
- Institutional leadership community sharing the latest connected learning institutional successes, featured/new connected learning apps, platforms, tools

Learn how you can participate in the Connected Learning Innovation Challenge at www.imsglobal.org/leadingchange/

> "UMBC joined the Connected Learning Innovation Community because we believe that it is essential to get vendors, institutions, and the open source community adopting a common set of standards to build the learning ecosystem. My hope is that by joining with IMS, my institution can be an early adopter and help lend support for the creation of innovative learning applications."
>
> *– Jack Suess, Vice President Information Technology and CIO, University of Maryland, Baltimore County*

What if ...

✓ **IT could safely integrate applications in a day rather than months?**

✓ **Faculty could seamlessly combine tools into a course with one click?**

✓ **Analytics data flowed easily from all learning resources and apps?**

A New Architecture for Learning

In education, we are entering a period in which it is the connections between everything and everyone that are of importance. This development is most conspicuous in teaching and learning and is enabled by information technology, social media, and mobile devices. We are witnessing–and contributing to–the advent of connected learning, which is having an impact on all colleges and universities, faculty, and students.

IMS Global announced in 2013 a new partnership to further the discussion on how institutional leadership must rethink their approach to academic technology. In a 2013 EDUCAUSE Review article, "A New Architecture for Learning," Rob Abel, CEO, IMS Global; Malcolm Brown, Executive Director, EDUCAUSE Learning Initiative; and Jack Suess, Vice President of Technology and CIO, University of Maryland Baltimore County, outlined a call for action and community collaboration for institutional leadership to move towards a new IT architecture based on open standards to achieve a more seamless, agile, and information rich IT architecture to support a proliferation of "connected" educational systems and applications.

In short, they outlined the need for institutional leadership to rethink their IT architecture to enable an instructional environment in which technology "gets out of the way" and becomes highly supportive of teachers' and students' needs.

Read the full article at
www.educause.edu/ero/article/new-architecture-learning

> **If we are to support students and faculty as connected learners and instructors, we must rethink our approach to academic technology architecture. At the foundation and core of that architecture is information technology, in its role as the strategic enabler of connected learning.**

The IMS Learning Impact Program: 3-Dimensions of Educational Transformation

In 2007, IMS took a bold step to create an annual conference and awards competition to evaluate and recognize technological innovation in education. The program, called Learning Impact, was designed with two unique aspects. First, the competition was designed to evaluate the use of technology in context at an educational institution based primarily on evidence as defined by eight dimensions of potential learning impact. The second unique program aspect is that the Learning Impact conference, at which the competition finalists are judged, focuses on understanding the application of technology to scale and systemically support evolving new educational models. In 2013, IMS added the Learning Impact Report to the Learning Impact program as a means to provide an analysis of the Learning Impact Award winners to help institutional leaders determine whether their institution, district or state has considered a wide range of potentially impactful technology innovation.

Learning Impact Awards and Conference

The Learning Impact Awards (LIAs) is the only global awards program that recognizes the effective use of technology in context to support and improve learning based on evidence of impact. The 2013 LIA winners, as selected by an exemplary panel of judges representing educational institutions and suppliers from around the world, are shining examples of repeatable technology projects that can help institutions and educational authorities increase access, create personalized learning environments, improve student engagement and improve actionable assessment.

In 2013, IMS Global held its seventh annual Learning Impact Conference in San Diego, California. This leadership event is unlike any other education conference. It is one of the most dynamic gatherings of K-20 educational leaders, attracting senior administrators from colleges, universities, school districts, and state agencies, as well as senior executives from leading technology organizations, who are not only talking about change, but making change happen to usher in a new educational technology era.

Three Dimensions of Education
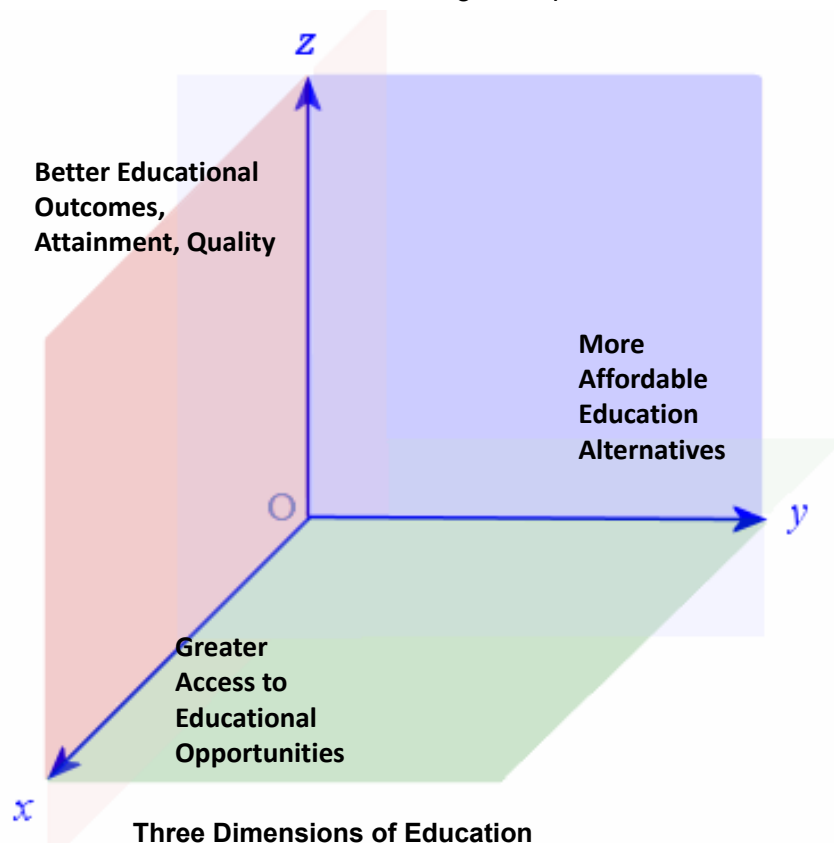
2013 Learning Impact Award Winners

Platinum

Using Data to Transform Teaching, Learning and Institutional Accountability
Institutions: Ashworth College, Algonquin College, Career Point College, Central Carolina Technical College, Rasmussen College, and Texas A&M – San Antonio
Product/Company Name: CourseSmart Analytics – www.coursesmart.com
Learning Impact Project Category: Digital Resource, e-Text, Learning App Innovation & Analytics

Digital Content for Digital Textbook and Viewer
Institution: K-12 schools across Korea
Product/Company Name: KERIS, DaoulnCube, Doosan Dong-A, MiraeN, Visang
english.keris.or.kr/
Learning Impact Project Category: Educational Application, Content and Media Infrastructure

Gold

Online Student Support Services Drives Student Success
Institution: Lone Star College-Online
Product/Company Name: SmarterMeasure, Starfish Early Alert, and Smarthinking Online Tutoring
Learning Impact Project Category: Student Success & Outcomes-Based Learning Support Services

Improving Access, Affordability and Quality of Student Course Materials
Institution: Indiana University
Product/Company Name: Courseload – www.courseload.com
Learning Impact Project Category: Digital Resource, e-Text, Learning App Innovation & Analytics

Silver

Adaptive eLearning Platform
Institution: University of New South Wales
Product/Company Name: Smart Sparrow – www.smartsparrow.com
Learning Impact Project Category: Adaptive Learning, Online Homework, and Formative Assessment

SAFARI Montage as a Learning Object Repository
Institution: Forsyth County Public Schools
Product/Company Name: SAFARI Montage – www.safarimontage.com
Learning Impact Project Category: Educational Application, Content and Media Infrastructure

Bronze

Serious Games for Training
Institution: Victoria University
Product/Company Name: Serious Games Group – www.seriousgamesgroup.com
Learning Impact Project Category: Gaming, Simulation, and Immersive Learning

Math Students Find Success with Hawkes Mastery-Based Software
Institution: Greenville Technical College
Product/Company Name: Hawkes Learning Systems – www.hawkeslearning.com
Learning Impact Project Category: Adaptive Learning, Online Homework, and Formative Assessment

2013 Learning Impact Report: e-Texts and Adaptive Learning Leading the Way to an Emerging World of Educational Apps

The Learning Impact Report was released in 2013 as an ongoing annual report to help educational authorities identify impactful projects and potentially repeatable implementations of educational technology to achieve institutional goals, such as increasing access, creating personalized learning environments, improving student engagement, or improving student success.

Through analysis of the 2013 LIA winners, as well as the cumulative history of previous winners, this report is intended to help institutional leaders determine whether their institution, district or state has considered a wide range of potentially impactful technology innovations. A few key trends that were identified in the 2013 report included:

- E-texts and adaptive learning are leading the way to an emerging world of educational apps that will be utilized to implement evolving educational models.

- E-texts showing signs of enabling viable strategies for institutional-level digital content adoption.

- Digital Learning Networks continue to provide excellent return and are becoming easier to set up thanks to advancements in educational applications, content and media infrastructure.

- Blended learning optimization, outcomes-based learning and pathways for student success slowly evolve - not as sexy as MOOCs, but a lot more impactful.

Download the 2013 Learning Impact Report at www.imsglobal.org/LIA/

2013 Learning Impact Report: e-Texts and Adaptive Learning Leading the Way to an Emerging World of Educational Apps

ANALYSIS OF LEARNING IMPACT AWARD WINNERS TO IDENTIFY PROJECTS AND TRENDS IN THE USE OF TECHNOLOGY TO IMPROVE ACCESS, AFFORDABILITY, AND QUALITY OF EDUCATION WORLDWIDE

IMS GLOBAL LEARNING CONSORTIUM | WWW.IMSGLOBAL.ORG

The 2013 Learning Impact Award Program Judges

Hap Aziz
Ellucian
United States

Gary Driscoll
Educational Testing Service
United States

Annette Grande
Norwegian Centre for ICT in
Education
Norway

Dae Joon Hwang
SungKyunKwan University
Korea

Lou Pugliese
GiveCorps
United States

Rick Lumadue
Texas A&M – Commerce
United States

Lisa Mattson
IMS Global Learning
Consortium
United States

Terry O'Heron
Penn State University
United States

Colin Smythe
IMS Global Learning
Consortium
England

Tsuneo Yamada
Open University Japan
Japan

Stavros Xanthopoylos
Fundação Getúlio Vargas
Brazil

Medal Count by Country 2007 - 2013

	Bronze	Silver	Gold	Platinum	Total
USA	10	4	10	8	32
Australia	6	4	3	2	15
UK	3	2	2	6	13
European Union	1	4	4	1	10
Korea	2	4	0	4	10
Canada	0	2	1	2	5
Brazil	0	0	3	0	3
Singapore	1	1	0	0	2
New Zealand	0	1	0	0	1
Taiwan	0	1	0	0	1

IMS Board of Directors

A majority of the IMS Directors are elected by the Contributing Members. They serve to represent the membership as a whole and its diverse interests.

- **Rob Abel, Ed.D.**, Chief Executive Officer of IMS Global Learning Consortium
- **Mark Armstrong**, Vice-President, Higher Education Product Development, Oracle
- **Jeremy Auger**, Chief Strategy Officer, Desire2Learn
- **Timothy Beekman**, President & Co-Founder, SAFARI Montage
- **Malcolm Brown**, Director, EDUCAUSE Learning Initiative (ELI), EDUCAUSE
- **Michael Chai**, Chief Digital Officer, Pearson North America
- **William Graves, Ph.D.**, Chairman of the Board, Senior Vice President, Academic Strategy, Ellucian
- **Steve Flynt, Ph.D.**, Chief Strategy and Performance Officer, Gwinnett County Public Schools
- **John T. Harwood, Ph.D.**, Associate Vice Provost for Information Technology, Penn State
- **Ray Henderson**, President, Blackboard Learn, Blackboard Inc.
- **Rick Johnson**, Vice President of Product Development and Sales Engineering, Vital Source, Inc.
- **Michael King**, Vice President, Global Education Industry, IBM
- **Stephen Laster**, Chief Digital Officer, McGraw-Hill Education
- **Mark Stiles**, Emeritus Professor, Staffordshire University, and Chair of JISC-CETIS
- **Linda Thomas**, Vice President, Strategy and Research, SMART Technologies

Executive Technical Advisory Board

The IMS Executive Technical Advisory Board is responsible for identifying and prioritizing the technical work of IMS Global. As technical leaders, their expertise impacts the future direction and priorities IMS takes to transition education to digital.

- **Brent Bailey**, Director, Technology Strategy, Elsevier Education
- **Gary Driscoll**, Senior Strategic Advisor, ETS
- **Alfred Essa**, VP, R&D and Analytics, McGraw-Hill Education
- **Linda Feng**, Software Architect, Student Products Division, Oracle
- **David Gappa**, Software Architect, SAFARI Montage
- **Brian Knotts**, Senior Vice President, Global Architecture, Ellucian
- **Liz Pisney**, Director of Product Management, Follett Higher Education Group, Follett Corporation
- **Rose Rocchio**, Director Education and Collaborative Technologies, OIT, UCLA
- **Tim Tomlinson**, Vice President, Core Services Product Development, Blackboard
- **Chris Vento**, CEO, Intellify Learning
- **Jennifer Whiting**, Sr. Manager Product Dev., Florida Virtual School

Executive Strategic Council

The Executive Strategic Council serves as an advisory body to IMS Global's leadership to highlight major challenges facing the learning community worldwide, both current and future, and help guide the strategic priorities of IMS member community to advance technology to support innovative models for improving outcomes.

- **John Cavanaugh**, Ph.D., President and CEO, Consortium of Universities of the Washington Metropolitan Area
- **Marie Cini**, Provost, University of Maryland, University College
- **Antonette "Toni" Cleveland, Ph.D.**, President and CEO, HERDI (Higher Education Research and Development Institute)
- **Paul Courant, Ph.D.**, University Librarian and Dean of Libraries, Harold T. Shapiro Collegiate Professor of Public Policy, Arthur F. Thurnau Professor, Professor of Economics and Professor of Information at the University of Michigan
- **Dae-Joon Hwang, Ph.D.**, CEO, IMS Korea, Provost, Planning & Budgeting and Professor, School of Information & Communication Engineering at Sungkyunkwan University
- **Steve Klingler**, Vice Chancellor, Center for Learning Innovation, Argosy University
- **Dr. Bernard Luskin**, CEO, Moorpark College, President, APA Society for Media Psychology and Technology
- **Felice Nudelman**, Chancellor, Antioch University
- **Gary Shapiro**, Chief Executive Officer, Collegiate Retail Alliance/ RATEX Business Solutions, Inc.

Connected Learning Advisory Council

The goal of the Connected Learning Advisory Council is to advance effective use of innovative technologies to support teaching and learning, including adoption of "efficient IT" practices that make the sharing of data from various sources easier and more actionable, thus supporting the efforts to scale educational attainment.

- **Sean DeMonner**, Executive Director, ITS Teaching & Learning, University of Michigan
- **Max Davis-Johnson**, Chief Information Officer, Associate Vice President Office of Information Technology, Boise State University
- **Bob Dewitt**, Chief Information Officer, Antioch University
- **Jeff Henry**, Director, Academic Computing and Media Services, UC San Diego
- **Patrick Laughran**, Chief Information Officer, Framingham State University
- **Robbie K. Melton, Ph.D.**, Associate Vice Chancellor for Mobilization and Emerging Technologies, Tennessee Board of Regents
- **Terence N. O'Heron**, Director of Operations and Program Manager, ANGEL, Teaching and Learning with Technology, Information Services, The Pennsylvania State University.
- **Jack Suess**, Vice President of Technology and CIO, University of Maryland Baltimore County
- **Ken Tothero**, Associate Director of Educational Technology, Center for Teaching and Learning, University of Texas at Austin
- **Karen Vignare, Ph. D.**, Associate Provost, Center for Innovation in Learning, University of Maryland University College

IMS Staff

A highly experienced core staff supports and facilitates our member organizations around the world in the full range of IMS activities.

- **Rob Abel, Ed.D**, Chief Executive Officer
- **Hap Aziz**, Connected Learning Facilitator
- **Chris Chung**, K12 Community Facilitator
- **Sandra DeCastro**, Vice President Community Programs
- **William Durham**, Higher Education Community Facilitator
- **Tracy Fandel**, Manager, Finance and Administration
- **Larry Humes**, Director, Communications
- **Don Manderson**, I3LC Community Moderator
- **Lisa Mattson**, Chief Operating Officer
- **Mark McKell**, Project Manager
- **Charles Severance**, Architect
- **Colin Smythe**, Chief Architect
- **Stephen Vickers**, Project Manager

I3LC Advisory Council

The mission of the Instructional Innovation through Interoperability Leadership Council (I3LC) is to enable collaboration among district and state leaders who are creating and implementing technology integration strategies that enable continuous improvement in instruction.

- **Marty Bray**, Chief Technology and Information Officer, Forsyth County School District, GA
- **Leo Brehm**, Chief Information Officer, Newton Public Schools, MA
- **Lloyd Brown**, Executive Director of Information Technology, Baltimore County Public Schools, MD
- **Steve Buettner**, Director of Media and Technology, Edina Public Schools, MN
- **John Connolly**, Technology Education Director, Chicago Public Schools, IL
- **Hal Friedlander**, Chief Information Officer, Academic Solutions, New York City Public Schools, NY
- **Robert J. Gravina**, Chief Information Officer, Poway Unified School District, CA
- **Joe Griffin**, Chief Technology Officer, Keller ISD, TX
- **D. Patches Hill**, Technology Systems Manager, Indian River School District, DE
- **Tom Ingram**, Director of Information Technology, Escambia County School District
- **Tricia Kennedy**, Executive Director of eCLASS Transformation, Gwinnett County Public Schools, GA
- **Kurt Kiefer**, Assistant State Superintendent for the Division of Libraries and Technology, Wisconsin Department of Public Instruction
- **Barbara Nesbitt**, Early Childhood, Elementary, and Instructional Technology Coordinator, School District of Pickens County, SC
- **George Perreault**, Director, Instructional Technology & Library Media, Orange County Public Schools, FL
- **Lenny Schad**, Chief Technology Information Officer, Houston Independent School District

IMS Global Contributing Members

Contributing Members are the voting members of IMS and provide over 90% of the support for the work of the IMS community. By being a Contributing Member an organization demonstrates superior leadership and dedication to the IMS mission of establishing an open foundation for seamless, agile and information-rich educational technology integration.

ACT | American Institutes for Research | American Public University | Antioch University | Apereo Foundation | Australian Government Dept. of Education | Baltimore County Public Schools | Blackboard | BPS Bildungsportal Sachsen GmbH | California State University System | Carson-Dellosa Publishing | Cengage Learning | Cito | CivitasLearning |College voor Examens | Courseload | Data Recognition Corporation | Desire2Learn | D.E. Solution | Edina Public Schools | Educational Testing Service | EDUCAUSE | Ellucian | Elsevier | Escambia County School District | European Schoolnet | Florida Virtual School | Follett | Framingham State University | Forsyth County Schools | Fundacao Getulio Vargas | Gwinnett County Public Schools | Harvard Business Publishing | Houghton Mifflin Harcourt | IBM | Indian River School District | Instructure | Intellify Learning | Jenzabar | JISC | K12.com | Kaltura | Keller Independent School District | Kennisnet | Kentucky Community & Technical College System | KERIS | Learning.com | LearningMate | Learning Objects | Lone Star College Online | Maryland State Dept. of Education | McGraw Hill Education | McGraw Hill/CTB | Measured Progress | Minnesota Dept. of Education, Division of Research & Assessment | Moodle | Nelson Education | Newton Public Schools | New York City Dept. of Education | Northwest Evaluation Association | Norwegian Center for ICT in Education | Open University of Japan | Open University of Netherlands | ORACLE | Orange County Public Schools | Pacific Metrics | Pearson Education | Pennsylvania State University | Performance Matters | Poway Unified School District | Psydev, Ltd. | SAFARI Montage | Samsung Electronics | Saylor | Scantron | Scientia | School District of Pickens County | Seoul Cyber University | SMART Technologies | Smarter Balanced | SungKyunKwan University | SURF | TAO Open Assessment Technologies | Tennessee Board of Regents | University of California System | University of Glasgow | University of Kansas – Center for Educational Testing & Evaluation | University of Maryland University College | UMassOnline | University of Michigan | Universitat Oberta de Catalunya | Utah Valley University | Vital Source | Western Governors University | WGBH – National Center for Accessible Media | WIDA | Wiley | Wisconsin Dept. of Public Instruction

See the full list of more than 230 IMS members at all levels:
www.imsglobal.org/membersandaffiliates.html

www.imsglobal.org