



IMS GLOBAL[®]
Learning Consortium
Better Learning From Better Learning Technology[®]

Creating the
FUTURE
EdTech Ecosystem
TOGETHER

2018

**ANNUAL
REPORT**

Fiscal Results and
Progress

Message from the CEO and the Chairman

To IMS Global Stakeholders Worldwide:

We are pleased to present the annual report for calendar and fiscal year 2018, the 13th consecutive year of growth for the IMS Global Learning Consortium. This report features some of the highlights of the progress within the IMS community during 2018.

The IMS vision of seamlessly integrated educational applications that work together to improve educational experiences is shaping both the present and the future. Thousands of hours and millions of dollars of investment made by IMS members (imglobal.org/members), now involving more than 4,400 leaders across suppliers, universities, school districts, and states worldwide, have made IMS technical standards a pervasive element across K-20 educational technology. IMS has become one of the largest and best-resourced technology collaborations. Every day IMS members are putting in place a new interoperable fabric to enable and support diverse needs for innovation and educational transformation.

As of December 31, 2018, over 490 organizations are now collaborating via IMS Global, including 50 new member organizations that joined in 2018. The annual IMS revenues rose 15% to over \$5.4 million. The IMS conformance program surpassed 1,600 certifications since its inception in 2009 with 523 certifications in 2018 alone. Leading suppliers are using IMS standards in service to thousands of universities and school districts worldwide, with millions of integrated app launches and data events every month. Most importantly, universities, school districts, teachers, and students have benefitted with better integrated, more innovative, and effective digital products featuring timely data and insights.

IMS believes that the challenges and solutions in education are best shared across all levels of education: K-12, higher education, and lifelong learning. At the voting membership level, IMS is split 50/50 across suppliers and institutional organizations. It is also a 50/50 split among higher education and K-12 representation. This is a powerful formula that ensures IMS is innovating by achieving a high return on investment across all stakeholders. The collaboration across the K-12, higher education and corporate education sectors in IMS is resulting in the creation of substantially better ways for a student to tell their story and link their accomplishments to career and life opportunities. Examples of breakthrough IMS cross-sector work that is enabling this better future include Open Badges 2.0, Comprehensive Learner Record, and Competencies and Academic Standards Exchange® (CASE®).

In 2018, IMS began some historic collaborative investments that will make it even easier for institutions and suppliers to leverage the connected ecosystem and to achieve even deeper levels of seamless integration, including the 1EdTech Ecosystem Initiative and the CASE Network. As we enter 2019, the need to innovate in the delivery of education in both formal and informal settings has never been higher and will continue to grow. Working closely with our many partners in the sector, IMS will be working diligently to ensure that every classroom is digital on day one, every faculty member has access to actionable insights, and every student has the means to compile a lifetime of meaningful educational experiences.

The future of education is in your hands through the IMS collaboration. Thank you for your leadership!



Rob Abel, Ed.D.,
Chief Executive Officer



Jack Suess
Chairman of the Board of Directors

LEADING the advancement of educational technology and innovation and **CREATING VALUE** for educational institutions for over **20 Years**

2018 AT-A-GLANCE



1EdTech & CASE Network

Announced and began work on two major collaborative initiatives that will make it radically easier for school districts to make digital resources and applications available to teachers and students, and for districts, states, and edtech suppliers to align learning standards and edtech products. Both projects are set to launch in 2019.



App Vetting & Privacy Alliance

Created a new community-driven process to examine and share information about the data privacy supported by educational applications. The IMS App Vetting service ensures that a minimum standard of privacy and security is met and provides assurance that the information gathered by these educational applications is being used responsibly.



Caliper Analytics v1.1

Published a major upgrade of the leading learning analytics interoperability standard. Caliper provides a framework for standardizing the collection of learning activity data from multiple systems and the dissemination of learning analytics.



Open Badges 2.0

Certified all of the leading digital badge issuing platforms for the new OBv2 standard. This set of innovative products and companies are providing the leadership that will make it possible to implement new educational models at scale by making it easy to adopt a better educational credential.



Partner Collaborations

Established agreement with EUNIS (European University Information Systems) to work together to advance technology infrastructures and promote teaching and learning excellence across Europe. Started program with New Markets Venture Partners that is open to all venture capital firms to help early and growth-stage edtech startups participate in IMS and streamline their path to become market leaders.

Becoming one of the **LARGEST & MOST INFLUENTIAL** member-based standards consortium in the world and the only organization achieving pervasive edtech standards adoption across K-20 & corporate education



523
PRODUCT CERTIFICATIONS
IN 2018



50
NET NEW MEMBER ORGANIZATIONS
ADDED IN 2018



492
MEMBER ORGANIZATIONS (AND GROWING)



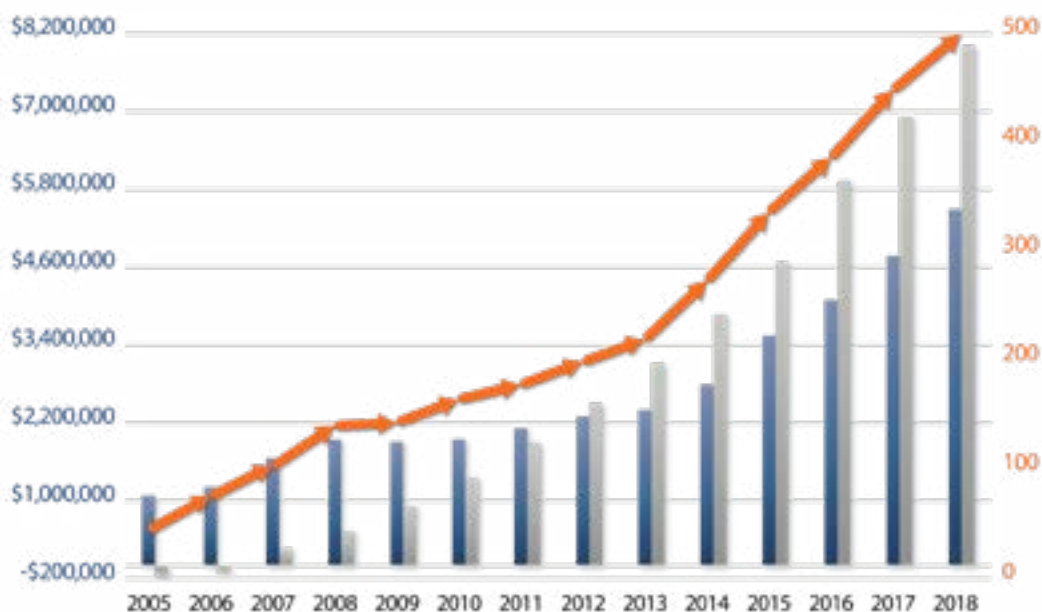
\$5,496,989
RECORD LEVELS OF REVENUE GROWTH
FOR THE 13TH YEAR IN A ROW



\$8,008,096
2018 NET ASSETS

MEMBERSHIP HAS INCREASED **19.23% CAGR** OVER THE LAST 13 YEARS
REVENUES HAVE GROWN **13.24%** OVER THE LAST 13 YEARS

REVENUE, MEMBERSHIP TOTALS, AND NET ASSETS 2005-2018



Creating a verified ecosystem of innovative, plug-and-play, and data-rich edtech products based on open standards via the investment and commitment of our

CONTRIBUTING MEMBERS

HIGHER EDUCATION INSTITUTIONS

Academic Center for Computing & Media Studies, Kyoto University
American Public University System
Arizona State University
Bill & Melinda Gates Foundation
Brandman University
Brigham Young University
Brigham Young University - Idaho
California State University, Office of the Chancellor
Capella University
Colorado State University Online
Colorado Technical University
Cyber University
Framingham State University
ICT & Systems Development, Umeå University
Indiana University
Jisc
Kentucky Community & Technical College System (KCTCS)
Kyoto College of Graduate Studies for Informatics
Madison College: Digital Credentials Institute
Northcentral University
Online Education Center of OUJ
Open University
Oregon State University
Pennsylvania State University
Purdue University
Research Center for Computing & Multimedia Studies, Hosei University

Southern New Hampshire University/College for America
SURFmarket bv
Univeritat Oberta de Catalunya
University of British Columbia
University of California San Diego
University of California System
University of Central Florida Board of Trustees
University of Florida
University of Kentucky
University of Maryland University College
University of Maryland, Baltimore County
University of Michigan
University of Notre Dame
University of Phoenix
University of Toronto
University of Wisconsin
University of Wisconsin Extension
University of Wisconsin System Administration
Washington State Board for Community and Technical Colleges
Western Governors University
Wichita State University Office for Workforce, Professional and Community Education

K-12 SCHOOLS & DISTRICTS

Alief Independent School District
Austin Independent School District
Baltimore County Public Schools
Bibb County School District
Broward County Public Schools
Chicago Public Schools
Clayton County Public Schools
Colorado Virtual Academy
Crosstown High School
Deer Park Independent School District
DeKalb County Schools
District School Board of Pasco County
Edina Public Schools
Escambia County School District
Fayette County Public Schools - GA
Fayette County Public Schools - KY
FLVS - Florida Virtual School
Forsyth County Schools
Fulton County Schools
Grapevine Colleyville ISD
Gwinnett County Public Schools
Hall County Board of Education
Harford County Public School

Henry County Schools
Houston Independent School District
Idaho Digital Learning
Katy Independent School District
Keller Independent School District
Laramie County School District #1
Lee County Public Schools
Mastery Transcript Consortium
Neosho School District
New York City Department of Education
North Allegheny School District
Orange County School District
Park Hill School District
Pittsburgh Public Schools
Polk County Public Schools
School District of Palm Beach County
School District of Philadelphia
School District of Pickens County
Seattle Public Schools
Spring Branch Independent School District
Volusia County Schools
Wisconsin eSchool Network Inc.

GOVERNMENT / STATE EDUCATIONAL AGENCIES

College voor Examens
Delaware Department of Education
Georgia Department of Education
Kennisnet Foundation
KERIS
Maryland State Department of Education
Michigan Collaboration Hub (fiduciary of the Michigan Data Hub
Minnesota Department of Education, Division of
Research & Assessment
Montana Office of Public Instruction - Montana Digital Academy
New Meridian Corporation (PARCC Consortium)
New South Wales Department of Education
New Zealand Ministry of Education
Norwegian Directorate for Education and Training
Smarter Balanced Assessment Consortium, State of Washington
South Carolina Department of Education
State of Michigan Department of Education
State of Wisconsin Department of Public Instruction
University of Kansas Achievement and Assessment Institute
Vetenskapsrådet

SUPPLIERS

Abre
Accelerate Learning
AccelerEd
ACT, Inc.
AEFIS
Aspire/Ability
Blackboard, Inc.
BNED LoudCloud, LLC
BPS Bildungsportal Sachsen GmbH
Campus Labs
Casio Computer Co., Ltd.
CatchOn
Cengage Learning
Cito
Clever
Collective Shift/LRNG
Concentric Sky
Cornelsen Verlag GmbH
Credly
D2L Corporation
Data Recognition Corporation
Digital Knowledge EdTech Lab Inc.
Digitalme
Drieam
Ecree
Edmentum Inc.
Educational Testing Service
EDUCAUSE
Ellucian
Elsevier Inc.
eLumen
eSync Training
Explorance
Follett Corporation
GG4L - Global Grid For Learning
Google LLC
Harvard Business Publishing for Educators
Houghton Mifflin Harcourt
IBM
Infinite Campus, Inc.
Instructure
i-Scream Edu
Italian Quality Company IQC Srl
itslearning
K12
Kaltura Inc.
Kimono
Knovation, Inc.
Learning Experiences
Learning Logistics
Learning Machine
LearningMate Solutions Private Limited
LearnPlatform
Lumen Learning
McGraw-Hill Education
Measured Progress
Microsoft
Moodle
Motivis Learning
Mozilla Foundation
National Student Clearinghouse
Nelson Education Ltd.
NetLearning Holdings, Inc.
Northwest Evaluation Association
Open Assessment Technologies S.A.
Oracle Corporation
Otus
Panopto
Parchment
Pearson Education
Portfolium, Inc.
PowerSchool
Public Consulting Group
Questar Assessment, Inc.
Renaissance Learning
SAFARI Montage
Sakai/Tsugi
Santillana Global
Schoology
Smart Sparrow
Trifork Learning Solutions B.V.
Trinity Education Group
TurnItIn
Uchida Yoko Co., Ltd., Uchidayoko Institute for Education Research
Unicon, Inc.
Unizin Ltd.
VitalSource / Ingram
Wiley
Willo Labs
Workday
World-Class Instructional Design and Assessment WIDA
Zia Learning

**View the complete list of all
IMS Global members at:
imglobal.org/members**

Growing to over **490 MEMBERS** – suppliers, higher education institutions, K-12 school districts, states, and government organizations – who are the world leaders in educational technology



IMS Around the Globe

IMS Europe created the IMS Europe Board to ensure the needs and interests of European members are met in IMS standards. The IMS Europe Board also works to increase awareness and adoption of IMS standards in Europe and hosts an annual IMS Europe Summit. In November 2018, over 100 IT and academic leaders and practitioners attended the Summit held in Utrecht, Netherlands, with support from Blackboard, Electric Paper Evaluation Systems GmbH, Explorance, Instructure, Itslearning, Proctorio, SURF, and VitalSource.

IMS Europe Summit 2019 (imglobal.org/event/europe2019) will take place 10-11 October in Barcelona, Spain.

In 2018, IMS began holding regular virtual meeting for IMS Members based in Asia and the Pacific Rim to provide timely updates on IMS working groups and technical activities. These briefings continue in 2019 with new sessions added for IMS Europe members.

IMS Japan Society provides leadership in the e-learning, publishing, and education sectors to further the development and adoption of use of IMS OneRoster for a national K-12 technology initiative, representing a significant leap forward to align IMS standards with priorities in the region. In August 2018, IMS Japan Society held generation digital learning environments and OneRoster, and the Japan Learning Impact Awards competition. The Japan Society 2019 meetings will take place 24-25 September in Tokyo and 26 September in Osaka, Japan.

IMS Korea under the leadership of KERIS (Korea Education and Research Information Service) provides regional guidance for the development and adoption of IMS standards and is the formal liaison with the IMS Global community. IMS Korea is actively involved in many IMS technical areas including AccessForAll, Caliper Analytics, Common Cartridge, EPUB for Education, LTI, and QTI

COLLABORATION



7,738 registered users of imglobal.org



Members in **26** different countries



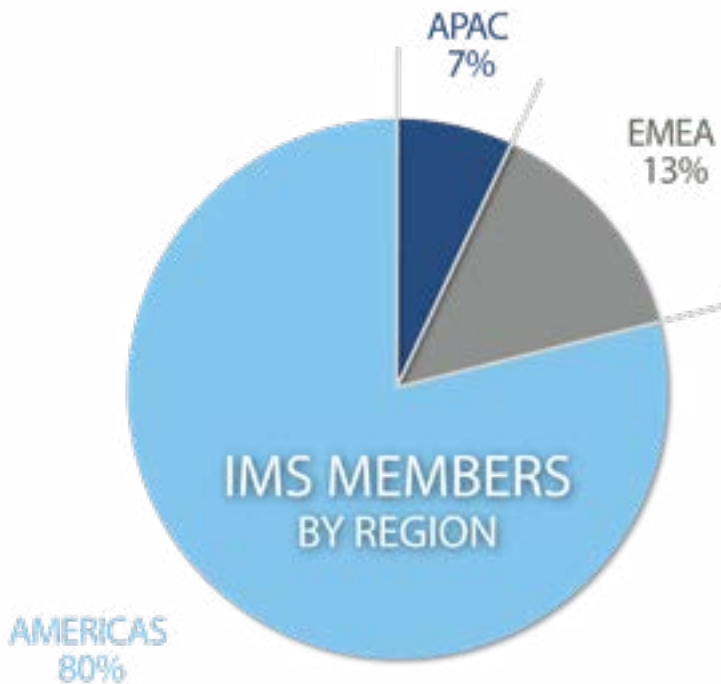
166 HED & K-12 institutions



21 government/state education agencies



305 edtech suppliers



“We believe that open technologies, embedded in an open ecosystem, lead to better outcomes for teachers and learners. Without open standards to enable the educational ecosystem we could not meet the needs of our users. IMS Global Learning Consortium fosters these open standards and empowers educational innovation, and we are incredibly proud of our ongoing work and collaboration with other members.”

—Melissa Loble | Senior Vice President | Customer Success and Partnerships, Instructure and Member | IMS Board of Directors

ADVANCING DIGITAL TRANSFORMATION in five key areas



ADAPTIVE DIGITAL CURRICULUM

Packaging learning content from different sources and streamlining the management of digital resources saves valuable instruction time and provides greater choice and flexibility that leads to better learning experiences.

- AccessForAll®
- Common Cartridge® and Thin Common Cartridge Profile
- EPUB for Education
- OpenVideo



DIGITAL CREDENTIALS

Digital credentials are reshaping the way we think about education and professional development by enabling lifelong learner-control of their evidence-based skills and achievements and supporting the transition to standards-based and competency-based learning.

- Badge Connect API
- CASE Network
- Competencies and Academic Standards Exchange® (CASE®)
- Comprehensive Learner Record
- Open Badges



INTEGRATED DIGITAL ASSESSMENT

High-quality, innovative digital assessment that is accessible, adaptive, and safeguarded for integrity, complements the teaching and learning process, enabling effective interventions and continuous improvement.

- Accessible Portable Item Protocol® (APIP®)
- Computer Adaptive Testing
- Question and Test Interoperability® (QTI®)
- Proctoring Services



LEARNING DATA & ANALYTICS

Clickstream learning data from all digital resources—available in real-time and viewable using any dashboard—can help inform student success strategies, institutional academic decisions, instructional design, and provides a common data format for research on student learning.

- Caliper Analytics®
- Edu-API
- Learning Information Services
- LTI Insights
- OneRoster®



LEARNING PLATFORMS, APPS & TOOLS

Scalable, seamless, and secure integration of all digital content, learning tools, and assessment products into an institution's digital learning environment is the most effective way to support next-generation teaching and learning.

- App Vetting & Privacy
- Learning Tools Interoperability® (LTI®)
- LTI Advantage
- LTI Resource Search

ADAPTIVE DIGITAL CURRICULUM



Digital Curriculum Spotlight

Broward County Public Schools is “pushing the envelope” to increase instructional impact using IMS standards and their Canvas LMS to automatically create and roster courses and pre-populate rigorous content for educators to use. Broward’s Innovative Learning team partners with other departments in the Office of Academics to work with vendor partners to ask for content that is delivered in modules so that the district can create its own scope and sequence. The district prefers to spend less time visiting and training staff on other platforms and wants all instructional resources ingested into the LMS via the LTI, Common Cartridge, and Thin Common Cartridge standards.

A new **THIN COMMON CARTRIDGE K-12 PROFILE** is a priority for institutions and districts

Common Cartridge product certifications
INCREASED 44% IN ONE YEAR

“Baltimore County Public Schools (BCPS) has implemented a digital ecosystem called BCPS One—available anytime, anywhere—for all 20,000 staff, including 10,000 plus educators, and 114,000 students. Using IMS Global Learning Consortium standards such as Learning Tools Interoperability (LTI), Thin Common Cartridge, and Question and Test Interoperability (QTI), BCPS brings together separate software systems into one seamless environment for ease of access and use.”

—Jeanne K. Imbriale | Director | Office of Enterprise Applications, Department of Information Technology | Baltimore County Public Schools

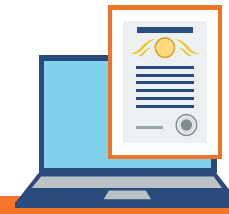
IMS members are leading the way in research and development for
ADAPTIVE & PERSONALIZED SOLUTIONS

DIGITAL CURRICULUM PRODUCT STEERING COMMITTEE

Provides leadership in advancing the adoption of fully integrated digital content using IMS standards.

Accelerate Learning
ACT
D2L
Houghton Mifflin Harcourt
Instructure
itslearning
PCG
Pearson
SAFARI Montage
Schoology

DIGITAL CREDENTIALS



17 digital badge platforms
and tools are
OBv2 CERTIFIED

The **BADGE CONNECT API** in development will allow badge earners to securely and easily move their badges from one **OBv2** product to another

The emerging
COMPREHENSIVE LEARNER RECORD standard is a secure, learner-centered digital record that will capture
ALL ACHIEVEMENTS

Digital Credentials Spotlight

The Georgia Department of Education is the first state to publish its learning standards in the IMS Competencies and Academic Standards Exchange (CASE) format. Traditionally, states and other education agencies publish their academic standards and competency frameworks as human-readable documents that must be manipulated to be used by learning technology tools, which makes it error-prone and challenging to track modifications. By providing all of the Georgia Standards of Excellence in CASE format, open-educational resources are more easily aligned to the standards and thus discoverable when searched by teachers and students. Districts and individual educators can build crosswalks to their local learning targets, organize assessment results, and discover content through these crosswalks.

DIGITAL CREDENTIALS EXECUTIVE BOARD

Works collaboratively to understand the latest trends in digital credentials and to set priorities for evolving IMS Global's CBE-aware ecosystem, including the Comprehensive Learner Record and Open Badges standards.

AEFIS	Learning Machine
Brandman University	Mozilla Foundation
Brigham Young University	National Student Clearinghouse
Capella University	Open University
Cengage	Parchment
Collective Shift/LRNG	Portfolium
Concentric SkyKaltura	Purdue University
Credly	University of Michigan
D2L	University of Wisconsin Madison
Digitalme	University of Wisconsin System
IBM	Administration
Indiana University	Wichita State University

“Our vision for the next big thing in digital credentials are Open Pathways that enable educators to take a framework for competencies or learning standards—for example the IMS CASE standard—and turn that framework into a pathway (or set of pathways) that a learner can navigate while earning badges associated with each competency. Learner progress through an Open Pathway can be output as Comprehensive Learner Record that details the learner’s journey through the competency framework.”

—Wayne Skipper | Founder and CEO | Concentric Sky

INTEGRATED & ACTIONABLE DIGITAL ASSESSMENT



Assessment Spotlight

Since 2013, Pearson has invested heavily in the implementation of QTI and APIP for the authoring, delivery, and scoring of online assessments. Using QTI as the Item interoperability framework enables content providers—both external partners and internal Pearson groups—to inject QTI items at large scale into Pearson’s TestNav 8 ecosystem for delivery. To date, over 25 million production items have been imported into this ecosystem, with new items imported at an average rate of 200 per minute. Furthermore, this QTI assessment content is successfully delivered and scored at scale: presenting and scoring an average of 4,000 items per second during school hours (U.S. Eastern time zone), with 50% higher than average transactions during peak periods.

“Smarter Balanced members seek to make the diversity of Smarter Balanced items available in an item transmission format that is used more widely among service providers so that the high-quality Smarter Balanced content may be made available to additional teachers and students more quickly and at a lower cost. We are optimistic that QTI 3.0 is a significant milestone in that direction.”

—Tony Alpert | Smarter Balanced Executive Director

QTI is the **ONLY INTEROPERABILITY STANDARD** for the authoring and delivery of online tests

The latest version of **QTI** enables a 100% online testing environment that is **ACCESSIBLE TO ALL STUDENTS**

IMS members are continuing to ignite digital assessment transformation with two new standards
COMPUTER ADAPTIVE TESTING and **PROCTORING SERVICES**

ASSESSMENT PRODUCT STEERING COMMITTEE

Provides feedback to the QTI technical workgroups, helps drive assessment enhancements and usability, fosters long-term alignment between accessibility and assessment, and promotes QTI as the de-facto standard for e-assessment interoperability.

ACT

BPS Bildungsportal Sachsen GmbH

Cito

Educational Testing Service

Fayette County Public Schools Kentucky

FLVS - Florida Virtual School

Gwinnett County Public Schools

Houston Independent School District

Instructure

Measured Progress

McGraw-Hill Education

Maryland State Department of Education

Minnesota Department of Education

Northwest Evaluation Association

New Meridian Corporation (PARCC Consortium)

New York City Department of Education

Open Assessment Technologies

Pearson

Performance Matters

Questar Assessment, Inc.

Smarter Balanced Assessment Consortium, State of Washington

World-Class Instructional Design and Assessment WIDA

REAL-TIME LEARNING DATA & ANALYTICS



Initiatives leveraging **CALIPER ANALYTICS** across HED are enabling institutions to identify **AT-RISK** and **IN-NEED STUDENTS**

HED community leaders launch the **EDU-API INITIATIVE** to establish a standard interface for **STUDENT DATA** in the student information system

LTI INSIGHTS uses Caliper Analytics and LTI for secure access to **REAL-TIME** tool usage data presented in a **USER-FRIENDLY DASHBOARD**

“At the start of the 2018-2019 school year, Grapevine-Colleyville ISD was 95% digital day one, going from 5% to 95% in just one year. We intend for the software in our digital learning ecosystem to work for our students right away and One Roster gives us this ability. We will get to 100% IMS-certified OneRoster usage among our edtech vendors.”

—Kyle Berger | Chief Technology Officer |
Grapevine-Colleyville Independent School District

Learning Data & Analytics Spotlight

Caliper Analytics is being used to collect learning event data at scale at the University of Michigan. Daily, 1.5+ million Caliper 1.1 LiveEvents from student activity on the learning management system are produced. In one year, over 10 million learning events have been produced by LMS-integrated commercial applications like the Kaltura video content management system and home-grown applications including lecture capture and STEM problem sets. As part of the Unizin Data Platform effort, all of this learning event data is being combined with administrative data to develop feedback systems that will provide faculty with teaching insights and support student success.

ANALYTICS PRODUCT STEERING COMMITTEE

Provides leadership to design and implement coordinated activities to infuse market inputs and feedback into the growing IMS Global learning analytics portfolio.

Blackboard	McGraw-Hill Education
Clever	University of California, Berkeley
D2L	University of California, San Diego
Elsevier	University of Kentucky
Explorance	University of Michigan
Instructure	Unizin
Kaltura	VitalSource / Ingram

ONEROSTER PRODUCT STEERING COMMITTEE

Provides leadership to design and implement coordinated activities to infuse market inputs and feedback into the growing portfolio of OneRoster data exchange services.

Clever	McGraw-Hill Education
D2L	Microsoft
Infinite Campus	Pearson
Instructure	Schoology
Itslearning	Unicon
Kimono	

PLUG-AND-PLAY ECOSYSTEM OF LEARNING PLATFORMS, APPS & TOOLS



LTI Advantage Spotlight

Leaders and innovators representing the IMS higher education community endorsed a letter of support for LTI Advantage as the preferred industry standard for learning product integration. LTI Advantage provides institutions with the foundation for building a connected digital ecosystem that supports better teaching and learning experiences while protecting sensitive student data passing between applications. IMS members also drafted a statement of intent for IT organizations and procurement offices to help ensure their suppliers support the features of LTI Advantage now and in the future. All of the leading learning management systems and dozens of edtech tool suppliers have committed to LTI Advantage adoption and IMS certification.

More than **300 IMS MEMBERS** participated in **BOOTCAMPS** and **HACKATHONS** to upgrade their tools and platforms to **LTI ADVANTAGE**

Over **500** products have been reviewed and over **300** policies (and counting) have been vetted using the **IMS APP VETTING** program

LTI RESOURCE SEARCH enables the seamless search for **EDUCATIONAL RESOURCES** inside the learning platform by **EDUCATORS**

“Our faculty are very innovative. They are constantly looking at new tools and new ways to serve our students. But learning tools are changing and the needs of our students are changing. We need to be able to respond quickly and LTI has been the glue that has allowed us to respond much faster than we were able to in the past. Now with LTI Advantage, we’ll be able to build much tighter integrations between those tools, which will enable students to have a better experience and make it easier for faculty to teach.”

—Michael Berman | Deputy CIO & Chief Innovation Officer | California State University, Office of the Chancellor

LTI PRODUCT STEERING COMMITTEE

Provides leadership to design and implement coordinated activities to infuse market inputs and feedback into the growing portfolio of LTI-enabled data exchange services.

Blackboard
Cengage
D2L
Edmentum
Google
Instructure
McGraw-Hill Education
Schology
Turnitin

Collaborative Programs demonstrating **INSTITUTIONAL EXCELLENCE & LEADERSHIP** in accelerating the adoption of IMS standards

IMS CENTERS OF EXCELLENCE

An IMS Center for Excellence (CoE) is led by an IMS Contributing Member institution that has a strategic vision and experience enabling a digital ecosystem using at least one IMS standard to improve teaching and learning experiences. The goal of an IMS CoE is to provide leadership, best practices, and support to accelerate the adoption of IMS standards and to help institutions of all sizes evolve their digital learning strategy to improve teaching and learning experiences.



**UNIVERSITY OF
CENTRAL FLORIDA**

University of Central Florida

is a Center of Excellence for
Learning Tools Interoperability (LTI)



Volusia County Schools

is an IMS Center of Excellence
for OneRoster

INNOVATION LEADERSHIP NETWORKS

The HED and K-12 Innovation Leadership Networks (ILN) are designed to provide a productive networking model for institutional and state members to work together in a meaningful way to discuss pressing issues, share ideas, and build successful community-focused solutions. Each group focuses on compelling projects with clear milestones and deliverables to help participants and the higher education and K-12 communities at large develop solutions, best practices, and strategic resources to enable digital transformation to support teaching and learning innovation. The ILNs are also the conduit for institutional and state members to provide input into current and future IMS technical projects.

HED Innovation Leadership Networks

Accessibility | Adaptive Learning | Digital Credentials |
Learning Data and Analytics | LTI Advantage

K-12 Innovation Leadership Networks

CASE Network | Digital Credentials | Learning Tools
Interoperability | OneRoster | State Assessment
Leaders | State Educational Agencies

K-12 DIGITAL LEARNING REVOLUTION PROGRAM

IMS K-12 member institutions—representing over 11 million students—developed a strategic model for institutions of all sizes and needs to streamline standards-based technology adoption and integration and offer a path for significant improvements in teaching and learning. Through the K-12 Digital Learning Revolution Program (imglobal.org/k12-revolution), IMS provides districts, schools, and state agencies:

- A strong and independent non-profit organization that brings together the leadership of end users, suppliers, and government organizations to develop community-owned edtech standards.
- A highly effective voice for institutions in influencing the direction of learning technology in this critical era of digital transformation.
- Customized support for individual districts, schools, and government organizations to ensure that next generation infrastructure for digital content and learning technology delivers on standards-based interoperability.



The different facets of the program provide guidance and recommendations on IMS standards to adopt when building a connected digital ecosystem. After committing to IMS standards and certified products, districts and institutions implement components of the program to meet their unique goals. IMS Global provides support to ensure success with the program

IMS Global Learning Consortium has been a great partner and resource as we engage with providers and innovate in our practice. The K-12 leadership community, RFP templates, IMS certification, and the K-12 Digital Learning Revolution program have all been extremely helpful. Providing a seamless digital ecosystem for our learners and leaders is challenging but we feel that our partnership with IMS Global will help us to achieve these goals.

- Jim Farmer | Chief Technology Officer | Fayette County Schools (GA)

DIFFERENCE MAKERS in postsecondary and K-12 education directing IMS priorities to solve critical IT, curriculum, assessment, and instructional technology challenges—now and in the future

Higher Education Institutional Leadership Board

Ryan Anderson | Senior Director of Instructional Design and Academic Technologies | University of Wisconsin Extension
Michael Berman | Deputy CIO & Chief Innovation Officer | California State University | Office of the Chancellor
Malcolm Brown | Director | EDUCAUSE Learning Initiative (ELI) | EDUCAUSE
Thomas Cavanagh, Ph.D. | Vice Provost for Digital Learning | University of Central Florida
Paul Czarapata, Ed.D. | Vice President and Chief Information Officer for the Kentucky Community & Technical College System (KCTCS)
Sean DeMonner | Executive Director | ITS Teaching & Learning | University of Michigan
Elias Eldayrie | Vice President and Chief Information Officer | University of Florida
Jason Fish | Director of Teaching and Learning Technologies | Purdue University
Stephen Gance | Policy Associate - eLearning & Open Education | Washington State Board for Community & Technical Colleges
David Goodrum | Ed.D., Director of Academic Technology | Information Services | Oregon State University
Matthew Gunkel | Director of Teaching and Learning Technology | Indiana University
Avi Hyman, Ed.D. | Director of Academic & Collaborative Technologies | University of Toronto
Olya Jerschkowsky | Associate Vice Provost | Strategy & Learner Experience, Academic Affairs | University of Maryland University College
Dale Johnson | Adaptive Program Manager | Arizona State University
Dave Johnson | Director of Research & Analytics | Colorado State University Online
Lee Johnston | Associate Vice Chancellor of Competency Technology | Brandman University
Linda Jorn | Assoc. Vice Provost of Learning Technologies & Division of IT Dir. of Academic Technology | University of Wisconsin
Vince Kellen, Ph.D. | Chief Information Officer | University of California, San Diego
Judy Komar | Vice President of Educational Technology | Colorado Technical University
Mary-Ellen Kreher | Dir., Course Design and Development | Innovative Learning Technology Initiative | University of California Office of the President
Patrick Laughran | Associate Vice President for Technology and Chief Information Officer | Framingham State University
Meggan Levitt | Assistant Vice Provost and Associate CIO | University of California, Davis
Mark McCallister | Director of Academic Technology | University of Florida
Kimberly Moore | JD, Director for Workforce, Professional and Community Education | Wichita State University
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Pioneering leadership in recognizing the **IMPACT** of technology on improving the access, affordability, and quality of education

LEARNING IMPACT PROGRAM

The Learning Impact program (imglobal.org/learningimpact/li.html) identifies and recognizes breakthrough uses of technology in education that help guide the work of IMS and set the direction for the broader edtech community to get to the future faster. The program has three annual components—the **Learning Impact Awards** competition, the **Learning Impact Report**, and the **Learning Impact Leadership Institute**—that together showcase evolving educational models and innovative edtech applications that improve impact on personalized learning, institutional performance, and the digital learning ecosystem.

LEARNING IMPACT AWARD WINNERS

Twenty-six finalists competed for the 2018 Learning Impact Awards—the only expert judged competition that assesses the use of innovative edtech in context at institutions of learning. Eight medals were awarded at the 2018 Learning Impact Leadership Institute.

Platinum Medals

Blackboard Ally — Blackboard

Georgia Virtual Total Learning Architecture — PCG Education and the Georgia Department of Education

Gold Medals

Developing Learners' Soft Skills with Bongo — Bongo

Supporting the Selection of Quality Digital Resources: HISD App Toolbox — Houston Independent School District Education Technology

Silver Medals

Maplesoft Online Learning Courseware at University of Waterloo — Maplesoft and the University of Waterloo

TAO Assessment Platform in New York City DOE — Open Assessment Technologies and New York City DOE

Bronze Medals

IM Road Safety Savvy - Infocomm Media Development Authority of Singapore, Singapore Road Safety Control, Singapore Police Force and FXMedia Singapore Pte Ltd

Using LMS Interoperability to Power and Drive Student-Centered Learning — itslearning and Metropolitan School District of Wayne Township

LEARNING IMPACT LEADERSHIP INSTITUTE

The future of edtech starts at the annual Learning Impact Leadership Institute! Close to 600 education leaders and technology professionals—with half participating for the first time—joined the 2018 event in Baltimore, Maryland. This is the only event that connects K-20 institutions, government, corporate learning, and supplier organizations to explore and advance edtech innovation in support of educational improvement. The 2019 Learning Impact Leadership Institute (imglobal.org/lili2019) will take place 20-23 May 2019, in San Diego, California

Attendees surveyed:

67% rated their overall experience as very valuable

77% said it was extremely beneficial and worth the expense of attending

93% would recommend this meeting to others

591 EdTech Revolution Leaders
Attendance Up **11%** from 2017



EXECUTIVE LEADERSHIP across institutional and supplier interests focused on accelerating educational innovation charged with repressing all members

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Serves to represent the membership as a whole and its diverse interests

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PROVEN PROCESSES

that ensure the widespread adoption of the work of the IMS member community across existing and emerging product categories

IMS Conformance Certification: The Best Way to Implement IMS Standards

The IMS Global community established the certification program to deliver on the value proposition of a trusted, plug-and-play edtech ecosystem. IMS provides code libraries, real-life tests, staff support, and other resources to ensure reliable and consistent product integrations—at the lowest possible cost. Visit the IMS Certified Product Directory—the official catalog of products with active IMS certifications guaranteed to meet the IMS standards for which they have passed testing—at imscert.org

In 2019, **210** different learning platforms, apps, and tools achieved IMS certification for a total of **523** active certifications across all IMS standards.



1691

total individual certifications since the program began

38%

increase in total number of certifications from 2017-2018

Media Partners

IMS Global works with educational technology research and news organizations to build awareness for IMS member activities, resources, and events. Current media partners include the Learning Counsel, EdSurge, and eSchool Media.

IMS Global Learning Consortium Staff

Supports and facilitates member organizations around the world in the full range of IMS activities including the management of the IMS conformance certification program.

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Join the growing IMS member community doing the critical work to advance plug-and-play, real-time interoperability across hundreds of innovative edtech products enabling institutions to achieve the full benefits of digital transformation



Visit www.imsglobal.org/join to learn how to become an IMS Global member.

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