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Connect Your Learners' Records to Employment Pathways

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TARA CONRAD:

Everybody, thank you so much for joining us today. My name is Tara Conrad, and I am joined by my colleagues, we want to thank you for taking the time to speak with us, we are very excited to be here. And talk to you about what we have been working on. First, we will introduce ourselves. My name is Tara Conrad, and I am coming to you live from Western New York, I am up on the Lake Ontario which is basically the tundra, really, it was snowing here yesterday and today.

I have been at the clearinghouse for about 3 1/2 years. And I recently transitioned from the ideation center which sort of acts like an incubator for clearinghouse, into the area of data connectivity and learner mobility and experience. So I have been working, really a lot of blood sweat and tears going into our product called my hub which we will talk about a little bit today. Prior to joining the clearinghouse, I hail from the SUNY system, as a Provost fellow working primarily on student success and mobility initiatives and I came up through their registrar and advisement ranks so it is really nice to meet you today and I will turn it over to Melissa to say hello.

MELISSA BUCKLEY:

Hey everyone, good afternoon, my name is Melissa Buckley, I am the relationship management director for resources and analytics. I've been at the clearinghouse for over 12 years in a variety of roles, working mainly with regional directors, team as a regional director myself, and now I am focused on driving the clearinghouse's service offerings with industry certification bodies which will talk about a little bit today. And so I'm really looking forward to this discussion, happy to be here, and I will kick it over to Ian to introduce himself.

IAN DAVIDSON:

Hi everyone, Ian Davidson. I am the chief growth officer of SmartResume, really happy to be here today and thank the National Student Clearinghouse team for letting me be involved. I am over here on the West Coast, over here in Los Angeles, California. No, it is not nice weather today so people often tell me not to talk about it, but it is gray and dreary, don't worry. I am previously from Zip Recruiter, so I've been focused on helping people get jobs, while at Zip Recruiter I was in charge of a few things. First, applicant tracking systems, I was in charge with those integrations, and helping job searches apply easily. I oversaw a job seeker acquisition strategy and worked on a project called Skill Sync which all people to take digital credentials and deploy them as currency and how they look for jobs. It was my excitement

about how fast that place was accelerating that led me to SmartResume, and a great partnership with National Student Clearinghouse. So looking forward to going through all that today.

TARA CONRAD:

Thanks everybody, we want to take a minute and introduce you to the clearinghouse. If you're not familiar, the clearinghouse has been in service for almost 30 years now. We work with about 99% of schools, covering enrollment, we work with over 19,000 high schools which covers about 70% of secondary enrollment. So we handle about 3.2 billion data transactions per year. So we are doing a lot, supporting the schools, we primarily always supported enrollment and degree data. And as we sort of look to utilizing that data, while clearinghouse primarily is sort of known for enrollment and degree verifications, and transcripts, and sort of student tracker, we also have a whole continuum of product that really supports from the secondary through the workforce continuum.

So we are here for you, and we are excited to sort of talk about our next sort of innovative products and services and products that we have been working on. So where we are going to start our journey today, is Comprehensive Learner Record, and the comprehensive learner record which is been defined by A ACR AO is really to capture record and communicate learning where it happens. So we think about taking the traditional academic record and expanding that out, clearinghouse has been mindful of what that looks like and how we would go about doing that, in support of the schools. To make it easier for it to be generated, for the students, and for it to be collected and utilized.

So our approach to sort of populating the wallet or the locker really sort of generating a comprehensive record for the student, is we are looking at kind of all of this data that is flowing through the clearinghouse, right? So we have what we sort of have been calling clearinghouse formats, but most of the schools have been sending data to clearinghouse in a format for a really long time, so we sort of have our own data standards, so to speak. So we are bringing enrollment data, we are bringing in degree data, we have course data coming in, and we have credentialed data that comes into clearinghouse.

And then there are past data standards, which primarily, what we see coming through with PSC data standards are academic transcripts in XML and EDI files but now we are starting to see the IMS global standards take home as well in the form of open badges 2.1 and they recently announced 3.0 four open badges. And the comprehensive -- support our mission and motto of many, to one, too many. Learning

-- Taking account of all of that data, clearinghouse has what we call my hub, which is a student facing platform which rings in the data that we have at clearinghouse for a particular student. So the student can see all of the records that we have for them in one place, regardless of the school that sent it. So it's not, one account at the first school they attended and that another account for the second school they attended. It is one account that the school would have -- student would have at clearinghouse that very much brings all of their learning into one spot. So students have the ability to download certificates, they can order transcripts and view verification events through my hub.

They can see all of the degrees that they have earned, that have been submitted to the clearinghouse. We do have an integration with paradigm so they can get their CE diplomas. And then they can see all of the colleges they have attended. They can also seamlessly order transcripts from those schools, if that is the method they want to use to send their records. In addition to that, we have curated some opportunities for them, including scholarship searches, and clearinghouse is a survey school that you are able to take advantage of. We also are bringing in credentials in the form of badges. So right now we have, right now we have integrations with credly and badger and we are interested in more integrations to come. So if you're interested in piloting a new program with us, we would love to work with you on that. And then in addition to that, we display all of the enrollment history that we have for a student that has been submitted to the clearinghouse. So to the interest of data transparency, we are trying to show them everything that we have.

So this is sort of just a comprehensive look at what we have coming in, all of the different data that is available that we can get into. I am happy to show sort of a deeper dive of all of the features and functionality in my hub, but I think that this is a pretty good starting spot. So looking ahead, we are working on bringing all of this data in from one place right, so all of the badging information, all of the academic information, and we have sort of been doing some creative things about how you know, bringing all of this extra data input so what, now what? Right? We have kind of started looking at, now that all of this data is here, what can the student do with it?

So we have had, we have been doing working on some pilot initiatives. The first one was the design labs X-Credit which was really sort of taking, it was geared a lot towards military and learners without previous Higher Ed experience, and giving them skills through nontraditional learning, to bring those into my hub. So what is very much showcasing their 21st century skills in order to facilitate employment, so we were part of phase 1 of X Credit and then we worked on Indiana achievement wallet. Which primarily looked at the healthcare industry, and skills gap analysis for learners there.

So we have kind of been in this space, and working on these, I guess you could say, leading edge initiatives, really looking to find two what students find helpful, what schools are really interested in, what employers are looking for, and where we really landed was this idea of a learner employment record. So if the students have all of these records, in one spot, what, what is the most effective way for them to send -- send that out? And how are people going to want to receive it. So is a comprehensive learner record, is it one record per learner per school? Or is it more of a comprehensive record of all of the learning and you know, Coke curricula -- co- curricular -- records that in employer may want to look at to assess the student for employment.

We have been looking at really what our learner employer record would go and how students can, how students can share those, how to enhance their employment opportunities. So we are very much sort of

interested in pushing that forward, which I think is a really big spot to pick it over that I can kick it over to Melissa to talk about what clearinghouse is doing in terms of industry credentials.

MELISSA BUCKLEY:

Thank you Tara, as Tara pointed out and as many of you know, the clearinghouse has been around for nearly 30 years and we have well-established processes for collecting enrollment in degree data. So we see, as Tara has said, the industry is headed towards expanding, our need to expand our abilities to collect credentials from organizations, other than high schools, colleges and universities. And when we think about capturing, as the LER definition states, that Tara just showed, you know when we think about these achievements in education, training and workplace experience, we need to consider credentials beyond the important pieces of college enrollment and degrees.

So we have created a data infrastructure that supports collecting certification holders data from certification bodies, as well as collecting noncredit course information from colleges and universities, since there is a strong correlation between certificates, certifications and noncredit course work. So as we expand clearinghouse's data set and extended the data insights and value, we bring to other stakeholders within workforce amenities, we begin to develop relationships with certification bodies leading to the industry credentials project. And what am I talking about when I refer to industry credentials, because credentials can mean a lot of different things. I am referring to certifications awarded by certifying bodies for third-party independent competency assessments, that indicate a skill mastery and typically needs to be recertified over time.

Some examples of certifying bodies include CompTia, they issue IT and cybersecurity certifications, pharmacy technician certification Board, the Board of certified safety professionals, the Society for human resource management, National restaurant Association, and many more. According to credential engines 2021 report, there are more than 500,000 nondegree credential programs out there and more than 8000 of which are certifications but the quality of these programs is determined by third-party data, is for the most part unknown. So Terry, if you can move onto the next slide please.

So what the clearinghouse sought out to do, is to, and what we are doing, as part of the industry credential project, is to solve this problem of there being no centralized data source on the outcomes or impact of certifications. So while there have been isolated efforts to collect this data by states, as well as efforts for a self reporting by certification bodies, outcomes and the data, are fragmented and incomplete. So how is the clearinghouse helping to solve this problem, well we have launched the initiative that creates aggregate labor market outcomes for certifications so that educators, employers, learners, and parents can better understand the return of investment in the labor market.

And our goal is to understand the successful learner pathways between education and the workforce by integrating the certification attainment with the education data and aggregate labor market outcomes. Next slide, please. So as we first embarked on this project, a few years ago, the Lumina foundation funded this project in the manufacturing space, so it involved partnering with the national Association of Manufacturers, manufacturing Institute, and the US Census Bureau, as well as working with certification bodies like the American welding Society, the manufacturing skills Council, and the national Institute for metalworking skills, or NIMS. And we also as part of this developed a strategic partnership with work cred, they are an affiliate of the national standards Institute to drive adoption -- what this Institute studied was how industry credential attainment could be matched with an incorporated into the enrollment in degree information that the clearinghouse already collects, and then matches that against Census Bureau data to produce preliminary aggregate labor market outcomes.

In the data shows that the majority of people who earned a manufacturing credential from an IMS and from MS SC, the manufacturing skills standard counsel, are earning those in the noncredit environment rather than high school or the manufacturing floor. So using the preliminary data, the clearinghouse and its partners were able to gain visibility, really for the first time, into employment and earnings outcomes based on when in individual earned the credential. And the data showed an immediate increase in wages, and the year-over-year increase in wages after the attainment on the last credential.

So as this diagram kind of shows that we are doing, we are collecting industry-based credentials data, while respecting the privacy requirements of all parties. And then we are providing student level education data related to enrollment and degree as well as aggregate reports that provide details related to education attainment, programs of study and demographic information for what this does, is it enables collaboration, between credential providers, and postsecondary institutions. It helps learners, credential providers and institutions understand the educational pathways, it recognizes industry credentials as unique and valuable pathways in the labor market, and it responds to the nations call for evidence of education competency and new skills. Next slide, please.

So here are some examples of the data insights, that I was talking about, that we really were able to see for the first time in this kind of way. And the benefits that the certification bodies can realize from sending to the clearinghouse their credential earners data. Today, the clearinghouse's partnership with the US Census Bureau is to provide aggregate wage data outcomes to the certification bodies only. However, we expect a report from the Census Bureau to be published next month, and we hope in the future to be able to provide aggregate wage data outcomes specifically to institutions as well. And if your institution, currently, if you are joining today from an institution, if your institution currently partners with any certification bodies, for example helping prepare students to sit for their exams were embedding their credentials within a degree program, that might be an opportunity to talk with those certification bodies about the benefits of participating with the clearinghouse and we would be happy to help facilitate that conversation too.

And then, next slide please. Lastly, you know, with that in mind, we'd love to hear from your institution. If you are in fact pursuing those kinds of stackable industry credential programs, or incorporating those types of credentials into your curriculum, we would also like to hear from you about how you are storing, organizing and drawing insights from your noncredit course learners and how we might be able to help with that since we are able to collect that data as well. And speaking of opportunities to draw these kinds of insights, to tell the broader, more complete story on learners achievements, the portfolio of accomplishments that an individual has, and want to showcase to potential employers for example, where in turn, it over to Ian for his peace.

IAN DAVIDSON:

Thank you, -- we are really excited about that development. I want to encourage everybody as we work through this session, to submit questions into the chat as they come up because we will have time to go through those afterwards. So our partnership with National Student Clearinghouse is really about taking all this data and turning it into content that can be used on a resume. So the way we like to think about SmartResume's we are giving institutions the ability to stand behind the individuals they serve, on the document they use, to find work.

What we're seeing is an example of a pretty comprehensive resume, where the information that has a little badge next to it, for a certification of a front Ed Webb develop an course, that was taken, that could be an example of an industry credential, the 2°, potentially from different schools combined within the MyHub wallet, academic awards that were earned on campus. All of that can be used and provided to the student pre-embedded in a smart resume that they can then activate and add their work experience, add more skills and information to this document because what we are really trying to do is merge a comprehensive learner record with the information that typically makes up an employment record. Which is what you have done and what you have experience in what was typically on a resume. Let's go to the next slide.

The reason why we want to do this is because we believe the resume is probably the start of every job search, and it is the most impactful single document that affects someone's career. Our entire human capital management system is designed to intake a resume and make decisions, those decisions are what give career outcomes, first you have to get the job before you can perform it and then grow. The thing about our system though, is that it has become very easy to apply to a job compared to where it was 20 or 30 years ago, that recruiters frequently talk about the fact that they have too many applications to jobs.

Even in a world where everyone is talking about a labor shortage, continue to hear this problem. And so recruiters have, now rely on applicant tracking systems, which are technologies that tell them who to look at. And that's a huge problem, the most common resume advice that you will hear from people who were guiding people on how to get through this system, is to engineer their resume to read exactly like the job description. So essentially, cheat, right? Make your resume appeal to the job post, rather than really talk about what you bring to the table.

I think that people learn how to do that, have a massive advantage, people who get coaching from career services teams, people who have mentors that review resumes. And so it really creates an inequitable system where the average person is at a disadvantage to someone who does at work the system, or someone who knows how to create a great resume. We see the comprehensive learner record as an ability to pack that resume with information, and take the pressure off of individuals, while giving more data to the system so that better hiring decisions can be made.

Resumes haven't evolved in five voted years, with the work that National Student Clearinghouse is doing, the work that every university is doing to digitize this data, it is time for this resume to evolve. Let's go to the next slide. What employers really care about our fundamental he two things, what someone is capable of doing, then and now. Then and there, and what someone can be trained to do in a specific job function. Oftentimes now, people are hired for one or two competencies or skills that they have and then trade in everything else they need because the educational system that we have, it doesn't, it teaches broadly, right? It teaches the person how to think, it teaches a person a wider range of skills, but jobs have become so narrow. That oftentimes, they are really looking for a few traits, a few competencies.

It's also about learning on the job, so a comprehensive learning record as will be intimate over time, in a robust way, allows tons of information to be written about, about education they received, internships, on-the-job training, online instruction they have taken, skill assessments they have passed. It allows for this information to really inform that system. Next, let's look at the benefit to employers, if they embrace it. I can keep going, I know it's on the slide.

TARA CONRAD:

I'm so sorry, PowerPoint is crashed. Give me a minute.

IAN DAVIDSON:

I can talk while you get it. Employers use ridiculous proxies, in my opinion, for talent. They write in their job disruption that they need someone with five years experience managing a team that does a very specific function, or three years and expense writing a coding software that is only been in experience -- existence for three years, or even funnier, three years of experience in a language that has only existed for a single year. They use these proxies because they want the best candidates, and then they sit around and wonder why, why they can't find them. And so what we want to do is to allow employers to express their needs in new ways, what types of skills, what you need someone to be able to do, what types of results you need someone to be able to achieve.

And when you turn the system on its head, and start to do what is often called skills based hiring, you need more data, you need more confidence, you need to take a leak. If I'm not going to put that I need five years experience doing this job option, how I know if I break it down into skills that someone really

has those skills and that is where it frankly would be impossible without things like the comprehensive learner record. Jessica, I think we need to advance to slide, about six slides, we have a gentleman and a graduation gown and cap at The bottom of the slide we are on. There you go.

You get access to proxies that narrow talent pools, you can also look at your own -- to hire internally, because now with a copper hands of learning record you have more data on your own people to understand where the human potential lies that is untapped. And, in these start to fuel the human capital ecosystem, learning becomes more -- skills become a currency that you can use to advance your career and what does that do, it incentivizes more learning. So hopefully we get a system where people are constantly looking to upscale because they actually see the results. Right now, a lot of upscaling and efforts are just completely lost. Let's go to the next slide.

So with our integration with Myhub, they are going to compile a fantastic amount of information into a comprehensive learning record, and send that to us in digital code. We can take that, for any individual, and populate 20, 40, 50% of a resume. We still need to get the user to come in and add the traditional elements on top of that. We also need to be able to break down what is fundamentally a learner and employment record, and be able to export it back into code and out into other systems, so that work is very much underway by organizations like IMS global and the HR open standards group. But we want to create a way for this data to flow through our entire educational system it into the job market. To help people stand behind them, get them jobs, and help them to continue to build on this record as they gain new skills and employment. Let's go to the next one.

What we need to do, is we need to guide jobseekers through this process, we want our products, smart resume, to look like there is a career counselor looking next year. That career counselor is giving you a lot of content for your resume. They are also telling you what to do next, so we have a very guided experience, we are going to try to make a kind of distinct and unique by introducing Scout, our guide here, who is going to welcome you through -- walk you through and explain what these verified rentals here and walk you through the steps you need to take. Our goal is to create a digital resume that allows an employer to drill down and get more information, so we can be a warehouse for all of the credentials that they have heard but also evidence, papers they've written, interview questions that they want to pre-answer, talks that they've given that they want to put a YouTube link, our long-term vision is to be able to have evidence that really supports skill to create confidence from players to hire and do this. Let's go to the next slide.

Any of these potential can be clicked upon, and that is kind of the magic of the integration of National Student Clearinghouse because we can pull this verification up in real-time for anybody viewing it. That gives confidence, you no longer have to background check whether someone really got this computer science major. We have the data to prove it, and what that does is when we build more confidence in the resume, you can rid of unhelpful proxies like, what's this person's name? What do they look like?

And allow them to focus on skills and conditions that they have, to move forward through the hiring process. And that protects both sides from unconscious bias. Let's go to the next slide.

We are committed to the idea that we are not locking you into a platform. This was my great first ration my work at Zip Recruiter, it was hard to convince jobseekers to invest in telling their story because they would have to do that on every job board. No job boards allow them to take that information and take it somewhere else, so that's why the only real document that is ever usable across platforms is a PDF or doc version of a resume. We are sure that you will be able to share this version, export dispersion, take you anywhere it does, so nationalist including house is providing a survey, and there is probably a question summer, what is the cost? This will all be free to the students so that we can maximize the time investment that they want to put in with the product, and maximize the output because this is now your resume that you can use anywhere. Let's go to the next slide.

You can then take this resume and opt it into a market place that is designed to take advantage of these new capabilities that have never existed on a resume before, so you can opt into a marketplace, you can opt out of a marketplace and say I don't want to be contacted, but now we can make talent discoverable. And we believe, as you get more information, and allow employers to discover talent in new ways, they become a lot easier to have a few -- fluid career if you opt into a marketplace that is designed to unlock full stop and my next slide please?

Next slide, the last one, I will show you a snapshot of what that looks like. So in employer can come in and now search for someone who is got a supply chain management background, then I can use traditional search and look at things like resume keywords, and that can be a job title or a degree. When they can click on these --'s bachelor's degree with supply chain management that graduated with verified honors at the top of their class, and boom, you can do things like roll down and say -- all of the talent at historically black colleges, because we are looking for that diverse talent, we are still looking for supply chain management. When you pull data from institutions like the members of this organization, you can start to unlock new features in how talent is discovered.

We mentioned the ability with a trusted resume, to protect from hiring bias, so now we are stripping out and not showing people the name has the first impression. The image as the first impression, there have been studies that say over 71% of recruiters on LinkedIn look at the profile picture as the first piece of data that they have on whether they want to recruit someone. And that is just not appropriate, that is not how employers build the best teams in the best employers know that. It is also way that a lot of jobseekers face a tremendous uphill battle in defeating a recruiters unconscious bias before the resume even reaches them. So if you can get better data from comprehensive learner records out of institutions that have trained people and added value to what that individual can bring to an employer, you can do really amazing things to reconfigure the human capital management system.

I'll stop there, we are super ambitious, we are super stoked about our partnership here and we welcome your questions.

SPEAKER:

Hi, I'm Todd from the national student clearing house, and I will be asking the painless questions that come in. Ian, I want to ask you, you talk about making talent discoverable. What about the reverse, a student wants to find opportunities that align with their credentials, or they are just trying to discover the fields that they want to go into. Will this approach help them?

IAN DAVIDSON:

Yes, I think when we start to build a comprehensive learner record, you can start to do amazing things with applications around that. So my opinion, a smart resume has to be thinking as much in the future as it does in the past and there is a lot of work being done that will allow someone to say, here is where I am trying to get. Or to recommend them based on their skills, where they can go. We are not there in terms of our product, but we absolutely intend to be, we will probably partner on that front, but what we believe and what merges these three sides of market places where institutions contribute data about jobseekers, jobseekers can communicate that data with employers, and the marketplace can serve every side including putting educational opportunities back in front of jobseekers when they say, I am interested in this job, you can say you're missing this one piece and we know that because of the level of data that we have on you and here is where you can go get it. So you can absently start to build a career coaching element to this I think there are a lot of great company's working on that.

SPEAKER:

For Tara and Ian, is there a limit to the amount of data that a student can have in such a system.

TARA CONRAD:

No, there is not a limit to the amount of data enrolled. Clearinghouse is really set up to take in, as much data as the schools want to send, where the industries want to send so you know, it's not limited, there's not up charges for extra data or anything like that. My hub is a free service, currently, so yeah, anything that anybody wants to send us, we are happy to take and store for the student.

IAN DAVIDSON:

On the resume side, the rule that is out there that is, insane to me, is that if you have five or less years of experience, your resume should be one page 4 top if you have six or more years, your resume should be two pages. And I have to ask the question, isn't more better? The average recruiter spends six seconds looking at a resume, that is how long they have -- assess it. The average bought does it in rec -- microseconds, you can give more tech to a tracking system that you can with a human, but when you're sitting in front of a human you should be able to surmise information, list this person's best and greatest competencies and then when they are interested, be able to drill down, look to an unlimited level of data, that can kiss -- that can support those skills and competencies and create competencies that my confidence and shorten hiring cycles, so I think there will be no limit.

SPEAKER:

And then with all this data, what kind of unique identifier do you use for linking all of the data and the

learning records?

TARA CONRAD:

So clearinghouse has patented --

IAN DAVIDSON:

Todd, you're cutting out, did you...

TARA CONRAD:

I caught it. We have patented logic, that is used for all of the enrollment and degree files that are going through, and need to be submitted, for insane accuracy rates. And there's, you know, hundreds of lines, or hundreds of identifiers that we are looking at to match the records and ensure that we are sort of linking the proper academic records and strict credential records together for the one single person.

SPEAKER:

And then when the clearinghouse and smart resume collects this information, how do you keep it confidential? And safe and secure.

TARA CONRAD:

So clearinghouse, you know I won't speak for SmartResume, Clearinghouse is certainly an industry leader in cybersecurity for records. Our information security team, I would put up against anyone in the world, frankly, and you know, so any records that are coming to clear -- Clearinghouse, just look you're sending today, they are all safe and secure, nothing is shared without consent. We are compliant with every law that pertains to any of the data that we have. So you know, if you have any questions about that, I am happy to send a link for our CIS oh did a really great webinar last year about the security of My hub and we can share, it was recorded so we can share that link on to anybody who wanted more information on that.

IAN DAVIDSON:

On the -- SmartResume side, we actually wipe the data shared with us to the block chain, to create an immutable ledger that can be used by a network of organizations to compare information. But we don't write any personally identifiable information to the block chain, that's it we use that identifier that you may have seen on the market place, which is how we keep that data anonymous, so that identifier and the information is written to the block chain, keeping the information secure. The user has absolute control as to what they want to do with the resume, so they can download and store it on their own computer, they can share a link out at which point they are giving consent. Where they can opt into the marketplace, but all of that is totally optional until they take those steps, the thing is locked, that data remains locked in a vault and not discoverable by anyone.

SPEAKER:

Thanks, and for Melissa, can you speak to any pilots regarding the industry credentials and work for any you know, institutions, universities, etc.

MELISSA BUCKLEY:

Yes, so our pilot is with the manufacturing industry, working directly with those certification bodies. But we are also looking to expand into other industries and having conversations with other types of certification bodies as well. There is some work out there that is going on, recently a CMC awarded a grant in partnership with work cred and the lead for -- helping community colleges embed their certifications into degree programs, so there is work going on in that space, so if there are specific institutions out there that are starting to go down this path, path, I would love to talk with you.

SPEAKER:

So for these services, is it only for students, or is it alumni of these institutions, how does it work with the schools?

MELISSA BUCKLEY:

Are you referring to folks who have credentials who are no longer, is this an industry credential for, if you've already graduated from school and now you have decided to earn an industry credential as well?

SPEAKER:

Sorry, more along the lines for My hub. Tara?

TARA CONRAD:

So are you asking who can access my hub...

SPEAKER:

If I am an alumni member, will I be able to access my hub or is this for current students only?

TARA CONRAD:

No, so My hub can actually be accessed by all of your current students or alumni, we actually have social login and identity proofing built into My hub so even if a student has lost access to myself steers -- self-service on campus, we built so they can still get into my hub, so we are very focused on supporting the lifelong learner as well as your current students.

SPEAKER:

And for any of these pilots, what colleges or universities are participating or you know, allowing for is a pilot?

MELISSA BUCKLEY:

For the pilot with the industry credentials, it is between certification bodies and the Clearinghouse and the Census Bureau. So we want to be able to make this information available as part of our post secondary data partnership and incorporated into My hub eventually, but right now these pilots are with the certification bodies and the Clearinghouse. Only, but that is why we would love to hear about what institutions or what colleges are working with certification bodies directly, helping students or learners prepare and sit for exams, if you have those partnerships already, with those certification bodies, because we are all part of this ecosystem that helps tell the story and link the data. So I would be interested in talking to those folks.

SPEAKER:

And for My hub?

TARA CONRAD:

We currently have -- schools available right now, and 200 more contracted. The pilot says, either were not connected to schools, the Indiana achievement while it we worked with IV test and high school students, so if you are interested in some pilot work or doing some thing with skill -- skills gap analysis or doing something like that, or if you want to be kind of on the bleeding edge of My hub SmartResume integration, you know, please reach out, we would be happy to chat.

SPEAKER:

And his My hub and SmartResume compatible, with salesforce in terms of the information exchange?

TARA CONRAD:

Ian, would you like to handle that?

IAN DAVIDSON:

Smart resume is not compatible with salesforce, that doesn't mean that we haven't gotten into those conversations yet, would frankly love to learn more about how salesforce is playing in the spaces they are coming up more often, so whoever did that, please contact me if you're interested in talking about it.

SPEAKER:

How can a school or business get involved with the Clearinghouse on this matter?

TARA CONRAD:

In industry credentials or in My hub?

SPEAKER:

My hub.

TARA CONRAD:

The schools can sign up today, with My hub, I would encourage you to get in touch with Ian about integration into My hub, today doesn't integrate with businesses directly.

IAN DAVIDSON:

Our model is about aggregating (audio issues) and so all of the fees that are collected by smart resume are -- licenses --

SPEAKER:

And for the credentialing side, can support be provided in helping deliver credentials to students? For partner schools. Sorry?

IAN DAVIDSON:

I'm just wondering if that is a question for Tara.

TARA CONRAD:

I don't know if it's for me or for Melissa. For the credentialing side, or if that's industry and credentials. I know, I don't know if Melissa, if you want to take that...

MELISSA BUCKLEY:

I wasn't sure if that was, and that's why I said earlier about credentials, it could mean so many different things. So there's credentials that are awarded by like credly and badger, and then there are industry credentials. So is there support today for students and colleges to help award industry credentials? Not offered by the clearinghouse, but I know there are training programs out there to help support and prepare learners to sit for the industry certification exams in terms of recruitment, there is curriculum out there offered by institutions as part of a stackable credential program. I hope that helped answer the question.

(Multiple speakers)

SPEAKER:

Follow-up came regarding credly, and badger, does that make sense?

TARA CONRAD:

What about it? Oh, with the credentials? No, we don't have a mechanism, so, if you're a credly school, let's say, and the school you know, the learner brought in badges from badger, we do not have a mechanism to share the badges that were earned from badger to the school or other badges this learner might have earned on credly back to the school. That something you know, as we sort of look at

more sharing capability, there might be the possibility for the student to do that but right now, you know, if the data comes in from the badger platforms, (audio issues)

SPEAKER:

I have a long question for you. It is a correct assumption that if a university is using CLR software, such as AFIS(?) can it be sent to the National Student Clearinghouse? And used through My hub?

TARA CONRAD:

Yes. So you know, if someone wants to send us, right now we are not able to, aside from the badges, we aren't able to, we aren't able for the student to just upload a CLR to us but if the school census CLR's, and I hear an echo, I don't know, Todd you and I were echoing earlier, I don't know if you want to mute. If the CLR was sent to us from the school, it can be displayed in my hub, and then just sent to smart resume, that is how we see this kind of going and then as the CLR takes hold, would be able to sort of bring in multiple CLR's in my hub and compile them, right? So you know a CLR from school A, and a CLR from school B, and then overall a comprehensive learner record, not necessarily a CLR from a distinct school.

SPEAKER:

And Ian, can SmartResume pull in the same data?

IAN DAVIDSON:

Yes, the way that I think about this space, is that the records that are being created, people need tools to be able to manage that, in the first tool is somewhere to be able to store that, and that is why credential wallets like My hub are emerging. It is a simple place that allows the ability to aggregate information, stored in one place and then use it, is called a credential wallet. So once credential wallets start to aggregate this data, put it in places hand, then apps are going to that allow this data and this format to be used in powerful ways. So we think of my head is probably the leaning -- leading credential wallet, probably because of the scale and access to types of data that they have full and SmartResume as an app gives that data more funky analogy, things that you can do with it. So in terms of aphis, they need to be able to put that information into students hands in be able to put into -- and I'm not talking about -- a lot of people are talking about copper heads of learning records but just keeping data in one system full stop so interoperability is important here, and setting that everyone who is invested in this is pushing for so that those data records can flow in and out of platforms to unlock office value for every participant...

SPEAKER:

Tara, at acro, you spoke about CLR's and LER's, help us understand the value of your work in that context.

TARA CONRAD:

I think what we are doing is combining academic records and learning records, and we are really looking at creating unit, a locker for the student to bring in all of the work that is meaningful to them in one place so that they can you know, represented themselves in the best way possible and represent what is meaningful to them.

SPEAKER:

And then, a school counselor is curious, how this system could help them with working with students, searching for students, or anything like that.

IAN DAVIDSON:

I'll take that one, that is something that when we have partnered with schools, they frequently asked about. Could this be used as a way to get that all-important data about student outcomes? And the answer is, absolutely. Does that functionality have to be thought through, and built with student consent to providing that data? Yes, but as you start to combine comprehensive learner records, with learning and employment records that are just like educational institutions, are writing to them, employers will be writing to them to verify employment dates, titles, and even perhaps a competence on the job or skills obtained. Then that does create a better system to understand outcomes, and you know, I think that is going to take some time to mature.

But that opportunity that you identified to be able to track student outcomes, just has to be designed. But the infrastructure will exist in the data will exist to be able to do that.

SPEAKER:

And for Melissa, what workforce boards are you working with?

MELISSA BUCKLEY:

Today the Clearinghouse isn't working with any workforce boards, but I'm assuming you might mean like state workforce boards, but we would be interested in talking and seeing what possibilities are out there. Right now, we are working really primarily with work cred, as I mentioned earlier, the affiliate of ANSI, as they have got those affiliations with the sort of vacation bodies. But when within the bookmaking all of the players and the pieces and the stakeholders, very much interested in having those conversations and understanding the possibilities.

SPEAKER:

Those are all the questions, you three can provide your closing remarks.

MELISSA BUCKLEY:

I'll just continue to say what I was just saying earlier, that we are excited about you know, connecting these pieces, connecting the stakeholders, understanding the benefits and the values to each piece to ultimately tell the bigger story of each learner and to be able to tell the story of their accompaniments and achievements and the Clearinghouse, I think, is in the best unique position to be able to do that so

looking forward to I hope hearing from some of you who participated today with the noncredit data, if you are working with any certification bodies, feel free to reach out.

TARA CONRAD:

I will just follow it up to say, hopefully you can see the continuum that we are looking to build here, and the value that we are gearing up to provide. And again, we are happy to talk, I think all of us could talk about the stuff all day. So if you're interested in learning more, please reach out, and we are happy to connect.

IAN DAVIDSON:

Yeah, I will just chime in and say this is all really happening, right? The digital badging has dramatically accelerated, there are millions of badges being issued, comprehensive learner records, a year ago, were an idea. They are now being created, major organizations like jobs for the future and the national Governors Association are investing in building interoperability and launching a talent marketplace at the state level, we are working with the state of Arkansas as an example to do this across state institutions and with every employer in the state so this is really happening.

And honestly a take time for it to reach its full potential, but that full potential in my mind is all about schools and organizations who want to help people through their careers, creating and unleashing better data that can be used to kind of unlock human potential, so I will close with that and thank you all, and thank the National student clearinghouse for letting me join you today.

TARA CONRAD:

Thanks Ian, appreciate it.