1. Overview of T3 Innovation Network
2. T3 Network Phase One: Work Groups
3. Final Report and Pilot Project Summaries
4. Future of the T3 Network (Phase Two)
5. Q&A
T3 Innovation Network

- Students
- Education & Training Providers
- Employers
- Workers
- Other Credentialing Organizations

Key Elements:

- Analytics: Artificial Intelligence, Machine Learning, Big Data Analytics
- Interoperability/Harmonization: Technical Standards
- Transparency: Semantic Web Technologies
- Trust: Distributed Ledger Technologies, Smart Contracts
T3 Network Guiding Principles

Principle 1: Focus on High-Impact Stakeholder Use Cases

Principle 2: Promote Web 3.0 Convergence

Principle 3: Foster Open Collaboration

Principle 4: Develop Open Technical Standards and Protocols

Principle 5: Utilize Open Competency Frameworks, Taxonomies, and Ontologies

Principle 6: Empower Individuals and Enable Self-Sovereign Identity and Data Management

Principle 7: Facilitate Open Data Access in Public-Private Data Infrastructure

Principle 8: Promote Ethical Practices as well as Equity Considerations
T3 Innovation Network

Work Groups

Work Group 1: Stakeholder Use Cases for Achieving Breakthrough Innovations

Work Group 2: Exploring Sustainable Data Standards Convergence

Work Group 3: Developing and Analyzing Competencies

Work Group 4: New Architectures and Uses of Linked Individual-Level Data
Work Group 1

STAKEHOLDER USE CASES

<table>
<thead>
<tr>
<th>Employers must be able to:</th>
<th>Learners (student/worker) must be able to:</th>
<th>Education and Training Providers must be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Signal hiring requirements</td>
<td>• Signal obtained competencies, credentials, and skills</td>
<td>• Use employer signals to improve alignment with workforce and learner needs</td>
</tr>
<tr>
<td>• Recruit qualified candidates</td>
<td>• Search and discover career and education opportunities</td>
<td>• Search and discover changing hiring requirements and gaps</td>
</tr>
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<td>• Improve application submissions through screening and verification</td>
<td>• Manage application submissions, screening, and verification</td>
<td>• Improve learner services to career readiness</td>
</tr>
<tr>
<td>• Address onboarding and development concerns</td>
<td>• Streamline participation and transitions by managing personal information</td>
<td>• Align programs, credentials, and learner records</td>
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<tr>
<td>• Implement performance analytics to recognize top talent</td>
<td>• Analyze performance measures for future hiring and promotions</td>
<td>• Analyze performance metrics to update programs and credentials</td>
</tr>
</tbody>
</table>
Work Group 2

WEB-BASED DATA STANDARDS
- Web 3.0 Technology
- Schema
- Credential Registry
- ...and others

STAKEHOLDERS
- WORKERS
- EMPLOYERS
- STUDENTS
- EDUCATION & TRAINING PROVIDERS

DATA EXCHANGE STANDARDS
- CEDS Standards
- HR Open Standards
- IEEE LTSC Standards
- IMS Global Standards
- MedBiquitous Standards
- PESC Standards
- Product Standards
- S Series Standards
- ...and others
**SCHEMA CROSSWALKS**

Advance the current talent marketplace description language (schema) beyond credential and competency framework description languages to include: job descriptions, job openings, transcripts, résumés, profiles, portfolios, comprehensive student records, etc.

**PATHWAYS TO HARMONIZATION**

Develop a pathway for applications across the talent marketplace to exchange data with full data harmonization.

**SCHEMA DEVELOPMENT**

Identify description languages (schema) that are necessary to the talent marketplace which are underdeveloped or not developed, including assessment.

**ENABLE ONGOING SUPPORT & EXPANSION**

Provide support for staffing, hosting, online mapping, harmonization tools, and convenings.
Work Group 3

**LEARNERS**
- Resumes
- Profiles
- Portfolios
- Learner records
- ...etc.

**EDUCATION & TRAINING PROVIDERS**
- Course catalogs
- Websites
- Assessment blueprints & handbooks
- Badging systems
- Student info systems
- ...etc.

**EMPLOYERS**
- Job profiles, descriptions, listings
- Training & assessments
- Credentials issued
- Performance info
- ...etc.

**T3 INNOVATION NETWORK WORK GROUP #3**

Strength of fit

U.S. CHAMBER OF COMMERCE FOUNDATION

Lumina FOUNDATION
## Characteristics of the competency framework environment complicate the task of creating, interpreting, translating, and comparing competencies by both humans and machines.

## A number of challenges exist in both the public and private sectors (e.g. proprietary concerns, value proposition, lack of training) that underincentivize talent marketplace collaboration to develop a more cohesive, contextualized, and linked competency framework ecosystem.

## There is opportunity and potential for a globally linked ecosystem of competency frameworks. Any progress will require a significant amount of time and expertise to interpret, align, and translate the unstructured or semi-structured data that exists to be machine readable for the talent marketplace.
# Work Group 4

<table>
<thead>
<tr>
<th>Role</th>
<th>HIGH SCHOOL</th>
<th>FIRST JOB: Retail</th>
<th>UNIVERSITY</th>
<th>SECOND JOB: Sales Manager</th>
<th>UNEMPLOYED: Workforce Counseling</th>
<th>TECHNICAL TRAINING: Coding Bootcamp</th>
<th>THIRD JOB: Product Manager</th>
</tr>
</thead>
<tbody>
<tr>
<td>What Data is Collected?</td>
<td>Student Educational Record (grades, attendance, etc.)</td>
<td>Employment and Wage Record Resume</td>
<td>Student Transcript Comprehensive Learner Record</td>
<td>Employment and Wage Record Skills and Competencies</td>
<td>State Department for UI Claims and Case Management System</td>
<td>Student Record</td>
<td>Employment and Wage Record Skills and Competencies</td>
</tr>
<tr>
<td>Where is the Data Stored/Managed?</td>
<td>Student Information System (SIS)</td>
<td>Human Resources Information System (HRIS) Online</td>
<td>Student Information System (SIS)</td>
<td>HRIS System Payroll System Online Profile</td>
<td>State UI Database and Case Management System</td>
<td>SIS System Online Profile</td>
<td>HRIS System Payroll System Online Profile</td>
</tr>
<tr>
<td>Who Controls the Data?</td>
<td>School District</td>
<td>Employer</td>
<td>Institution of Higher Education</td>
<td>Employer</td>
<td>State Department for UI Local Workforce Agency</td>
<td>Training Program</td>
<td>Employer</td>
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<td>Work Group 4</td>
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<tr>
<td><strong>Employer HR Technology</strong></td>
<td>Explore how HR technology vendors use distributed ledger technology to provide more complete and trusted verification of job histories provided by applicants.</td>
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<tr>
<td><strong>Education and Training Providers</strong></td>
<td>Explore how multiple credential and transcript vendors could publish complete information about an individual to a network that can be accessed and verified from HR systems.</td>
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<tr>
<td><strong>Learner (Student/Worker)</strong></td>
<td>Explore how skills and competencies can be submitted by applicants and verified by educational institutions or potential employers.</td>
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<tr>
<td><strong>Large-Scale Data Analytics</strong></td>
<td>Explore how HR technology vendors use distributed ledger technology to provide more complete and trusted verification of job histories provided by applicants.</td>
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</tr>
<tr>
<td><strong>Employer and Government</strong></td>
<td>Explore how HR technology vendors could provide more current and verified employment and earnings information for government programs.</td>
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</table>
Final Report

• The report will be available to the public on October 24, 2018

• Ten pilot project summaries

• Phase 2 will begin in 2019

• View all T3 Network reports at: uschamberfoundation.org/t3-innovation
## Pilot Project Criteria

<table>
<thead>
<tr>
<th>1. High-Impact</th>
<th>2. Feasible</th>
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<tbody>
<tr>
<td>The project has the potential to have high impacts in directly addressing the most critical stakeholder use cases or providing the necessary foundations for other projects to be successful in addressing these use cases.</td>
<td>The project is technically feasible given existing Web 3.0 and related technologies.</td>
</tr>
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</table>

<table>
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<tr>
<th>3. Stakeholder Commitment</th>
<th>4. T3 Guiding Principles</th>
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<tbody>
<tr>
<td>The project has sufficient stakeholder commitments for the project to be successfully undertaken by one or more T3 network participants.</td>
<td>The project is consistent with T3 Network Guiding Principles.</td>
</tr>
</tbody>
</table>
Ten Pilot Projects

- **Pilot Project 1:** Data Standards Harmonization
- **Pilot Project 2:** Employment and Earnings Record Standards
- **Pilot Project 3:** Learner Record Standards
- **Pilot Project 4:** Public-Private Standards Development and Use by Government
- **Pilot Project 5:** Competency Data Exchange
- **Pilot Project 6:** Competency Analysis and Translation
- **Pilot Project 7:** Learning Outcomes Exchange
- **Pilot Project 8:** Government Use of Open Competency Data
- **Pilot Project 9:** Data Collaboratives for Individual-Level Data
- **Pilot Project 10:** Empowering the American Learner/Worker
How the ten pilot projects will create an open, public-private data and technology infrastructure of the future
Phase Two of the T3 Innovation Network

- Promote and gain widespread acceptance of the T3 Innovation Network Guiding Principles
- Fund and implement some or all of the ten pilot projects
- Increase the diversity of expertise and stakeholders that make up the T3 Network and expand the network to grow the initiative globally
- Continue to convene T3 Innovation Network meetings both in-person and via webinar to review the progress of pilot projects, share information, and develop new initiatives
Join the T3 Innovation Network Today

https://goo.gl/xaJ5MY
T3 Innovation Network Q&A