DEIBA in Manufacturing: Takeaways from Community Colleges
Marginalized communities are those excluded from mainstream social, economic, educational, and/or cultural life.

- Women: 50.5%
- Communities of Color: ~40%
- People with Disabilities: ~26%
- Justice-Connected: ~7%
- Rural: ~18%
- Immigrants: ~14%
- LGBTQ: ~7%
- In Poverty: ~11%
Vision Statement

To ensure our education, workforce development and labor markets provide historically marginalized individuals with inclusive and integrated employment, as well as competitive compensation.
Employment in Manufacturing:

- Total employees
- Employment by race
Historical Branding of Manufacturing
Modern Branding of Manufacturing

NEW YEAR, NEW CAREER!

WE ARE HIRING!
MANUFACTURING POSITIONS
1100 N. Toledo Blade Blvd., North Port, FL 34288

is HIRING!
Warehouse
Production
Corporate Office
Retail Store

Great Starting Pay
Benefits
Store Discount
Profit Sharing
Weekend Pay Bonus

Apply Online Today at
www.menards.com/careers
or In Person at
5130 Old Mill Plaza,
Eau Claire, WI 54703
Open weekdays 7AM - 5PM
Increasingly Inclusive Manufacturing Branding

- **Competitive Pay!**
- **Great Benefits!**
- **$1,000 Sign On Bonus**

Hiring for:
- Production Technicians & Maintenance Technicians – LME Required

Apply at: Jobs.OwensCorning.com

Now Hiring

- $18+ Per Hour • Full & Part-Time • Shift Differential
- Benefit Options • All Shifts Available • Weekly Paycheck

Call 763-422-2581

apply.smjobs.com

JOB CODE 7512A

Staffing By STIX

THE CENTURY FOUNDATION
Best Practices for Racial Equity in Manufacturing: Lessons from I&I

1. Tailored recruitment
2. Culturally-informed & representative instruction
3. Student-centered course design
4. Effective wraparound services & mentorship
5. Racially-conscious industry partnerships
6. Good jobs
What really got me into the manufacturing field was just seeing videos of it online... Another thing that helped me... was when the advisors [came] into my school.”
“Lorain has benefited my education by connecting me with faculty that truly care about my success. They taught me it’s not about how many years it takes to get your degree. It’s about the wisdom and experience, the personal growth along the way, because those you can use for the rest of your life.”
2) Culturally-Informed & Representative Instruction

Hiring Diverse Faculty
Women in Industrial Production during World War II

1944 Survey by the Department of Labor Women’s Bureau

75% of women intended to continue working in the postwar period
86% of women wanted their postwar jobs in the same industrial group as their wartime jobs

Source: U.S. Department of Labor, Women's Bureau

<table>
<thead>
<tr>
<th>Women in Industry as a Percentage of All Production Workers</th>
<th>1940</th>
<th>1944</th>
<th>1946</th>
<th>1950</th>
</tr>
</thead>
<tbody>
<tr>
<td>Iron and Steel</td>
<td>6.7%</td>
<td>22.3%</td>
<td>9.4%</td>
<td>5%</td>
</tr>
<tr>
<td>Automobiles*</td>
<td>5.7%</td>
<td>24.4%</td>
<td>8.9%</td>
<td>10%</td>
</tr>
<tr>
<td>Textile Mill Products</td>
<td>43.0%</td>
<td>51.4%</td>
<td>46.7%</td>
<td>43%</td>
</tr>
<tr>
<td>Apparel (clothing)</td>
<td>75.2%</td>
<td>78%</td>
<td>76.9%</td>
<td>76%</td>
</tr>
</tbody>
</table>

Source: U.S. Department of Labor, Bureau of Labor Statistics. All figures are for the month of October of the years indicated.
Girls Learning About Manufacturing (GLAM)

Bishop State Community College
Mobile, AL
Women in Welding: Sierra College

“I'm super happy that I chose this. But it has been pretty difficult because I've had a lot of people — my parents, family members, different mentors — I've had tell me I shouldn't because I was a girl or because there are too many men, and there are too many things that could go wrong, or that I should go into something more feminine... It really spurred me on more. Having a woman role model in welding.”
Underrepresentation of Persons with a Disability in Manufacturing

8.8%
# UNTAPPED POOLS

<table>
<thead>
<tr>
<th>Category</th>
<th>Regularly Better</th>
<th>Regularly Same</th>
<th>Regularly Worse</th>
</tr>
</thead>
<tbody>
<tr>
<td>Veterans</td>
<td>37%</td>
<td>60%</td>
<td>3%</td>
</tr>
<tr>
<td>Military caregivers and spouses</td>
<td>25%</td>
<td>72%</td>
<td>4%</td>
</tr>
<tr>
<td>People with disabilities</td>
<td>19%</td>
<td>76%</td>
<td>5%</td>
</tr>
<tr>
<td>Justice-impacted people</td>
<td>16%</td>
<td>73%</td>
<td>11%</td>
</tr>
<tr>
<td>Opportunity youth</td>
<td>15%</td>
<td>64%</td>
<td>21%</td>
</tr>
</tbody>
</table>

- **Green**: They regularly perform better than other employees.
- **Gray**: They regularly perform the same as other employees.
- **Red**: They regularly perform worse than other employees.
Uniquely Abled Academy

UAA Provides an educational structure and individualized support for those with Level 1 Autism to be CNC machinists.

- At Milwaukee Area Technical College, UAA is a cohort-style program where students spend 2 semesters taking classes and learning career readiness skills.
- Students earn a CNC Set Up and Operations Certificate
- Gain the foundational skills and knowledge that make them strong candidates for competitive hiring wages.

The UAA Student Experience

Soft Skills Training & Career Readiness Workshops

- Team Work
- Critical Thinking & Problem Solving
- Handling difficult conversations
- Communication in the Workplace
- Resume writing
- Interview preparation and practice
- Job Search help
- Self Reflection
- Mock Networking
- Self Advocacy & Leadership

- Employer Presentations to UAA Class
- Facility Tours at local manufacturing employers
Deborah Moore  
Career Changer and Machinist at Siemens Energy

“Apprenticeships are for everyone. Being in school and learning on the job at Siemens Energy has built not only my technical skills but my confidence too.”
3) Student-Centered Course Design
4) Effective Wraparound Services & Mentorship

Student Stories

Jesus
- High school senior
- Older siblings have DACA, he does not
- Completed pre-apprenticeship
- Offered apprenticeship
- Completed formal hiring application, denied due to documentation status
- Employer “cannot hire”
- Decided to pursue Supply Chain and Logistics AAS
- Met with attorney to talk through options

Miguel
- High school senior
- First generation college student
- Completed pre-apprenticeship
- Offered apprenticeship
- Completed formal hiring application, denied due to documentation status
- Employer has federal contracts that prohibit hiring
- Decided not to pursue college

Alberto
- 28-year-old current student
- DACAmented
- Interviewed for apprenticeship
- Company unsure how to hire, determined he could be subcontractor
- Hired through temp agency
- Completed 2-year apprenticeship and hired full time
- Earned Journeyworker credentials

(Names have been changed for privacy)
5) Racially-Conscious Industry Partnerships
6) Good Jobs

Work with employers to ensure good jobs are pulling students into the labor market:

- Accommodation for “nontraditional” workers
  - Single mothers
  - Persons with disabilities, etc
- Upskilling opportunities & professional advancement
- Competitive, living wages
Learnings from Germany
Why does the German model work well?

**~ Early Exposure ~**
Students are exposed to their potential career as early as kindergarten (companies bring petting zoos). A student can intern at their future company at age 13 and formally begin at 16.

**~ Parental and Community Involvement ~**
75% of decision is influenced by family. Most apprentices are inspired by someone they know and works with them (father and son).

**~ Collective buy in: student, government, unions, and industry ~**
Chambers of business and industry effectively collaborate with the unions, industry, and students in the administration of the dual VET program.
Thank you
Michelle Burris
Fellow, The Century Foundation
Burris@tcf.org