



Industry and Inclusion Cohort 2.0 - Request for Proposals

The Century Foundation (TCF) and the Urban Manufacturing Alliance (UMA) invite proposals to participate in the second **Industry and Inclusion Cohort (I&I)**, a national initiative focused on community colleges delivering impactful credentials and addressing barriers in manufacturing careers.¹ Over the next 2 years, this learning community will leverage a peer network and industry expertise to support community colleges seeking to explicitly center racial equity in credentialing programs, deepen cross-sector collaboration and support services, and increase the diversity of the student body and local manufacturing workforce.

Opportunity and Outcomes

Manufacturing is rebounding quickly and will need over two million new workers over the next decade as the sector seeks to meet supply shortages and increasing demand in sectors such as infrastructure, energy efficiency, and medical equipment. This will require new strategies to recruit and support a more diverse generation of Americans that has less familiarity with manufacturing and build collaborative partnerships between industry, educational institutions, and workforce development organizations.

TCF and UMA believe that community colleges are uniquely positioned to connect more students, particularly people of color and women, to sustainable career opportunities in manufacturing--through what TCF & UMA describe as impactful credentialing. Impactful credentialing includes credential programs (both non-degree and degree) that are well-aligned and developed in partnership with industry and situated within a broader ecosystem of support partners. Impactful credentialing programs utilize trauma-informed approaches to propel diverse learners into successful living wage careers and undertake on-going engagement with companies on skills development and how they can foster belongingness and racial trust in a diversifying workforce.

¹ TCF and UMA will evaluate, on a case by case basis, applications from four year institutions that have a substantial continuing education or workforce program offering short-term credentials in manufacturing.



In our view, the path towards more impactful credentialing is through deep partnerships between community-based organizations, industry, unions, and community colleges—an effort that demands intentionality, time, and external assistance. This cohort will provide education and workforce partners with the space and resources they need to identify challenges, plot a path forward, and lean on one another for support and knowledge exchange as they expand their work towards impactful credentialing.

This cohort work builds from TCF and UMA's first Industry and Inclusion cohort in 2020-21. This cohort engaged urban workforce practitioners ([profiled here](#)) and their educational and industry partners, and a blueprint for action was [released](#) in June 2021 that describes recommendations for impactful credentialing programs and policies to promote them.

Value to Participants

Selected practitioners will participate in an 18-month, tailored technical assistance program focused on building knowledge and capacity, expanding networks, sharing best practices with a national audience, and increasing program impact. Community colleges will establish stronger ecosystem partners, help more students obtain credentials and succeed in manufacturing careers with upward mobility, and deepen commitment to diversity, equity, and inclusion. Engagements will be supported by an Advisory Board of workforce and related experts with whom the cohort will work closely. We will also seek input from non-traditional students on strategies to best serve them.



Participants Will:

- **Learn from experts** in advanced manufacturing, job quality, explicitly centering racial equity, and employing trauma-informed approaches.
- **Receive tailored technical assistance** to expand industrial education and employment programs committed to diversity, equity, and inclusion.
- **Garner national attention** as part of a select community of leading institutions supported by the Lumina Foundation
- **Become part of an intimate network** of moral and programmatic support
- **Contribute to influential research** including case studies, webinars, and toolkits
- **Demonstrate results for students** from diverse backgrounds, and help refine metrics for impactful credentialing

Practitioners will be able to access TCF and UMA's extensive national networks of peers, practitioners, and experts engaged in equitable economic development and derive value and lessons gleaned from the different local contexts in which each cohort member is operating. We believe these engagements, and the national connections they produce, could lead to strong local ecosystems that support communities and catalyze changes in policies that can drive inclusion and equity within community colleges. TCF and UMA will produce recommendations for the field and profiles of cohort members.

TCF and UMA staff will work to ensure that selected practitioners are able to develop and implement a tailored technical assistance program that reflects the goals of this project. **We are students of and advocates for your work, and our staff will be actively learning and engaging alongside you.**

Practitioners selected for the cohort will:

1. Have the opportunity for peer learning and exchange with other cohort members, creating an intimate network of moral and programmatic support. Engagements will occur over the phone and through video calls, as well as the potential for in-person engagements (following evolving public health guidelines).



2. Receive a participation grant of \$8,000 to each selected member. TCF and UMA strive to identify and share opportunities for further funding, including federal grants, philanthropic organizations, and corporate support, and funder briefings for participants.
3. Receive a tailored technical assistance program that helps build capacity and moves work towards more impactful credentialing, including local and national introductions to stakeholders, capacity-building support for understanding ecosystems approaches, and more.
4. Develop equity metrics and indicators to guide impact, challenges, and outcomes, and share outcomes disaggregated by gender and race that participants can also use to measure and share about their own improvements and programs.
5. Deepen their capacity by contributing to and accessing TCF and UMA knowledge development, such as research papers, case studies, webinars, and toolkits. Work to create a shared language around impactful credentialing that resonates both with community colleges, students/trainees, and industry.
6. Garner national attention as part of a select cohort funded by Lumina Foundation, and have profiles included in publications by TCF, UMA, and other national networks, including local and national press outlets. In journalistic profiles, webinars, and research, our staff will document selected organizations and their impact to help a broader swath of people recognize the community college's role, the role of impactful credentialing, and how manufacturing fuels local, equitable economic development.
7. Be connected to a national Advisory Board of experts to help build knowledge, plan future strategies, and grow their programs—potentially beyond the program span. Learn from experts in areas such as advanced manufacturing, centering racial equity, and trauma-informed approaches.
8. Be connected to Manufacturing Extension Partnership Centers, Manufacturing USA institutes and other parts of the manufacturing industry ecosystem to and elevate your programs

Selected participants will be asked to cooperatively participate in a number of activities that include webinars, regularly-scheduled virtual cohort calls. We estimate 4-5 hours of engagements per month per participant.



Data collection requirements:

Participating institutions will be asked to provide aggregate data on their manufacturing credentialing programs, twice during the grant period, including

- Number of individuals enrolled in selected manufacturing programs
- Number of individuals earning credentials in selected manufacturing programs
- The above two metrics by race, ethnicity, gender and age, as available.
- Additional information as available on employment outcomes and progress improving partnerships. Such data will be collected by questionnaires administered semi-annually

Who Should Apply?

Are you a public or nonprofit community college that provides at least one manufacturing credential or non-degree certification program? Do you have robust relationships with community-based partners *and* industry partners -- or are you just beginning to build them? Is your commitment to DEI rooted in action, or are you looking to move from conversations to action? Do you primarily serve individuals 18 and up? Then we'd like to hear from you.

We are looking for institutions to apply who have...

- Industry-recognized credentials (degree or non-degree) that matter on the factory floor



- Strong partnerships with industry and community organizations, or are looking to develop them
- Begun or are looking to develop racially conscious industry partnerships

We will be selecting ...

- A diverse representation of sub-sectors, geographies, and credentials
- Institutions who have existing relationships with community-based organizations and industry, and those who are looking to develop those relationships

We encourage a team (2-5) of representatives from any colleges to apply. This would include at least one professor/instructor of the manufacturing credential/program; at least one upper level administrator of the manufacturing credential/program; and a Dean or VP in charge of such workforce development programs. Student participation is welcome as well. **While we welcome input from system offices, each application should come from an individual institution (or several institutions working in the same labor market).**

We're particularly interested in hearing from applicants that meet the above criteria and believe they're doing their work in innovative or groundbreaking ways. We hope to build a cohort of long-time practitioners and those who are implementing new models that prioritize diversity, equity, and inclusion.

Timeline Overview

- RFP announced: October 14, 2021
- Virtual Information Sessions
 - November 10, 2021
- Deadline to apply: Monday November 29th by midnight Eastern Standard Time
- The launch of the cohort in mid-January

NOTE: We understand that responses to every question may not be easily available. We ask that you answer each question to the best of your knowledge, and it is okay to leave an answer blank. **We estimate the completion time of this application to be between 30 minutes to an hour and a half.**

APPLICANT INFORMATION

1. Name of individual completing the application
2. Job title of individual completing the application



3. From experience, TCF and UMA know that it will require more than one person to move the needle of diversity, equity, and inclusion initiatives. Please list the colleagues/ team members **and their job titles** who will represent your community college in this cohort.
 - a. We envision at least one professor/instructor of the manufacturing credential/program; at least one upper level administrator of the manufacturing credential/program; and a Dean or VP in charge of such workforce development programs. Student participation is welcome as well.
 - b. Please include at least one community or industry partner that would be invited quarterly to participate in learning community activities. (Optional) Please put the name and email of that partner.
4. What is the racial/ethnic breakdown of your team? Select all that apply.
 - Black or African American
 - Hispanic/Latino/Latinx
 - White Non-Hispanic
 - Asian American
 - American Indian or Native Alaskan
 - Native American or other Pacific Islander
 - Biracial or Multiracial
 - Other/Non-response
5. Emails of the individual completing this application and team members
6. Institution Name
7. Institution's Complete Mailing Address
8. (Y/N) Is your college identified as a Historically Black College, Predominantly Black Institution, Hispanic Serving, Asian American Pacific Islander (AAPI) serving or a Tribal College?

STUDENT DEMOGRAPHIC INFORMATION

Note: We fully understand that many institutions do not have granular data on their students' demographics, we ask for a rough estimate of the below if available **among represented manufacturing credentialed programs. If you have specific information on a demographic, please feel free to provide it in the text box.**

9. **Across your manufacturing programs, please provide the approximate breakdown of enrolled students from each racial/ethnic group. Please select a range for each applicable category.**

Black or African American



Hispanic/Latino/Latinx
White (Non-Hispanic)
Asian American
American Indian or Native Alaskan
Native American or other Pacific Islander
Biracial or Multiracial
Other/non-response

8b. **(Yes or No)** Would you estimate that the racial demographics in your manufacturing programs are reflective of your serving community?

10. **Across your manufacturing programs, please provide the approximate breakdown of enrolled students that are women and transgender women students . Please select a range for each applicable category.**

Women/Identify as Women

Above 75 percent
50 - 75 percent
25 - 50 percent
11 - 25 percent
Less than 10 percent

11. **What age range are the majority of students in your manufacturing credential programs?**

Under the age of 24
Over the age of 25
Not sure

General Interest

12. **Statement of Purpose:** Briefly tell us why you seek membership in the cohort and what do you hope to be your mid-year goals and successes at the end of the engagement.

ENGAGEMENT WITH INDUSTRY-EMPLOYERS AND YOUR COMMUNITY

13. Describe key partnerships with industry in your manufacturing programs
a. Who are your two to three most influential partners?



- b. How do you engage with employers (e.g. supporting apprenticeships, credential alignment, industry roundtables, job fairs?)
- 14. Describe key partnerships with community programs or economic/workforce development intermediaries in your manufacturing programs.
 - a. Who are your two to three most influential partners? This could include but not limited to manufacturing extension programs, WIOA funded training providers and pre- apprenticeship and apprenticeship sponsors.
- 15. What kinds of wraparound supports do you or your partners provide for students (transportation, mental health supports, and childcare)?

BACKGROUND INFORMATION ON MANUFACTURING CREDENTIAL PROGRAMS

- 16. What are your most popular manufacturing credentials do you offer and what are they?²
 - a. Which of these credentials are industry-recognized? (Examples include NIMS, American Welding Society and Manufacturing Skills Standards Council).
- 17. How many students received one of these credentials in 2019?³
- 18. Drop-down - In 2021, you would expect credentials earned to be approximately,
 - a. $\frac{1}{4}$ of 2019 or less
 - b. Between $\frac{1}{4}$ and $\frac{1}{2}$ of 2019
 - c. Between $\frac{1}{2}$ and $\frac{3}{4}$ of 2019
 - d. $\frac{3}{4}$ of 2019 or more
- 19. Do you track the number of students who earn a manufacturing credential and get placed into careers or jobs?

COMMITMENTS TO DIVERSITY, EQUITY, AND INCLUSION INITIATIVES

- 20. Describe your specialized or targeted recruitment efforts for students of color and women.

² Please include any credentials in Mechatronic, robotics and automation engineering; Mechanic and Repair Technologies/Technicians; Heavy Industrial Equipment Maintenance Technologies; Precision Systems Maintenance and Repair Technologies; General Mechanics and Repairers; Precision Production Trades; Leatherworking, Garment making and Upholstery; Precision Metal Working like Machining or Welding; Woodworking; Boilermaking; Precision Production; Industrial Production Technologies/Technicians; Agricultural/Food production; Life Science Technicians; Mechanical Engineering Related Technologies/Technicians, or any equivalent programs that would fall under these IPEDS categories or other manufacturing sectors.

³ Credentials include awards of less than 1 or 2 years, Certificates, Industry-recognized credentials earned or Associate's Degrees.



21. How does your institution or department understand and pursue Diversity, Equity and Inclusion -- especially who is enrolling in the manufacturing credential programs and supporting continued student engagement once in the program?
22. Would you be willing to share data on enrollment and credentials earned, broken down by key demographic variables as described in the RFP?
23. Is there anything else you would like us to know about your application?