

THE UNITED STATES INTERNATIONAL TRADE COMMISSION

In the Matter of:)
)
DISTRIBUTIONAL EFFECTS:)
RACE/ETHNICITY ROUNDTABLE)

Thursday,
March 10, 2022

Teleconference
U.S. International
Trade Commission
500 E Street, S.W.
Washington, D.C.

The roundtable commenced, pursuant to notice, at 1:00 p.m., before the United States International Trade Commission.

PARTICIPANTS:

USITC:

CHAIR JASON E. KEARNS, Moderator
VICE CHAIR RANDOLPH J. STAYIN
COMMISSIONER DAVID S. JOHANSON
COMMISSIONER RHONDA K. SCHMIDTLEIN
COMMISSIONER AMY A. KARPEL

WILLIAM R. BISHOP, Supervisory Hearings and
Information Officer
BRITTANY QUICKEL, ASL Interpreter
DANA RED, ASL Interpreter

External:

DR. OFRONAMA BIU, Urban Institute
MICHELLE BURRIS, The Century Foundation
DR. PAM EDDINGER, Bunker Hill Community College
DR. ANTONIO R. FLORES, Hispanic Association of
Colleges and Universities
EMMANUEL FLORES, Washington State Labor Council
CHRISTOPHER LEWIS, Berkeley City College

APPEARANCES: (Cont'd)

External:

MICHAEL MITCHELL, Groundwork Collaborative
MIKE MITCHELL, Alliance for American Manufacturing
DR. GBADEBO ODULARU, Bay Atlantic University
LINDSAY PATTERSON, United Steelworkers
DR. VALERIE RAWLSTON WILSON, Economic Policy
Institute
GEORGE SALMERON II, IntlSupplyChain.com
IRVING A. WILLIAMSON, former U.S. International
Trade Commissioner

P R O C E E D I N G S

(1:00 p.m.)

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3 CHAIR KEARNS: Good afternoon to everyone. I'm
4 Jason Kearns, a Commissioner, and the current Chair of the
5 U.S. International Trade Commission. Welcome to our third
6 roundtable to study the distributional effects of trade and
7 trade policy on U.S. workers.

8 Today is the second opportunity we have to discuss
9 race and ethnicity specifically. I'll be the moderator for
10 today's event. The Agency's other Commissioners, Vice Chair
11 Randy Stayin, David Johanson, Rhonda Schmidtlein, and Amy
12 Karpel, are also actively listening, and may ask some
13 questions towards the end of our discussion.

14 Commission staff members, Minaz Khan, Kate Linton,
15 and Pamela Davis organized this roundtable, and I want to
16 thank them, and the rest of the big team we have who have
17 been working on this for all of their great work.

18 Before we get started, I'd like to tell you a
19 little bit about the Commission and the purpose of this
20 roundtable. The Commission is an independent agency, it is
21 not part of the President's Administration, and it's not part
22 of Congress. We are also nonpartisan in the sense that no
23 more than three of the six Commissioners can come from the
24 same political party, and we are well-insulated from
25 political crosswinds given, for example, that each of us

1 serves a term of nine years, and cannot seek reappointment.

2 The Commission provides policymakers and the public
3 an independent analysis and information on matters relating
4 to international trade, and that's why we're here today.

5 The U.S. Trade Representative, Katherine Tai, asked
6 us to gather input on how international trade affects U.S.
7 workers differently by skill, wage, and salary level, gender,
8 race ethnicity, age, and income level, especially as it
9 affects under-represented and under-served communities.
10 There will be seven roundtables in all, each focusing on a
11 different topic.

12 At the conclusion of all the roundtables, the
13 Commission is going to submit a written report summarizing
14 the information we've gathered during the roundtables, and
15 from other parts of this investigation. That report will be
16 delivered in October of this year, and it will be publicly
17 available.

18 My role today as moderator of this roundtable is to
19 ask questions, and manage the flow of discussion so that
20 everyone has a chance to speak. Your role as a participant
21 is to share experiences, opinions, and information, and
22 hopefully to respond to other participants in the roundtable.

23 I am very happy with the diversity and breadth of
24 experience you all contribute to this particular roundtable.
25 We have people who have worked on factory floors, union

1 leaders, educators, researchers, advocates, a business owner,
2 and even a former I.T.C. Commissioner. Welcome, Commissioner
3 Williamson. It's good to see you.

4 I invite everyone to share their perspective.
5 There are no right or wrong answers. We want your candid
6 thoughts. We're going to need all that experience, and all
7 of you listening and responding to one another to pull this
8 off. To pull this off is a very difficult task.

9 As I see it, these roundtables are very challenging
10 because they require us to combine three things that are
11 often separate, and that haven't really been combined before.

12 One, the individual experiences of workers. We
13 have other venues in which we're going to have academic
14 symposium, or hearings, but this is our best opportunity to
15 really hear from individual workers, or those who have direct
16 experience talking with individual workers.

17 Two, an understanding of how those individual
18 experiences differ based on race and ethnicity, which
19 requires us to look beyond what an individual experiences,
20 and understand the experiences of others.

21 And then, three, an understanding of how trade
22 impacts all of that.

23 Let me give you just one example. Trade
24 researchers know that trade policy changes can require
25 workers to transition from one job to another, and they try

1 to understand how that transition will work, how much
2 friction that will be.

3 We have some understanding of what kind of job is
4 created, and what kind of job is lost, as a result of the
5 trade policy change. The trade economists to date haven't
6 analyzed to a great extent whether, for example, a black or
7 Latino worker might have a harder, or an easier time
8 transitioning from one job to another compared to others in
9 the work force.

10 On the other hand, those who study distributional
11 economic effects may know that a black or Latino worker
12 typically has maybe less savings to rely upon when she loses
13 a job, and needs to find a new one, but unlike trade
14 economists, they don't know what sectors of the economy are
15 likely to grow, and what sectors are likely to shrink as a
16 result of trade policy changes.

17 Those are the kinds of dots we need to connect with
18 this study with lots of help from all of you. Some of you
19 can share your own, or other people's individual experiences,
20 even though you may not be experts in trade policy. Others
21 have researched the economics of various racial or ethnic
22 groups, and still others understand trade very well, but
23 maybe haven't studied economic issues of race and ethnicity.
24 Still other may be able to tell us firsthand how imports or
25 exports impacted their own job security, and their own wages.

1 We'll need to hear from all of you, and hopefully
2 you all will listen and respond to one another in order to
3 connect the dots, or break down issue silos as one
4 organization that is represented here has put it, and help us
5 understand those very complicated issues.

6 So, before we get started, I have a few
7 housekeeping items. First, our discussion today is scheduled
8 to last about two hours, but we're likely to make it more
9 like two and a-half, or three. We've noticed in the past
10 that it takes a little while for the participants to kind of
11 get going, and then once they get going, there's plenty to
12 say, and, so we may go a little bit more like two and a-half
13 hours, or so, and we'll break sometime around 2:15, or maybe
14 a little bit later to let everybody kind of stretch their
15 legs before we come back.

16 Also, please remember that this is public, and it's
17 open to the public and the press, so discussions today are
18 being transcribed for the record, and a link to the
19 transcript will be included in the final report to you USTR,
20 so, please don't share any information that you view as
21 confidential.

22 If we have the media joining us today, please feel
23 free to reach out to our External Affairs Department if you
24 have any questions. Contact information for External Affairs
25 is on our website.

1 If you'd like to make a comment, please use the
2 Webex raised hand feature, and I will recognize you. If that
3 doesn't work for some reason, go ahead and just raise your
4 real hand, and I'll try to get -- I'll try to call on you as
5 well. And if you're participating by phone, as Bill Bishop,
6 our Secretary, mentioned, you may jump in when you sense
7 there's a pause.

8 Please remember that only registered participants
9 are invited to speak during today's discussion. If you're
10 not a registered participant, and would like to provide input
11 at a future roundtable, or would like to submit written
12 comments, please send an email to DE@USITC.gov.

13 Whenever you make a comment, please state your name
14 so it's clear to everyone who is speaking, and if there's an
15 organization with which you are affiliated that you'd like to
16 identify, please also state the name of that organization, or
17 the firm you work for when you comment.

18 Once again, I'd like to thank all of you for being
19 here today. I'm looking forward to an enlightening
20 discussion, so let's all get started. Feel free to jump in
21 at any time.

22 MR. BISHOP: Mr. Chair?

23 CHAIR KEARNS: Yes.

24 MR. BISHOP: I am sorry. I have one more thing to
25 let people know about, and if it's important, so I apologize.

1 I wanted to let people know that we do have closed captioning
2 available today, and what I'm going to do is share my screen
3 again with you quickly.

4 Down in this bottom left-hand corner you'll see a
5 little c.c. with a little -- and a little box. Click on
6 that, and you'll see a caption bar start. It is not going to
7 give you the name of the person who is speaking, but if you
8 look at my block, it's highlighted blue, and you can see my
9 name in the upper left-hand corner, so you'll know who's
10 speaking.

11 The other choices in the bottom left-hand corner of
12 your Webex, you'll see something that says panel options.
13 Click that. You'll see captions. That's going to make a
14 little note section over here. It is going to tell you who,
15 but it is slow. It's not as fast as the chat, or that you'll
16 see, so it's up to you which one you want to use.

17 I did also want to let people know that Brittany
18 has let us know that we will have our ASL folks just two
19 hours, just until 3:00. Is that correct, or, Brittany, are
20 you able to see us? I saw Dame is unable.

21 ASL INTERPRETER: I'm sorry, I can't comment about
22 that at this time.

23 MR. BISHOP: Okay, I understand. I'll find out.
24 I'll find out, okay. But that's the close captioning for
25 folks who do need that, okay. Thank you, Mr. Chair.

1 CHAIR KEARNS: Sure, thank you. Okay. So, I want
2 to break the conversation down, I think, into kind of three
3 different components, and, again, it's probably not going to
4 go the way I'm planning it, and I just want it to be a
5 free-flowing conversation, so don't feel constrained by this.

6 But I thought if we started by kind of
7 understanding the context in which we're answering these
8 questions a little bit better. So, how are various
9 communities historically situated in the U.S. labor market,
10 how are different groups in the U.S. -- what kind of impact
11 they have in the U.S. economy, that's the first subject.

12 The second is a better understanding of trade
13 impacts, you know, how trade has impacted workers in
14 particular groups.

15 And then the third topic will be a better
16 understanding of what kind of trade policies -- what kind of
17 changes could be made to trade policies, in order to better
18 address some of the issues that we talk about to that point.

19 So, those are sort the three different baskets of
20 issues we'll address, but, again, feel free to comment
21 however you like whenever you like.

22 But we'll start with the first question. Let's
23 talk about how various communities are historically situated
24 in the U.S. labor market because I think that's an important
25 context to understanding how these communities are impacted

1 by trade and trade policy.

2 So, for example, as it relates to the racial and
3 ethnic community or communities that you are a part of, or
4 are most familiar with, what structural factors help or
5 hinder the ability to find and hold a job, and earn a living
6 wage. What changes have there been over the past 25 or 30
7 years, for example.

8 Would anyone like to comment on that question?

9 DR. EDDINGER: They are really shy people around
10 the table, Mr. Chair.

11 CHAIR KEARNS: That's okay.

12 DR. EDDINGER: So, why don't I try to start, and
13 see if I can get the ball rolling here.

14 CHAIR KEARNS: Okay.

15 DR. EDDINGER: So, I'm a community college
16 president located in Boston, and there are 1,200 community
17 colleges across the nation. We are very typical mid to large
18 size urban institutions, and all of my students come within
19 eight miles of where they live through public transportation,
20 and the racial/ethnic breakdown of my college is also typical
21 of urban communities. It's a quarter white, quarter black,
22 and quarter Hispanic/Latino mix, 15 percent Asian, and 10
23 percent a mixture of all of them.

24 My students are from communities of color, inner
25 city communities, and gateway cities that are at least 50 to

1 75 percent immigrant, and a number of multilingual speakers,
2 and emerging English speakers. So we have about 16,000
3 students, and we're only medium size, so you can imagine how
4 large that work force impact would be as all of these folks
5 are credentialed, and get into the work force.

6 We are non-traditional in our age. The average age
7 is 28, so about a third coming out of high school, and the
8 other two-thirds are adults, either immigrant, or adults
9 returning to get a new skill set for work, and, so on. So we
10 are really sort of the ground anchoring of the next
11 generation work force.

12 Anything that impacts our community, but, in
13 particular, the current COVID situation, has had a deep
14 impact because these are communities that are not well-to-do,
15 and about 77 percent of our students are from the two lowest
16 percentile (phonetic) of income.

17 So, you can imagine as their communities are
18 impacted, and the basic social network, or safety net, that's
19 underneath them begin to disintegrate, that would be
20 education, healthcare, housing, transportation, childcare,
21 all the things that enables a vibrant work force, or folks to
22 come back to school to get better credentialed, when that
23 begins to disintegrate, the effect is domino, and exponential
24 in some ways. So, I kind of lay that on the table. And
25 close to 50 percent of all the undergraduates in the United

1 States are from community colleges.

2 So, our success really moves our work force towards
3 better credentialing, and as all of us are looking at new
4 industries that are emerging in the environment, we call them
5 new collar, not white collar, not blue collar, but new collar
6 work, and that's things like clean energy, green energy, blue
7 -- you know, the blue sector, we're going to need a lot more
8 skilled labor in order to support the emergence of those
9 industries, and I would imagine, I'm not an expert in trade,
10 so I can't say, but it would have a great deal to do with
11 supporting those sectors as well. So, I hope that sort of
12 helped lay the groundwork a little bit.

13 CHAIR KEARNS: That's very helpful. Thank you,
14 Doctor. Is it Eddinger or Eddinger?

15 DR. EDDINGER: Eddinger, like Tigger, but I'm happy
16 with Pam.

17 CHAIR KEARNS: Okay. Okay, good. Thank you. I
18 think next up was Mr. Mitchell.

19 MR. MITCHELL: Yes. Good afternoon, or good
20 morning depending on where everyone is. For the community
21 that I'm in, some of this is going to be a little a repeat,
22 but I came in on a consent degree where the company failed to
23 hire enough minorities within its facility. There were only
24 two of us that came into that position, and then it was a
25 maintenance position in there, and there were a number of

1 other manufacturers within that community.

2 Let me start back from here, U.S. Steel. There was
3 American Can. They were there with their plants for years
4 (phonetic), so there were quite a few manufacturers that were
5 in the Gary, Indiana community in there that provided a lot
6 of good paying jobs for a lot of people in there.

7 As those industries got to be cut back and affected
8 in there, it affected that whole Gary, Indiana community,
9 including U.S. Steel, because when they cut back, I'm going
10 to say within a 60-mile radius it was difficult to find a
11 job.

12 As was mentioned earlier in there, the
13 transportation was not adequate in order for you to get from
14 one community to another one in there. So it was really hard
15 in there. The community was hit really hard when those
16 manufacturers left in there.

17 The other part of that is manufacturing in America
18 is no different than the NFL with lack of diversity in the
19 hiring position in there. I guess the Rooney Rule still
20 applied to manufacturing. The difference between the two is
21 the NFL addressed this issue, with several of these issues,
22 with the players on the field. They just needed to address
23 the coaching, and the upper level.

24 Manufacturing needs to address both of them. And
25 in order to do that, we need to make manufacturing -- we need

1 to address ours at a higher level, and make it a nationwide
2 shoutout, and not just to individual communities. This needs
3 to be a national shoutout across the country as to how
4 minorities in manufacturing is playing such a small role, and
5 yet their communities is being impacted in a negative way.

6 CHAIR KEARNS: Okay, great. Thank you, Mr.
7 Mitchell. I think I have next up Dr. Biu, and Mr. Patterson,
8 and Commissioner Williamson, and Dr. Flores. We have a Dr.
9 Flores, and a Mr. Flores, and, I think, that's everyone I
10 have so far. So, let's start with Dr. Biu, please.

11 DR. BIU: Hello, again. My name is Ofronama Biu,
12 and I work with the Urban Institute, so I'll share some
13 research that I do around black workers in the economy.

14 So, black workers historically twice as likely to
15 be unemployed than their white counterparts. The latest jobs
16 report showing that the unemployment rate this past December
17 fell for all workers in the U.S. except for black women.
18 There was also a sharp drop in labor force participation for
19 black women, most recently falling one and a-half percentage
20 points according to Brooking Institute Report. We didn't see
21 that with other groups across race and gender.

22 Black people have always had lower wages than white
23 counterparts even with the same education, so, for example,
24 you may have heard stats about black women earning 64 cents
25 on the dollar compared to white men, for example.

1 There is the issue of occupational segregation,
2 suicide from earning less wage within the exact same
3 occupation. There's also the challenge of black workers
4 being segregated into lower paying roles.

5 So, for example, my research on occupational
6 crowding, which takes educational attainment, education
7 requirements of occupations into account, I found that for
8 every \$10,000 increase in average wages in an occupation, the
9 share of black women falls by (technical interference)
10 compared to white men, and nine percentage points for black
11 men compared to white men.

12 We also see some work force screening opportunities
13 with black people being over-represented in lower paying
14 apprenticeships as well.

15 And Michael Mitchell talked about manufacturing,
16 and how the fall of manufacturing has impacted black folks.
17 Go on to talk about childcare, and the impact of the decline
18 in childcare worker roles, it impacts black parents, and also
19 the black workers who are in childcare roles, and the many
20 challenges with the low pay, and low healthcare coverage, low
21 retirement coverage in those roles.

22 And I'll end with, you know, aside from looking at
23 wages in occupations, thinking about benefits, thinking about
24 the fact that black women and black men are less likely to be
25 in roles that offer health insurance and retirement coverage,

1 and even when they are in the same roles as their white
2 counterparts, their coverage rates are lower.

3 And also thinking about arrangements. Aside from
4 nontraditional work, temporary work, you see in my research
5 black women to black men being over-represented in temporary
6 agency positions. There's also been other research that's
7 done showing that black workers face less desirable
8 assignments when they are temps as compared to other groups
9 of workers. So, I'll end that there.

10 CHAIR KEARNS: Okay. Thank you, Dr. Biu. And
11 that's something, I think, we heard at another roundtable
12 that with black workers it tends to be last in/first out.
13 That's the expression that was used. I guess that's kind of
14 consistent with what we're hearing from you as well.

15 Okay. Thank you. Next up, I think, Mr. Patterson.

16 MR. PATTERSON: Good afternoon. How are you doing?
17 My name is Lindsay Patterson. I'm a business representative
18 for United Steelworkers Local 286, but prior to this I was
19 the President of Local 404 for about 15 years. In our
20 manufacturing facility we made steel tubing. So, you know,
21 we were --

22 CHAIR KEARNS: You're in the Philadelphia area, is
23 that right?

24 MR. PATTERSON: Philadelphia, Philadelphia,
25 Pennsylvania, yes. And we were Allied Tube at one time. We

1 were the fastest tube mill in the entire world.

2 So, you know, when Allied came into Philadelphia,
3 they were looking for workers. A lot of our men and women
4 from our inner cities were able to get jobs, good jobs,
5 through the union, good union-paying jobs, and they were
6 taking a lot of our -- a few of our returning citizens, but
7 they were taking a lot of people from the military. So, if
8 you had a military background, you could definitely come to
9 work at Allied and have a family-sustaining job for life.

10 So, some of our members were 35, 40-year employees;
11 however, we went from the fastest tube mill in the world, I
12 mean, breaking records, to being affected by trade because of
13 the illegal dumping from China, Korea, and other places.

14 So, you know, first our company started eliminating
15 certain lines that were profitable in our past, but because
16 of bad trade deals, they said that we could no longer compete
17 with fence piping. Fence piping was one of our major
18 products.

19 So, now we're giving away the fence pipe industry
20 to somebody else because they can make it cheaper, they can
21 make it faster, and it just kind of started an erosion of our
22 business to the point where in 2015 we were shut down.

23 So, for us, you know, we were scrambling to try to
24 find out where the next manufacturing job could come from
25 because we were all experts in manufacturing, you know, and

1 if you've been there for 40 years, it's highly unlikely that
2 you had a skill doing anything else. If you were there for
3 30 years, or 25 years, it's mostly likely that's what you do,
4 you know, you're a machine operator in the manufacturing
5 facility.

6 And you traveled. You had your route like some of
7 the guests spoke of earlier, your bus routes to the plant.
8 You know, some had cars, some didn't have cars, but in the
9 surrounding areas there weren't other opportunities similar
10 to the skill sets that we possessed.

11 So, the big thing at that time was, well, you can
12 always go to TAA, you know, and you could get retrained
13 because that's what everybody was talking about, and to today
14 still talking about retraining.

15 So, for me I was 61 years old when the plant
16 closed, and I did some training, but for an African American
17 male at 61, there ain't a whole lot of positions that are
18 going to be open to me. There are not a lot of recruiters
19 that are going to be recruiting people over 50 to do the same
20 job that I can get someone 30 years old to do with the same
21 skill set, with a renewed skill set.

22 So, you know, we struggle to learn new skill sets,
23 but young people pick up skill sets quicker; therefore,
24 they're going to be more efficient on the job, and for an
25 industry that's booming and growing even in the green sector,

1 those are challenges that minorities are going to be faced
2 with for decades to come if we don't figure out a way to
3 include older generations now that people are living older,
4 and working until older age.

5 Retirement age is moving, it keeps moving, they
6 keep moving the needle. So, you can't retire, you can't say,
7 well, you know, that's it, I'm going to retire. You got to
8 find another job. But if you're a machine operator making
9 steel tubing, and now you're going to be a machine operator
10 making solar panels, that's a different skill set, and, you
11 know, that's a different mind set.

12 So, when I ran steel tubing at a thousand feet a
13 minute, I probably couldn't run solar panels at a thousand
14 feet a minute. You know what I mean? But maybe some young
15 kid that played video games, you know, growing up, they might
16 have that skill set where they can adapt a lot more quickly.

17 So, from a corporate standpoint what do you do?
18 You can't tell me I'm too old, but you just don't call me
19 back. You can't tell another guy that he's, you know, not
20 fast enough; you just don't call them back. So, now we end
21 up with that vicious cycle that keeps reoccurring and
22 repeating itself.

23 So, I don't know the answer to that, but I know
24 that these bad trade deals leave us stuck in the community,
25 you know what I mean, where we started from, and where we

1 were once pillars in the community because we had a major
2 manufacturing job. Major manufacturing jobs means you're a
3 major player in the community. Your family is eating, your
4 family is living, your family is thriving in whatever
5 community you come from.

6 You know, and in places like Philadelphia, Gary,
7 Indiana, at Chicago, and other places, you know, we have some
8 tough neighborhoods, you know, but through, you know what I
9 mean, successful union jobs, and successful manufacturing
10 opportunities, you know, we're able to survive until the
11 doors close.

12 And a lot of times we've got to get a second
13 chance. We never get a second chance to regain our
14 prominence in the community; therefore, you know, yeah,
15 Wal-Mart will take you, and show people where the bathroom
16 is, but, you know, you can't buy the new car that your family
17 is used to. You can't send your kids to the best schools
18 that your family is used to. You can't take a vacation, on a
19 trip that your family was used to.

20 And, so, you know, those are things that not only
21 cripple the neighborhoods, and then you have your second
22 generations that used to be able to piggyback off of mom and
23 dad working in the manufacturing to actually come into those
24 jobs because -- community college is good, college is good,
25 but we know that all of our children are just not built for

1 college.

2 And, so sometimes we force them into a situation
3 that's destined to fail. You know, apprenticeship would be a
4 more likely avenue for some kids who work with their hands,
5 but college is the next level, is the next step.

6 As the Doctor mentioned earlier, you know, that's
7 where everybody is headed to community college. But coming
8 out of community college everybody doesn't get the proper
9 placement because, you know, the community college is a
10 fast-moving machine, and sometimes it takes a little bit more
11 training to actually understand what you're doing with your
12 hands, and how to become adept at mechanical ability.

13 And, I think, that sometimes people are just
14 disillusioned about community college, and mechanical
15 ability, you know what I mean? In some places you can't
16 really rationalize those two coming together.

17 And, so, I think that, you know, in this economy
18 right now we got to look out for all workers, and especially
19 aging workers who are being really, really, really left out
20 of the conversation, and of the training process. You know,
21 nobody wants a 61-year-old apprentice, but that's the guy
22 that can work with his hands, and can get up to speed
23 rapidly, but it's just the thought a 60-year-old apprentice
24 is just -- you either got it, or you don't.

25 CHAIR KEARNS: That's a really good point, and

1 we're going to have think more, I think, about, you know, to
2 what extent we need to talk about older workers as an
3 underrepresented, underserved community because I think that
4 there's a lot of reasons for doing so. And so that's a point
5 very well taken.

6 I want to ask you two follow-up questions, Mr.
7 Patterson. One is, can you tell us a little bit more about
8 what happened to you after? You said you tried retraining,
9 something like that, and it didn't work out so well, so I'd
10 like to hear about your personal experience.

11 And then also -- I'm just trying to follow up on
12 something we heard from Dr. Biu about how racial minorities,
13 ethnic minorities at your particular factory might have been
14 impacted differently by trade than others.

15 And so, one thing I'm wondering, of course we've
16 heard about, you know, in some sectors there are more racial
17 minorities in that sector and maybe that sector was hit
18 harder by trade, so that's an obvious impact.

19 But I think we're hearing from Dr. Biu that the
20 other thing is, even if your factory is just as
21 representative as any other factory of the United States in
22 terms of its racial makeup, it sounds too like from Dr. Biu
23 that, you know, again, last-in first-out, in other words, is
24 that right?

25 MR. PATTERSON: And not only that, it's just --

1 look, this is still America. So, you know, I mean, the
2 perception is that, you know what I mean, African Americans
3 are not going to learn a new trade. You know, that's just
4 kind of -- so, we're not given a chance to actually reinvent
5 ourselves, you know, unless you become a doctor or a lawyer,
6 you know. Then there's work for you there, but most people
7 over 50 can't really master a craft like that. They can
8 barely master, you know what I mean, a computer programming
9 skill or computer repair skill.

10 And even if you get a computer repair skill, a
11 young Asian kid or a young White kid will probably get the
12 job over an older African American such as myself, just
13 because of the perception of the times and, who's exposed to
14 what, you know?

15 Coming up through school, these kids are all being
16 exposed to that. So, you know, some of our young African
17 American men and women will prevail, but for the most part,
18 we get skipped over and left out because of, you know, our
19 race, you know, again, because of where we come from, you
20 know, it kind of limits us to how we can -- because, first of
21 all, you know, our school background is not going to be
22 stellar.

23 We're not going to come from the Ivy League
24 schools, you know what I mean, that a lot of people come
25 from. So when you start looking at resumes, you look at the

1 school that somebody came from, then you look at the level
2 that they're trying to achieve.

3 And if they're going into a computer programming
4 class, well, Mr. Patterson, you know, I appreciate you
5 applying, but I have five, six, eight candidates that I could
6 easily look at, you know what I mean? So, that over top of
7 somebody that's 50, or 61 in my case when my plant closed.

8 And then I had a lot of other people in my plant
9 who had 25, 35, even 40 years. You know, they didn't have to
10 have those skills, so they didn't grow up learning those
11 skills. So, even if you take a class to achieve those
12 skills, you don't perfect those skills, you only achieve
13 those skills.

14 So, in the fast-moving climate that we're in, I
15 want somebody that's perfected the skills as opposed to
16 achieve the skills if I'm going to pay them weekly or monthly
17 to do this service. And I think that, you know, I mean,
18 minorities are falling short in that respect.

19 And I don't know, you know, how we correct that
20 part in a short amount of time, but it's something that we
21 definitely need to address, and I hope we do.

22 CHAIR KEARNS: Thank you very much, appreciate
23 that. That's very helpful. Let's see. I think next up we
24 had -- Commissioner Williamson, I'm not sure in this context
25 if I call you Commissioner Williamson or if that's just

1 confusing, but I'm going to call you Commissioner Williamson.

2 MR. WILLIAMSON: Okay, fine. That's what I've been
3 called for the last 14 years, so that's fine.

4 CHAIR KEARNS: Good to see you again.

5 MR. WILLIAMSON: Okay, thank you. No, it's good to
6 be here. Thank you very much for giving this opportunity
7 because this problem of all Americans competing in the
8 international economy and getting their fair share is
9 something that's been bugging me for decades, and I'm very
10 happy that the Commission is finally looking at some of the
11 root causes and trying to think of some solutions.

12 In that context, one of the things that I wanted to
13 focus on was there's been a lot of talk among economists
14 about the racial wealth gap between Blacks and Whites. And I
15 wanted to mention that in the context of the implications it
16 has for the ability for African Americans and other
17 minorities to compete in the global economy and, shall we
18 say, get their fair share of the benefits of international
19 trade and mitigate the adverse impacts.

20 Many people have addressed why there's a racial
21 wealth gap and, you know, the history of structural racism,
22 discrimination, you know, it's well-documented. But in terms
23 of our thinking about the implications of international
24 trade, the importance of addressing that problem is urgent.

25 Building on what Dr. Biu had said earlier,

1 mentioned that there have been studies that have shown -- and
2 these go back to the 1990s, and particularly there's a
3 Professor Timothy Bateson (phonetic), Margaret Simms
4 (phonetic), and I'll provide the Staff these references after
5 our hearing today.

6 But they had showed that Black-owned firms are more
7 likely to hire black workers. This may not be a surprise to
8 anybody. I spent a long time in New York, and I noticed,
9 when you're talking about looking to small business, you
10 often thought about what they call "ethnic tribalism", you
11 know, they're going to hire the folks that look like them.

12 But this is important because if there is a racial
13 wealth gap, then that means that minority-owned firms, the
14 people who work for them are not going to have the same
15 benefits that maybe people who work for a majority of, you
16 know, a white-owned firm.

17 And there have been studies that show that,
18 actually, employee-owned firms do more to address their
19 racial and gender wealth gap than other firms. And I'll
20 provide these references, too. And so, in thinking about how
21 do you address these problems, one of the ways of thinking
22 about it is how are workers going to get a fair share.

23 And if you think about a black-owned firm treating
24 its workers better, I think about an employee-owned firm
25 treating its workers better, that is more likely those

1 workers are going to compete in the global economy more
2 effectively than if they're with a firm that doesn't have
3 that care about its workers.

4 And so, I think it is appropriate for the
5 Commission, in thinking about solutions, while you can't tell
6 people how to organize their businesses or how to structure,
7 I think you can point to some conditions which show that
8 workers are going to fare better in certain types of firms.

9 CHAIR KEARNS: Like employee-owned firms, you're
10 saying, for example?

11 MR. WILLIAMSON: Right, yeah, and there are some
12 very interesting studies on this, and I'll give those to the
13 Commission.

14 CHAIR KEARNS: Okay, thank you. We've been focused
15 more on workers, but I guess you're saying for maybe
16 black-owned businesses, if they have less capital, less
17 wealth in the business, my guess is -- I'm trying to link
18 this up to trade -- I'm guessing, and especially from
19 something we heard in Fresno the other day -- that that may
20 make it harder for them to exploit export opportunities, may
21 make it harder for them to compete with imports in any given
22 situation if they don't kind of have more of a cushion to do
23 that?

24 MR. WILLIAMSON: Yes, that's exactly what it says.
25 And they're not going to probably grow as fast or

1 successfully as some other firms, and that impacts the
2 workers who gets hired. You know, the U.S. has a lot of
3 small business programs, minority-owned business development
4 programs, and it is worth thinking about those in terms of
5 whether or not they are effectively helping firms to compete
6 in the international economy.

7 I was surprised to learn recently that the Treasury
8 Department has a program called the Community Development
9 Financial Institution Fund, which does a lot to help small
10 business and minority-owned business. So, there's an
11 infrastructure out there that the country has, and the
12 question, is that infrastructure adequately served in
13 minority-owned firms, and are there things that we can do
14 better to help them do that?

15 I'll get to, later, about the importance of
16 services trade versus manufacturing and the role of small,
17 medium-sized businesses competing in that. But this was the
18 point I wanted to make at this point. Thank you.

19 CHAIR KEARNS: That's very helpful, thank you. I
20 think next up we have Dr. Flores.

21 DR. FLORES: Thank you, Chairman Kearns, and thank
22 you for inviting me to be part of the roundtable. And I
23 obviously want to emphasize that community colleges like
24 Bunker Hill in Massachusetts are a very large part of our
25 association. We have more than 500 colleges and universities

1 that belong to the Hispanic collection of colleges and
2 (phonetic) universities because they have the vast majority
3 of Latino college students.

4 There are 3.8 million nationwide, Hispanic college
5 students today, and 67 percent of them attend our
6 institutions that are primarily called Spanish-serving
7 institutions. I wanted to also emphasize that these
8 institutions have a very diverse, broadly speaking (technical
9 interference), not just the majority of Hispanics.

10 More than three times as many African Americans
11 attend Hispanic-serving institutions as they do all the HBCUs
12 combined. And more than 42 percent of all the Asian
13 Americans in college today attend Hispanic-serving
14 institutions. Twice as many Native American college students
15 as there are at tribal college universities attend HSIs.

16 And of course we have a very sizable number of
17 non-Hispanic White students as well. What they all share in
18 common is that, for the most part, they come from low income
19 homes. And the vast majority of white and Latino students in
20 these institutions, which collectively they enroll about 5.3
21 million students nationwide, and they have that in common;
22 they come from homes that are low-income.

23 And families that, for the most part, didn't have
24 the opportunity to get a college education or even a high
25 school education, in some cases. But in the cases of Latino

1 students, many of them come from homes where not only is
2 college and the college-going tradition absent, but even the
3 command of English is not there for their parents or family
4 members.

5 And in many instances, they are first-generation
6 college students from families who have never really been
7 given an interaction with a college. So, why do I say all of
8 this? Because I'm listening to the conversation, and the
9 underlying current of all of the discussions so far, in my
10 mind, has a common thread, that is, undereducation
11 --undereducation and training of low-income and minority
12 populations.

13 And that's where we are having a structural issue
14 right there. The gentleman was saying it's very hard to, at
15 the middle of whatever point in your life you are, shift
16 gears and be learning when you don't have the foundation.

17 You can have these skills, but you need to have the
18 basis, and that includes advanced mathematics, science,
19 English, and so forth, and many of the families that are
20 minority lack that.

21 And so, they can all learn new things that are
22 heavily based on math and science. And so, advanced
23 manufacturing, now artificial intelligence, just any area of
24 technology today is heavily grounded in mathematics and
25 science.

1 So, that's why we believe very strongly that the
2 key to much of what we experience in America in terms of
3 inequality, which is very much there and growing in the
4 quality between our low-income families and those that have
5 too much, is based on that, that, for the most part, those at
6 the top are highly educated and come from those Ivy League
7 institutions.

8 The lower educated probably are going to find
9 themselves struggling to advance. And so, I could get
10 minority-serving institutions, HBCUs, tribal colleges,
11 Hispanic-serving institutions, they all need and deserve a
12 lot more investment from Congress and from states to bring
13 them up to par so that they can have those robust programs
14 and advanced degrees that are so much part of our growing
15 economy.

16 And unless we invest much more seriously in these
17 populations and these institutions, probably the inequities
18 are going to continue growing. And trade, of course we know,
19 international trade makes not a huge difference, as far as
20 the question of income levels across different populations.

21 It makes a lot of different within populations when
22 you look at those within a particular community getting
23 higher-level skillsets and education doing a lot better under
24 these conditions than those with not.

25 And so, I think that's something that the Trade

1 Commission overly might want to look at, in terms of how you
2 can recommend to Congress that they invest a lot more than
3 they have been doing it, and the institutions that are really
4 now providing the bulk of the new entrants to the American
5 labor force.

6 51 percent of all the new workers joining our labor
7 force today are Hispanic. It is in the demographics. We are
8 more than 62 million throughout the country, and we're the
9 youngest population in the U.S.

10 So, if you look at the make-up of K-12 students,
11 which are predicting the future, given Texas where I live, 55
12 percent of the K-12 students in public schools are Hispanic.
13 You go to California, it is the same thing. These are the
14 two largest states in the nation.

15 You know, California would be the 11th largest
16 economy if it were a country -- I mean, not the 11th, the
17 5th. Texas would be the 9th itself. All I'm saying is we
18 need to invest a lot more, particularly in education.

19 And, you know, when the pandemic hit our country,
20 the most impacted communities were minority populations. And
21 that applies to education too because a lot of institutions
22 didn't have the means to shift gears immediately and move
23 onto virtual programs because they didn't have the big
24 pockets and none of that.

25 And then at the homes where they were supposed to

1 stay to avoid the contagion, they didn't have the broadband
2 connectivity. It was a one two punch. So, we have a lot to
3 do, and our association of course will be more than happy to
4 work with the Commission in any way possible to bring about
5 change in that area.

6 CHAIR KEARNS: Thank you, Dr. Flores. I think
7 you've sort of answered all three of these questions that
8 we're going to address today -- the context, trade impact,
9 and then new policies. What I hear you saying is, in terms
10 of context, that Latinos are less likely to be highly
11 educated, and then in terms of trade impacts, I think in the
12 United States trade tends to benefit the highly-educated more
13 so than the less education.

14 And so, I think what I'm hearing you saying is one
15 policy fix would be to provide better incentives and better
16 programs to educate Latinos and give them the education that
17 they need to succeed?

18 DR. FLORES: Absolutely.

19 CHAIR KEARNS: Good. Okay, thank you. I think
20 next up is Mr. Flores.

21 MR. E. FLORES: Thank you, Commissioner Kearns.
22 Hi, my name's Emmanuel Flores. My pronouns are he/him. I'm
23 going to talk a little bit about where I work. My background
24 -- about my education and how I got here, my work
25 specifically on the work that I do with WIOA and TAA, and

1 then address how communities are impacted with lack of
2 resources.

3 So, I work for the Washington State Labor Council,
4 AFL-CIO. They are a union-led, union-affiliated organization
5 at the State level. We have over 600 affiliated unions. We
6 represent about, or over, 550,000 union workers across the
7 state, and their current officers are President Larry Brown
8 and Secretary of Treasury April Simms, who is also the first
9 Woman of Color and first black person to be elected as a WSLC
10 Executive Officer.

11 In addition, the work that I do -- excuse me, I'm
12 going to jump on a topic here -- but the work that I do at
13 the Washington State Labor Council is I'm contracted by the
14 employment security department. We're on a grant to be a
15 labor advocate as well as pursue trade adjustment assistance
16 petitions or assist the state in filing them, unions, or just
17 workers all around.

18 We do a lot of work, from just helping workers
19 navigate or trying to get access to different resources, or
20 if they run into any kind of snags, bumps, or any issues.
21 But a lot of that happens because of the partnership that
22 exists inside Washington State, and there's a lot of
23 partnerships that are around having State agencies, labor,
24 and business at the table and having the discussions and
25 trying to bring forth, kind of, where the commonalities and

1 where the things are that can be changed or addressed that
2 will support all workers in an equitable workforce as well as
3 economic development.

4 So, a little bit about my background -- and I feel
5 it is pertinent to the conversation -- is my parents were
6 second-generation. I'm third-generation American, but they
7 also were union workers, and it was not in my economic plan
8 to be able to afford to go to college. So, I joined the
9 military, got out of the military, ended up finding two jobs
10 when I got out, barely paid rent.

11 At the time, it was my spouse and my oldest, my
12 step-son, and, you know, having to come up with creative ways
13 to scrape up some extra pennies and eating peanut butter and
14 jelly sandwiches for three meals a day.

15 It wasn't until I was connected with my union, my
16 apprenticeship at that time, which was with the International
17 Brotherhood of Electrical Workers, Local 73, and that was
18 where I started on a path that I felt led to prosperity and
19 economic stability for my household.

20 Through those trainings and my education from my
21 union and my apprenticeship have led me to the work that I'm
22 doing today. As of today with my union support and the
23 services that I currently use that I'm with, the Office
24 Professionals Employees International Union, Local 8, they
25 have a college fund that I have gained access to, and now --

1 excuse me, I get choked up -- a little excited, but this
2 coming May, hopefully, as long as my grades go well, I will
3 be a first-generation college student, part of that
4 generation in my family to graduate and have a degree.

5 CHAIR KEARNS: Congratulations in advance.

6 MR. E. FLORES: Thank you. So, what I'm getting at
7 is how communities are impacted by trade, or just how
8 communities are impacted when resources aren't available. I
9 want to start with saying that anybody can do anything if
10 they have the right support system in place.

11 And sometimes there are inherent pushbacks that
12 happen in the system when workers, BIPOC workers, are trying
13 access services and support to either transition or try to
14 make a change in finding the next best step for their
15 household.

16 So, for example, when the pandemic hit, the
17 immigrant farmers, or the BIPOC community that supported the
18 farming industry that kept our grocery stores stocked with
19 food so I could feed my family, there was no resources at the
20 time, such as unemployment insurance or anything that they
21 could access to support their household when the pandemic hit
22 their family or their space.

23 So, the Washington State Labor Council engaged with
24 State and other resources in conversations, and they brought
25 together a fund that could help immigrant workers and migrant

1 workers that were be impacted.

2 So, you know, when it comes to how this impacts
3 communities, it really impacts even household ownership, and
4 that's one of the things to really think about, is that
5 space, what's best for someone's household. When I say
6 "household", it can be in so many different aspects. It
7 could be a person from having pets that depend on them, other
8 human life, or even elders that are living in their home.

9 But if household ownership, through a recent
10 economic state study, household ownership is shown in
11 Washington State as over 66 percent white homeownership,
12 Latinx communities are seeing 21 percent less than that, and
13 black or African American communities are seeing 35 percent
14 less than their White counterparts.

15 Overall, the black and African American communities
16 in the state of Washington, that is 11.5 percent more than
17 the national average. So, how does it impact communities?
18 Well, if the support systems aren't there or there's inherent
19 pushback, people will get frustrated, will be left behind,
20 and will not have a chance to play an active role in the
21 economic development in a state.

22 So, when it comes to trade, if there are trade
23 deals or a Commission that is watching for these unfair
24 dumpings that happen, I think it's really important, and that
25 trade adjustment assistance benefits are married to trade

1 deals.

2 Because right now we're in 2021 TAA reversion. So,
3 TAA has become more restrictive, more restrained, timelines
4 are tighter, and it's harder for workers to access benefits.
5 And I can go on a little more about that later, but I just
6 kind of wanted to stop there on how those impacts are
7 affecting homeownership and, as you can imagine, as things
8 carry on. Thank you.

9 CHAIR KEARNS: Absolutely. Thank you, and yeah, we
10 look forward to hearing more from you about your experience
11 helping people adjust to trade and who you see come through
12 the door and what sort of policy changes. We can talk about
13 that later. I think next up is Mr. Salmeron?

14 MR. SALMERON: Yes, Chairman, thank you. Hello
15 everyone. My name is George Salmeron. I'm a minority
16 businessowner, intlsupplychain.com, and what motivated me
17 what certification. So, that was a big motivator for me. I
18 hold a few, and what I would like to advocate for is
19 additional programs that offer certification.

20 Not only that, pathways to growth in the industry,
21 and ending with follow-up job placement and possible
22 mentorship. So, I believe that worked for me, and I believe
23 if we can help with that process or more funding for that, I
24 believe we can engage with the youth and create a better
25 industry.

1

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3 CHAIR KEARNS: Okay, thank you. We have a lot of
4 folks who want to speak, but could you just tell us a little
5 bit more about your experience then, kind of what leads you
6 to that conclusion?

7 MR. SALMERON: Well, being a second-generation, the
8 opportunities weren't great for me. I live in Norwalk, and
9 they do have a good program which is called The Teen Alliance
10 Program, and I believe that if we have more programs like
11 that, it definitely would help because that helped me.

12 CHAIR KEARNS: All right, thank you very much.
13 Next up is Mr. Lewis, I believe.

14 MR. LEWIS: Thank you. Yeah, I really appreciate
15 all the previous speakers. I'm Chris Lewis again from
16 Berkeley City College -- hello there, Pam, and I think
17 there's at least one other community college represented
18 here. We're an inner-city urban community college, probably
19 much like what Pam has described for her college in terms of
20 pluralistic demographics and serving a younger urban
21 population.

22 But we've seen a shift, definitely. I've been
23 working in community college for about 12 years or so, and I
24 was a High School and Middle School teacher before that. I
25 also worked in the mineral resources industry and agriculture

1 too, so I'm definitely familiar with some issues associated
2 with trade across, you know, a variety of communities.

3 In terms of the community college, as I was saying,
4 we've seen a shift from predominately younger students like,
5 you know, right out of high school being the biggest group to
6 older students, over the last probably five, six years at
7 least -- maybe a little more, actually; it's coming up on 10
8 years that we've seen this shift towards older students.

9 And that may be associated with big changes in job
10 sectors and people returning to community college for new
11 skills. Just, you know, kind of quickly, because I think
12 there's a lot of more interesting questions that we want to
13 get onto, but I would say trade impacts us in two big ways,
14 our communities.

15 One is its impact directly on jobs. As sectors
16 open and close or are restricted or promoted through
17 different policies, we see shifts in the workforce,
18 definitely. And as a community college, you know, we,
19 through a variety of different networks, try to respond to
20 that.

21 We have regional consortiums that help us work with
22 labor market information and so on to work with our programs,
23 and then on a smaller level, we work with individual
24 industries and businesses through our career and technical
25 advisory committees. So, we have, sort of, a somewhat

1 organic framework for responding to the impacts that come to
2 the different job sectors.

3 The other area that we're impacted, though, is just
4 shifts, sort of, external things like the cost of gas going
5 up right now, for example, has a huge impact on our students
6 who are generally more restricted flexibility, financially.
7 So, anything that impacts cost of living impacts our students
8 as well.

9 Traditionally, the community colleges, our
10 enrollment goes up when unemployment goes up, and when
11 unemployment goes down, our enrollment goes down because we
12 do have, you know, a pretty close relationship with job
13 training and, you know, the needs of people looking for work.

14 So, we're definitely, you know, I think right on
15 the edge there. Some of the factors that help us are the
16 variety of grant programs. We're a Hispanic-serving
17 institution -- thank you, Dr. Flores, who spoke earlier --
18 and we benefit from that from funding through that.

19 We get Federal funding through the Carl Perkins Act
20 for Career and Technical Education. We get State funding as
21 well. Our students get financial aid. So there's a lot of
22 different sources of funding, and they tend to be
23 more-or-less flexible in how we can use that money.

24 So, that is both helpful, but it also can be
25 challenging to find the right source of money for the right

1 task at hand. And I think the two areas that are the biggest
2 challenge for us in order to meet the needs of our
3 communities are building the onramps, and I think we're
4 getting pretty good at that, getting students into the
5 college, of course, supporting them while they're here -- but
6 the other challenge is building the pipelines to provide,
7 kind of, warm handoffs to industry.

8 And we work with, you know, such a range of
9 different organizations, community-based organizations,
10 workforce development boards, other government agencies, and
11 then private industry. And so, all of those connections that
12 we have to make are unique -- they're pretty unique.

13 So, it's more than just the -- I mean, obviously,
14 the more money we have to serve our populations the better,
15 but, you know, I think from my perspective, the challenge is
16 in how we use those funds and how we can use those funds and
17 building all of those networks to leverage that effectively.

18 CHAIR KEARNS: Thank you very much, Mr. Lewis, I
19 appreciate that. I think next we have Ms. Wilson.

20 DR. WILSON: Thank you. My name's Valerie Wilson.
21 I direct the program on Race, Ethnicity, and the Economy at
22 the Economic Policy Institute. I'd like to sort of get back
23 to where we started in talking about structural factors and
24 how that impacts different communities.

25 I think the biggest, largest, single structural

1 factor we can talk about is just the overall health and
2 strength of the economy and the labor market. We know that
3 when there is robust job growth and we have a thriving
4 economy, that disparity in unemployment, disparity in wages
5 tend to narrow. When that is not the case, they widen.

6 And I think that trade policy plays a major role in
7 the overall health and strength of our economy, either
8 contributing and adding jobs to the economy, or the other
9 result being that jobs end up being taken away. My colleague
10 and I recently released a report where we looked at the
11 impact of trade policy on manufacturing employment in
12 particular.

13 And we reported that, between 1998 and 2021, about
14 5 million manufacturing jobs were lost as a result of the
15 trade deficit. The impact of that loss was not evenly
16 distributed. In particular, we found that black workers lost
17 about 650,000 jobs over that period of time, and that was
18 about a 30 percent decline in Black workers in that
19 manufacturing sector. So, manufacturing employment declined
20 about 30 percent.

21 The thing that was unusual about that was that in
22 the preceding period we found that black workers' share of
23 the labor force and share of manufacturing employment sort of
24 move together. But after that point, as these jobs were
25 being lost, you know, related to trade policy, we found that

1 the share of manufacturing employment for Black workers was
2 declining even though their share of the labor force was
3 continuing to rise.

4 So, that was a major impact, and really a unique
5 impact for Black workers, particularly in a time when there
6 was some shift of manufacturing employment -- automakers in
7 particular; that is probably the sector with the largest
8 share of Black employment in the manufacturing industry -- a
9 lot of those were moving south -- the region of the country
10 that has the majority of the Black population.

11 But the share of manufacturing employment for a
12 Black person was not increasing at that time. So, that
13 suggests that another issue that comes to play has to do with
14 the location of factories and places of employment and
15 whether or not workers have adequate access to those places.

16 Another point that I'd like to make in terms of the
17 role of trade policy and its impact on manufacturing
18 employment is another sort of piece of the regional story.
19 When we look back at wage gaps -- let's say in the 1970s
20 through the early 1980s -- the Midwestern region of this
21 country where there as a lot of manufacturing employment,
22 also highly unionized at that time, had the smallest racial
23 wage disparities in that period of that time when we look at
24 different regions of the country.

25 Over that period as a lot of those jobs left, we

1 started to see those wage gaps widen in the Midwest to where
2 they looked a lot more similar to gaps that we see in the
3 South, historically, that are typically the largest wage gaps
4 in the country.

5 So again, all of this is connected with region of
6 the country where manufacturing employment is located, the
7 role that unions play in creating good-paying jobs with good
8 benefits, as several of the panelists have already spoken
9 about here.

10 The last point I want to make has to do with what
11 others have also referenced and the impact of jobs in that
12 sector in particular for people who don't have a four-year
13 college degree. Again, historically, those steps have been a
14 good pathway to a middle class standard of living for people
15 who do not have college degrees.

16 The 5 million manufacturing jobs that were lost
17 were replaced by other jobs, and a lot of those were
18 predominately in low-wage service sector employment. So,
19 people were able to find other jobs, potentially, but the
20 quality of those jobs was a lot different than what was
21 available before.

22 And in particular, the lowest-wage workers in
23 manufacturing typically make about two-and-a-half times more
24 than their counterparts who are working in other industries.
25 So, trade policy plays a major role in impacting the racial

1 disparities that we observe in the economy, especially with
2 regards to employment and wages.

3 MR. BISHOP: You're on mute, Mr. Chair.

4 CHAIR KEARNS: Thank you, Ms. Wilson, that's very
5 helpful, and we'll certainly be considering your study as we
6 put together ours. But I'm not sure if I understand your
7 first point because I think what I hear you say is it's not
8 that black workers are disproportionately in the
9 manufacturing sector and the manufacturing sector is
10 disproportionately harmed by trade, it's not a regional
11 thing.

12 I didn't think you were saying -- because you were
13 saying a lot of those auto jobs moved from upper Midwest to
14 the South, but there's black workers in both areas. Is it
15 more this thing about, you know, black workers in
16 manufacturing are more likely to get hit harder when there is
17 an impact because last-in first-out, so they're just more
18 vulnerable in there? So, all else even being equal, they're
19 more likely to be harmed by trade I guess is what you're
20 saying?

21 DR. WILSON: Yeah. So, the point that I was
22 making, in particular when we were looking at wage outcomes
23 in the Midwest that did have a strong manufacturing sector --
24 autos in particular -- we found that the measured disparities
25 there were much narrower before a lot of those jobs went

1 away.

2 So, the loss of those jobs, while it impacts, you
3 know, the entire economy, entire community there, the burden
4 or impact of that was much more profound for black workers
5 because it widened the wage disparities than, you know,
6 compared to what was previously measured.

7 CHAIR KEARNS: I see. Okay, great. Thank you very
8 much. I should mention first, too, as I said at the
9 beginning that in order to participate in the roundtable
10 other than just observe, you know, we need you to have
11 registered for this event. And so, if you haven't done that,
12 if you can just send any comments you have and maybe register
13 for a future event, send any comments or any requests to
14 register to us at de@usitc.gov, just a reminder about that.

15 We're coming up to break time, but I know, Mr.
16 Williamson, you have your hand up -- Commissioner Williamson?

17 MR. WILLIAMSON: Thank you. I could go after
18 break, if you want to take a break. I, sort of, was, like,
19 wanting to be first in line in the second round.

20 CHAIR KEARNS: Go ahead and speak. I think going a
21 little bit later will get us closer to the middle of this, so
22 go ahead.

23 MR. WILLIAMSON: Okay, thank you. I wanted to --
24 first off, I should say, I assume the Commission is going to
25 of course take into account the larger impacts of

1 infrastructure, our educational system, and the quality of
2 that in terms of the competitiveness of workers -- you know,
3 those fundamentals that we're always talk about how important
4 they are.

5 But I also want to then turn to the question of, if
6 you look at different communities, the nature of the trade
7 flows in those areas does have something to do with the jobs
8 in the area and making sure there are policies to address the
9 potential jobs.

10 What I'm getting at is I spent nine years at the
11 Port Authority of New York-New Jersey. If you look at the
12 trade flows to the New York customs district, it was, of
13 course, three-fourths imports; that was just the nature of
14 the trade there.

15 And the Port Authority of New York-New Jersey has
16 done studies for years on the impact of the jobs created by
17 the trade flows through the ports and the airports and also
18 the foreign investment that comes in there.

19 I mention that because we have to think about the
20 imports do create a lot of jobs. They do create a lot of,
21 you know, logistics jobs, they create a lot of business
22 services jobs, a lot of legal jobs, things like that.

23 And so, if we're thinking about the impact of trade
24 on minorities, we want to make sure that there are programs
25 that help, you know, black workers and other minorities who

1 are living in the particular district get the jobs that are
2 in that district.

3 And so, I want the Commission to think about --
4 again, this is what I call part of the infrastructure of
5 helping people compete in the global economy. And so, if you
6 look at the New York area, there are a tremendous amount of
7 business services, healthcare -- high-quality healthcare jobs
8 -- educational institutions, and those all generate a
9 tremendous amount of services exports. And so, we do want to
10 make sure that everybody there is getting their fair share of
11 those jobs.

12 Speaking about the colleges, I mentioned the
13 Fashion Institute of Technology has a wonderful program on
14 international trade and marketing for the fashion industry,
15 and the fashion industry, of course, is huge there. And so,
16 having those programs that train people to participate in
17 that industry is very important.

18 Our Baruch College, I guess they just got rated
19 number one in the world for increasing social mobility. So,
20 I think it's important that the Commission point to the need
21 to continue to invest in these institutions that are
22 preparing people to compete in the global economy, and I
23 wanted to mention that.

24 So, again, as manufacturing jobs are important, but
25 service sector jobs are important too. And so, I just want

1 to make sure that there's adequate attention focused on how
2 we can do a better job of making sure that people are getting
3 their fair share of those good service sector jobs.

4 And again, since a lot of those are small- to
5 medium-sized enterprises, who owns those firms, how
6 adequately supported are they in terms of having the
7 resources to grow their businesses, is important.

8 I'd also call-out, the Commission did a study in --
9 Kate Mitton (phonetic) -- the call was, I think with the main
10 author on that -- a study on, you know, intellectual property
11 and the job creation associated with that. And they sort of
12 pointed out that immigrants and minority firms who are
13 engaged in international trade in terms of exporting
14 intellectual property were going to do much better than firms
15 who were not doing that.

16 And so, I think some of the Commission's previous
17 research becomes relevant here in terms of thinking about how
18 are we going to make sure the benefits of trade are more
19 equitably distributed in the country. Thank you.

20 CHAIR KEARNS: Thank you, and your point about
21 regional impacts kind of reminds me of Dr. Wilson was saying
22 about that and what we've heard from other witnesses at other
23 roundtables. I think that's something we're very focused on
24 and I think is in our request letter of understanding how
25 different communities, in terms of geographic communities,

1 are impacted by trade. So, thank you.

2 I know we've got two more hands up. Maybe we'll
3 try to get to you both now before we break. Dr. Flores?

4 DR. FLORES: Yeah, thank you. I just wanted to
5 comment on what I think is almost just inevitable, to
6 continue moving in the direction of increased globalization
7 of commerce in manufacturing. And the whole range of things
8 that go with, even in service jobs, that are possible to be
9 done remotely.

10 All of those things are going to move in that
11 direction, simply because it's in the nature of the
12 self-interest of companies that want to optimize their bottom
13 line. So, if it's cheaper for them to manufacture in other
14 countries where labor is a lot cheaper and less regulated,
15 the industry, they'll go there.

16 And there are many other areas of economy that are
17 moving in the same direction. Let me, for example, share --
18 we all know this, but oftentimes you call about a problem
19 that you have, technical problem with your T.V. or whatever,
20 and you end up talking with someone in India, okay, or you
21 have other type of issue of customer service, maybe you're
22 talking to someone in the Philippines, okay?

23 And now even the accounting profession, for
24 example, they are farming out a lot of the accounting work to
25 a lot of those places with encryption of information because

1 it's cheaper for a lot of the accounting firms to do that
2 type of work elsewhere.

3 And they certify and they double-check it, they
4 make sure that it's correct, and then they are more
5 competitive within our own market because the cost of labor
6 is so much lower for them than if they pay an accountant
7 here.

8 So, the genie is out of the bottle, basically is
9 what I'm trying to say. And what I think we really need to
10 think of is how can we arm our lower-income populations and
11 minority populations with the tools to be competitive in that
12 environment because, yes, a lot of the loss of manufacturing
13 jobs was the result of the moving of some of those industries
14 to lower-cost labor places, but a lot of it, if you look at
15 the data, in fact most of it is not that -- it's automation,
16 robotics.

17 And so how many of our people are going into
18 robotics, artificial intelligence, and the like? Very, very
19 few. And those are the higher-paying jobs now in the
20 industries is keeping those rabbits moving and improving them
21 and so forth.

22 So, it's all about making sure that we empower
23 those populations with the tools they need to be competitive
24 within the marketplace here, but also globally. And then one
25 thing that I don't think we have, at least from the

1 standpoint of Latinos capitalized on, is the fact that,
2 especially the small business owners here -- and Latinos,
3 especially the women, are among the highest creators of small
4 business in the country.

5 And why would they not connect with people who are
6 producing goods in places like Mexico, Central America, and
7 so forth, and to help those very communities to improve
8 themselves to bring those goods to the marketplace here and
9 be competitive in terms of that, but help also those
10 countries.

11 Because, guess what, if we don't bring them up in
12 Central America and all of that, they're going to keep
13 coming. And then, it's like a never-ending issue -- the
14 issue of undocumented immigration and so forth, which has a
15 bearing on all of this.

16 And so, again, I think we need to find ways of
17 being effective and responding to the inevitable, which is
18 this globalization of everything, and to really capitalize on
19 what assets we represent. More Latinos are bilingual. They
20 can communicate with people in Latin America, South America,
21 whatever.

22 Someone was talking about certification -- I think
23 it was certification, too, of small businesses as
24 minority-owned business that would have some advantage in
25 contracting with the Federal Government and other ways with

1 big contractors of the Federal Government as well, and also
2 create those relationships with countries where a lot of
3 people are of African-American descent or indigenous descent,
4 or whatever the case may be, as struggling themselves.

5 And that's why you see so many nations and other
6 Central Americans and Mexicans and whatnot at the border,
7 trying to get in. And so, I think we could really do a lot
8 more if we zero-in on the fundamentals, which is education --
9 and education not just in the formal sense, but helping
10 people who are creating small businesses and whatnot to
11 understand how they can optimize their own potential by
12 virtue of what assets they bring to the table.

13 In the case of Latinos, it's bilingual, bicultural,
14 and if we understand how the system work internationally,
15 we'd be in a better place.

16 CHAIR KEARNS: Thank you, Dr. Flores. You raised a
17 lot of interesting questions that I want to ask others to
18 respond to after our break, in particular the role of
19 automation, the role of, you know, if jobs are going to
20 countries that are less regulated in terms of labor
21 standards, maybe environmental standards, or just have lower
22 wages and then they trade with the U.S., and then immigration
23 and trade, which is a lot of questions to answer there.

24 So, I'm hoping after the break we can hear from
25 others and I can get their thoughts on those issues and

1 others. I'm going to suggest that we stop with Dr. Eddinger
2 now, and then afterwards we'll hear from Mr. Flores and maybe
3 get some folks to respond to what's been said so far,
4 including what you just said, Dr. Flores, and then maybe more
5 focused on, you know, trade impacts and also policy
6 proposals.

7 So, Dr. Eddinger, you want to have the final word
8 before the break?

9 DR. EDDINGER: Sure, standing between you and the
10 break. And let me try to see if I can set this up for the
11 beginning of the next session, which is the huge demographic
12 change that is either facing us or about a year or two down
13 the road. There's a huge what I call the "demographic cliff"
14 in that, 18 years ago, folks decided not to have babies, and
15 now we don't have enough High School graduates, right?

16 We're about a quarter down in our percentages of
17 High School graduates, which means there will be less
18 college-goers, less credential workers. This is going to be
19 a problem because the population we would turn to to backfill
20 our need for workers and to keep things vibrant would be our
21 adult population.

22 And when you look at that adult population, you are
23 facing with all of the demographical characteristics that
24 we've talked about thus far -- immigrants, first-generation,
25 second-language speakers, folks who have fallen out of the

1 workforce and is now older, folks who are in retraining.

2 I would suggest to you, folks who are in those, and
3 also foreign workers who have come with credentialing --
4 they're foreignly-trained professionals. So, we have a full
5 group of people who are very diverse who are poised to be the
6 next generation of workers for our country.

7 In order to credential and to help those groups of
8 learners to become the next generation worker, this is a much
9 different environment in teaching and learning and forming
10 that pipeline than you would native students who are
11 traditional. There are more things to hand-hold, there are
12 more insurances that we have to have to make sure that the
13 pipeline from the learning to the workplace exists and the
14 placement exists.

15 So, I think we're facing a slightly different
16 understanding of what it means to credential and also what it
17 means to incentivize our employers in order to bring these
18 populations back. It is not just a matter of I'm going to
19 give you some money and grant and go find some workers.

20 I think we need to be much more intentional and
21 specific to say these are our displaced workers, this is our
22 new-generation of workers, and you need to pay attention to
23 these four things that will make their lives successful.

24 So, I'll leave it there. I won't go on because I
25 know you all have to go on break.

1 CHAIR KEARNS: Okay, well we look forward to
2 hearing more from you after the break, but let's take a break
3 now. We'll then follow-up with Mr. Flores. Mr. Mitchell,
4 did I just see you raise your hand as well? Oh, no, okay.
5 Okay, good -- that was just a see-you-after-the-break. All
6 right, so let's return at 2:40, is that all right? Is that
7 long enough for everybody? Or maybe we'll be generous -- go
8 2:45. We'll come back at 2:45 to continue the conversation.
9 Thank you all very much.

10 (Whereupon, a brief recess was taken.)

11 MR. BISHOP: I ask you to go ahead and turn on our
12 video cams for us, if you will. We'll go ahead and get
13 started. Thanks, Mr. Chair.

14 CHAIR KEARNS: Thank you. Mr. Flores, do you want
15 get us going again?

16 MR. E. FLORES: Yes, thank you. Thank you,
17 Commissioner Kearns.

18 So, one of the things that jumped in my mind was
19 talking about this kind of -- how trade impacts workers, as
20 well as how it still can sometimes be -- not sometimes, but
21 can -- is disproportional when it comes to brown and black
22 communities. And the Department of Labor has really shown
23 through the studies, as well as the Bureau of Labor
24 Statistics, that the recovery is not prosperous for all, and
25 that is a big, big thing that I feel that shines a light on

1 how trade just makes it worse. And not saying that just bad
2 trade deals, but kind of what is that just transition? What
3 is that transition supposed to look like?

4 So, if house ownership is already a disparity, then
5 you have economic resources that get impacted when a pandemic
6 happens, when natural disasters happen, and then now you're
7 throwing trade into there, which means if a worker finds a
8 good union job, or a good paying job, that is not -- I want
9 to say that is a highroad job. To have opportunities for
10 continued education, to have opportunities for growth on the
11 social/economical ladder, but when you take that away, then
12 those resources are gone, they're depleted.

13 And as Mr. Patterson shared earlier about his
14 experience, you know, there's a lot of issues in trying to
15 transition that you also only have limited funds economically
16 yourself to try and work with.

17 So, there was a petition at the Washington State
18 Labor Council we worked on for Filson, which was a clothing
19 manufacturer, and some of the workers did not all -- were not
20 very fluent in English. Or there was also the lumber
21 industry, which has been heavily impacted. Some of them did
22 not have an eighth grade education, or reading level.

23 And, you know, things to think about is when these
24 jobs are shifted somewhere else, well, looking at trade, if
25 there's a language barrier because there is a limit, or time

1 limit in which a person can access certain benefits, or trade
2 adjustment assistance TAA benefits, well, that can impact a
3 training plan, and that really comes to the point that
4 education is not enough.

5 And that goes to what we were saying earlier about
6 anyone can do anything with the right support system. Well,
7 if education, or a TAA training plan is guaranteed
8 certification for a worker as long as they're verified, and
9 they go through all these steps, but what happens if a worker
10 only retains ten percent of all this information that has
11 taken me five years to retain, and they're expected to retain
12 it in a two-hour period, and then they might have another
13 two-hour orientation, and the only thing that is obtainable
14 is next steps, and that guessing that they are free of any
15 emotional impact of losing their job, losing their economic
16 stability, and their security.

17 So, that recent study that I referenced that was --
18 that economic study that Washington State did, they
19 identified that lack of quality jobs, and lack of
20 wealth-creation opportunities, and profound racial
21 disparities in both areas, are some of the biggest issues to
22 identify to create a thriving community for all.

23 And if policies are looking to change on limited
24 resources, and, again, it is clear that BIPOC communities
25 have even less resources, that there needs to be something

1 done that support services will bring reliable and safe
2 childcare, that will bring reliable and safe transportation
3 that will support, or give financial support such as trade
4 readjustment allowances, it's paired with a certified TAA
5 training plan because a lot of -- one of the issues that
6 people have to work through is if they're trying to get this
7 training plan to develop and be viable in the work force,
8 then it's really inherent on them proving their economic
9 stability.

10 Well, without trade readjustment allowances, which
11 is much like unemployment benefits, it makes it harder to
12 prove, it makes it harder for them to achieve that. So, then
13 they have this training plan that they're guaranteed, but
14 they don't have the support services that they need.

15 So, looking at BIPOC communities, or how that
16 impacts the workers, there needs to be a strong support that
17 will either need a worker not to the bottom rung of the
18 social/economic ladders, but the ability to sidestep, or
19 maybe if they take a step or two back, and room to keep
20 moving forward because as, I believe, it was Commissioner
21 Williamson shared, like other employers, BIPOC employers will
22 do their best to hire because there's that community bias,
23 and they recognize the struggles, and the things that -- the
24 inherent push back that does exist in the system.

25 So, if the policies are to change, or recognize

1 these things, or how do we look at how automation really
2 impacted, it's recognizing that education is not enough,
3 these policies need to not run out as TAA reversion is coming
4 to end this June, these things need to be more permanent for
5 the workers in supporting in transition, so they can either
6 go to a new job, or go to another union job.

7 And, again, I wouldn't be here if it wasn't for the
8 support and the help that I've received. Thank you.

9 CHAIR KEARNS: Thank you, Mr. Flores. Mr.
10 Mitchell, you had something to say.

11 MR. MITCHELL: Yes, I want to follow-up on Mr.
12 Flores. I think I may get a lot of disagreement on this, is
13 our school system is not designed for manufacturing, and I
14 realize that there's community colleges out there doing a
15 great job.

16 The school system they do somewhat of a good job
17 preparing a person to go to college, but when you come out of
18 high school, those manufacturing jobs are ready for you to
19 hit the floor running, and that type of education is just not
20 there at that school level in there; therefore, you have to
21 try to pick that up through an apprenticeship, or go get some
22 future training in order to do that.

23 What the manufacturers are arguing is it's too much
24 money, it's a high cost for them to train someone in order to
25 do a job in there. They want that person to come there, and

1 they're ready to do that job right there.

2 I understand that when we start talking about
3 school, and especially in the black and brown community, the
4 lack of resources throw us back even farther when we're
5 trying to get that done too. But that's just another hurdle
6 that I feel we have to get over in order to compete in the
7 manufacturing industry.

8 The part about combining jobs, I understand we have
9 to do that in order to be competitive, but how do you -- how
10 do you attack something where you're trying to deal with an
11 unfair trade agreement that deals with dumping, that deals
12 with subsidy, that deals with human rights violations, that
13 deals with knowing environmental regulations in there. None
14 of our training is going to address that issue right there.

15 I'll yield back, Mr. Chair.

16 CHAIR KEARNS: Thank you, Mr. Mitchell. Mr.
17 Patterson?

18 MR. PATTERSON: Hey, yeah. No, I just wanted to
19 piggyback off of what Mr. Flores said, and what Mr. Mitchell
20 said about policy changes, and how difficult it is to
21 transition from one thing that you may have been doing half
22 your life, or all your life, to transition to doing something
23 else.

24 I think one of the policies that should be
25 connected to a TAA program, or programs like that, should be

1 on-the-job training, not necessarily just classroom training,
2 or certificate training. And like we discussed earlier, you
3 know, the fact that someone gets a certificate, and they
4 could be placed on the bottom rung of an organization where
5 their skill sets with a little bit of on-the-job training
6 could put them in the middle where they came from.

7 Older men and woman are not going to grasp the
8 educational aspect, and, quite frankly, when you say
9 community college with college or certificate training, most
10 older Americans, especially workers of color, are going to be
11 intimidated, you know. I haven't been to school in 30 or 40
12 years. So, right away that's intimidating.

13 And, so even in the classroom setting we're
14 intimidated, and we're less ferocious in terms of gaining the
15 knowledge, and retaining all of that knowledge because when
16 you finish those programs, you have a certificate, you go in,
17 you apply for a job, and like Mr. Mitchell said, you got to
18 hit the ground running when you hit manufacturing.

19 You know, if there were incentives for
20 manufacturers to bring some of these displaced workers,
21 especially older workers, in through an on-the-job training
22 program with their certificates, and not just hitting the
23 ground running program, you know, there might be an
24 opportunity to get -- you know, some of these people have
25 perfect attendance at work, but you bring them into a

1 situation with a piece of paper that says I'm a certificate,
2 you still got to train, you got to learn. And like Mr.
3 Mitchell said, if you can't cut the mustard, you're out the
4 door.

5 So, you know, it's kind of like a revolving door,
6 and we keep going back to ground zero on-the-job training to
7 couple with some of these things, and incentives to actually
8 have companies invest in that because on-the-job training
9 does cost money, nobody wants to spend the money, but if
10 there was some provisions for on-the-job training for these
11 displaced and older workers, we might have an opportunity to
12 succeed.

13 CHAIR KEARNS: Thank you very much, Mr. Patterson.
14 That's very helpful. We haven't heard from Ms. Burris yet.
15 Welcome, Ms. Burris. Would you like to respond to that, or
16 add anything else?

17 MS. BURRIS: Thank you, yes. I'd like to respond.
18 Good afternoon everyone. My name is Michelle Burris, and I
19 work at the Century Foundation, and particularly lead our
20 industry and inclusion cohort.

21 The purpose of this cohort is to build a
22 manufacturing ecosystem with 13 community colleges, seven of
23 which identify as an Hispanic-serving institution, and one is
24 a historically black community college. Our purpose is that
25 by the end of the cohort, which will be in September of next

1 year, we will have 3,000 more adult learners of color
2 completing manufacturing credential programs. So, I
3 particularly want to expound on the statements that were
4 particularly said around education and training.

5 We have one of our cohort members particularly in
6 Baton Rouge where they provide incumbent worker training.
7 That way the students, who are predominantly black in Baton
8 Rouge, they do not have to quit their current jobs, and are
9 able to be up-skilled while they're seeking current
10 employment.

11 Doing our research at the Century Foundation we
12 found that particularly in cities, even including Chicago,
13 black workers tend to live the furthest away from
14 manufacturing plants, particularly black and Latino workers,
15 and, so it is essential that we bring jobs back to the local
16 base, and back to these communities.

17 We also know that the training is not enough, which
18 is part of why we have a cohort in our ecosystem. We have
19 community-based organizations. We try to bring in the faith
20 leaders, the K-12 educational partners. We were just able to
21 revitalize a partnership with Chicago Public Schools because
22 we know that just within our community college cohort is not
23 sustainable. We have to be able to bring in those
24 partnerships.

25 And, so when we think about, you know, the comments

1 regarding TAA, they have to strengthen the community college
2 industry partnerships, and we have to have a DEI focus
3 because without that we're going to miss out.

4 And, so we can have the training, but the jobs also
5 have to be there in the local community, and we have
6 explicitly heard from our community colleges that
7 manufacturing is not -- it's just not on this radar of black
8 students, and, so there has to be a national paradigm shift
9 to really show that manufacturing is a vibrant and thriving
10 career.

11 And I would last add that we also have to really
12 disaggregate that because it's going to mean something
13 different for black workers and Latino workers, as well as
14 particularly for black women in trade and manufacturing
15 careers.

16 We found in our research that particularly if we
17 look at the earnings for black women, they're going to be
18 much more stagnant, and much more decreased. And, so it is
19 important also that in some communities we see a complete
20 erasure of black workers in manufacturing and trade careers.
21 And, so, it also is important that we disaggregate this data
22 by race and ethnicities even among communities of color.

23 And, so, I'm looking forward to the rest of this
24 conversation, and I'll be happy to speak more on what we do
25 in our cohort.

1 CHAIR KEARNS: Thank you, Ms. Burris. Dr.
2 Eddinger?

3 DR. EDDINGER: Yes, thank you, Mr. Chair. I wanted
4 to give an example of how the TAC grants, the education
5 adjustment grants, have worked for us after the last great
6 recession. Our college, and a number of colleges that were
7 in our consortium, have three different TAC grants, and they
8 did different things.

9 There was one TAC grant that helped us with
10 infrastructure building, so that we were able to establish a
11 number of entry level ally health programs that are sitting
12 in the City of Chelsea, which is at least 50 percent
13 Spanish-speaking, if not more now. And it allowed for sort
14 of an entry level hand-hold into a sector, an industry sector
15 that allows for advancement, and greater pay, and
16 particularly important for women.

17 So, the TAC grant was really good for that, and
18 we're still running those programs eight, ten years later.
19 And a portion of the other TAC grants were used for tuition
20 and fees, and wraparound services that were particularly
21 important for the not what are called post-traditional
22 students who are intimidated, right, by this idea of college.
23 Sometimes we don't use the word college, we use
24 post-secondary training because it's not necessarily a whole
25 certificate they need; they may need a small set of classes

1 to get them to the next step. So, we're very, very aware of
2 that.

3 In the process over the last decade of serving our
4 communities of color, and our low income communities, and
5 first generation students, we realize that it's just not a
6 matter of access, it's not a matter of getting them into the
7 company, or getting them into the door, it is the ability to
8 maintain a culture of not just acceptance, but valuing the
9 culture well these students are bringing to us. Rather,
10 they're adults with life experiences, or the community wealth
11 that are in these diverse -- that touches diverse cultures.

12 I have seen many examples of having wonderful folks
13 coming into the door who are diverse into companies that
14 cannot maintain a welcoming enough environment, so they
15 leave. The leakage of that talent is defeatist, right.

16 So, even as we have policies that opens up the
17 door, and lays out training, and infrastructure, and all of
18 those things, if we don't pay attention on how we have to
19 transform the cultures of companies in order for workers of
20 color, workers of different backgrounds to be able to climb
21 the ladder into middle management, into senior management,
22 nothing we do is going to be sustainable in terms of race and
23 ethnicity, and all the different diversities that we have.

24 So, you know, that's not often talked about because
25 it is in some places the third rail, and in some places folks

1 really believe good practices in business is good practice in
2 business, and this is a new conversation that's not always in
3 the environment, but, I think, it makes a huge amount of
4 difference, and that can be incentivized, you know, in a
5 number of ways. So, thank you, Mr. Chair.

6 CHAIR KEARNS: Thank you, Dr. Eddinger. Let me say
7 first that I think we're going to try to go until 3:30.
8 We'll go longer if some folks can stay on, but we'll kind of
9 shoot for at least 3:30. I want to make sure other
10 Commissioners have a chance to speak, so I'll probably go no
11 more than ten more minutes before giving them a chance to
12 speak as well, maybe even a little bit less.

13 But, let's see, I think Mr. Flores had his hand up
14 next, and then Commissioner Williamson.

15 MR. E. FLORES: Thank you, sir. I wanted to say
16 thank you to Mr. Mitchell and Mr. Patterson about calling out
17 registered apprenticeships, and, excuse me, but I also want
18 to clarify when I'm talking education, I am talking
19 registered apprenticeships, I'm talking about training that
20 community-based organizations have, and, in addition,
21 post-secondary, or colleges.

22 But from my understanding with trade adjustments
23 there is an OJT factor for that training benefit, but it's
24 kind of a weird, and not easily, or in my feelings, not an
25 easily accessible thing. If someone is trying to utilize it,

1 it's a good tactic that they can offer to an employer to help
2 incentivize them being hired.

3 You know, it is also -- the other thing that trade
4 adjustment assistance doesn't connect you is to registered
5 apprenticeships. And, again, I want to say thank you to Mr.
6 Mitchell and Mr. Patterson for really bringing that up
7 because my original education is from a registered
8 apprenticeship. And, you know, by connecting, or finding a
9 way to connect, or have a smoother path for support for
10 someone to attend a registered apprenticeship, that opens a
11 lot of doors, and that was my first connection to
12 post-secondary education. I did not -- I was put off by
13 college because I did not think it was a place for me. Time
14 has changed for me, and I've had different supports.

15 And, so, when looking at the policies and things
16 that could change, the health coverage tax credit that covers
17 72.5 percent of a person's healthcare premium, that went
18 away, that's no longer offered.

19 So, then if someone is trying to do either a
20 registered apprenticeship, or if they're trying to accomplish
21 some kind of training, work force training that's going to
22 help get them, or find that next best step for the household,
23 that can really complicate their financial situation of what
24 they're looking at, what resources they have for not just
25 them, but their entire household.

1 And Cobra, from experience, Cobra is expensive to
2 work through. You know, when I had it as an option, I hoped
3 for the best, and just realized I couldn't afford it, but
4 with support systems, and with the support systems there,
5 it's really important that they're lasting longer, or they're
6 not being reduced, and right now with that TAA 2021
7 reversion, windows and things have been reduced.

8 I also want to thank Dr. Eddinger, or Pam, for her
9 calling out for the inclusion for -- like it's really hard
10 stepping into a space, or to a room, and, you know, not -- if
11 you're not greeted, not recognized, or it has been
12 intimidating for me personally walking into a space that is
13 very dominated by -- I did not look like the rest of the
14 room.

15 So, trying to step into a college space, or step
16 into something else, it can be very discomfoting, but,
17 again, with the right support systems we can do just about
18 anything. Thank you.

19 CHAIR KEARNS: Thank you, Mr. Flores. Commissioner
20 Williamson?

21 MR. BISHOP: You're on mute, Irv.

22 MR. WILLIAMSON: Okay. Thank you. Sorry.

23 MR. BISHOP: You're back.

24 MR. WILLIAMSON: I want to touch on several things.
25 First regarding the role of the Commission in -- just a

1 second -- in its own investigations of like under Section 201
2 of the importance of addressing what's going to make an
3 industry effective.

4 I think in particular it's solar panels where we
5 pointed out that, one, it was recommended tariffs, but we
6 also said that the Administration needed to do some things to
7 support the industry, and, of course, they didn't do that;
8 they just put tariffs on.

9 And I'm hoping now that the Commission after this
10 investigation is going to be in even a much better position
11 in addressing -- proposing remedies in 201 to think about
12 what impacts this would have on social -- on workers from
13 under-served (phonetic) racial groups in the United States,
14 and that it can even have more sophisticated recommendations
15 in how we move forward.

16 So that's just -- I just put that marker out there.
17 You know, I have some new tools, and you really need to use
18 them going forward.

19 CHAIR KEARNS: Thank you, Commissioner.

20 MR. WILLIAMSON: The second thing is thinking about
21 the -- and I know you were just out in Fresno, so you
22 probably may have had more -- heard more about black farmers,
23 was thinking about typically black farmers in the East who
24 are actually going to be in -- more likely to be in maybe
25 more specialized crops, and not large -- a lot of our

1 agricultural support programs are large commodity programs,
2 and if you have black farmers who are going to be maybe small
3 to medium size farmers in more specialty crops, those
4 programs really don't benefit them.

5 And yet we think about -- we talk about food
6 deserts, the need to, you know, provide better nutrition in
7 the inner city, and black farmers could do that, but if we
8 don't have programs to support them, and provide those kind
9 of services, I call that into -- I call your attention to the
10 need to think about how our export, or even our domestic
11 support programs, are affecting different groups.

12 Following Ms. Wilson's comments, and also Ms.
13 Eddinger's talking about the culture of companies, and Ms.
14 Wilson was talking about how you had companies in the North
15 that had a number of black workers, and you went South the
16 companies still might have a number of black workers.

17 The difference is the companies in the South are
18 going to be not unionized, and, therefore, you raise the
19 question about how are those -- what are the prospects of the
20 workers who are, you know, a unionized factory that are jobs
21 -- families are better able to build wealth as those who may
22 be in a non-unionized factory in the South, and not going to
23 be able to build wealth.

24 And I particularly I think about one of the factory
25 tours we took, and also this gets to the question of culture

1 of companies and investment, and you had several questions
2 here about foreign investment, and, I think, it does depend
3 somewhat on the culture of the company, and where it does the
4 foreign investment.

5 I know we had one factory tour several years ago, a
6 brand new spanking new factory, lots of black workers on the
7 floor. We went up to the manager's office where we met, nary
8 a one. It was a totally non-diverse environment. And, so
9 when you think about attracting foreign investment, how are
10 we going to make sure that they have a culture that's going
11 to benefit all of our people.

12 And, so, I do recall one of the most significant
13 things I heard in 12 years of commissioning hearings was the
14 Mayor of East San Francisco, California who said he worried
15 as much about the lack of worker rights protection in the
16 South, and how that affects his workers, as he worried about
17 worker rights protection in Asia, and I've never forgotten
18 that statement. And when we start talking about foreign
19 investment, and as far as building factories in the South, I
20 think very much about that. So, thank you.

21 CHAIR KEARNS: Okay. Thank you, Commissioner
22 Williamson. That would be interesting to look at how foreign
23 invested firms in the U.S. compare to other firms in terms of
24 racial equity. Thank you.

25 So, I'm about to run out of time. I don't know if

1 anyone -- we've talked a lot, I think, about community
2 college programs, training, and the importance of that. I
3 don't know if anyone else has anything they want to add
4 either on how -- the impact of trade on racial minorities, or
5 ethnicities, or if anyone has any other ideas on policy
6 proposals.

7 I do know, and I have to point out, that somebody
8 had mentioned earlier, I guess it was -- I'm forgetting who
9 it was now, I'm sorry, but the idea -- I think it was Dr.
10 Flores, the idea that, you know, in some situations there's
11 kind of regulatory issues where, you know, it's more costly
12 to produce in the United States than it is to produce in
13 other countries either because wages are lower, or because of
14 less of a regulatory burden.

15 I don't know if there's a proposal that comes out
16 of that in terms of what should be in trade agreements, but
17 that's, you know, one question. But, just more in general,
18 if you all have any ideas, any further comments on how trade
19 impacts the groups you've been talking about, or on policy
20 proposals, before I ask other Commissioners if they have any
21 questions. Mr. Flores?

22 MR. E. FLORES: There's a couple of things that can
23 impact a petition to be done in a reasonable amount of time,
24 and such as the ITC determinations that have come down that
25 identify sometimes companies do aid in the process of TAA

1 petition.

2 Unfortunately, it is because we're in reversion it
3 used to bring -- prior to reversion it used to bring an
4 automatic certification, but it also did impact if workers --
5 if there was a language barrier, if they were in a digital
6 desert where there was no broadband for them to access the
7 information digitally.

8 The other thing is depending on the researches that
9 they had, workers are getting most of everything from a
10 phone. BIPOC communities are doing register to price your
11 programs, or colleges, on their phone.

12 So, I mean, the resources -- it's hard to say that
13 in a year's time does that really fit? Not always.
14 Sometimes it falls out of that, but it is something that we
15 can still point to.

16 In addition, the ITC right now, again, I want to
17 emphasize in reversion does not bring an automatic
18 certification, and if the ITC Commission is still operating,
19 then there should be some kind of cemented, or memorialized
20 policy that does not make that go away.

21 If there are trade deals that are happening, then
22 TAA benefits for workers should be cemented that do not cause
23 those benefits to go away where they have to go through what
24 it's going through right now, and it's coming pretty close to
25 the end of TAA having to sunset.

1 Health coverage, tax credits, should be something
2 that is partnered into the TAA benefits, and not two separate
3 things.

4 In addition, trade readjustment allowances should
5 not be a separate thing with a short time window. Now in
6 reversion they have an even shorter time window. Again, I
7 want to emphasize that workers -- it's a lot of information
8 to retain in a two-hour period. Most people retain it at
9 first blush, probably ten percent, and I'm guessing.

10 So, we can maybe move away from these time windows
11 of economic support they have to jump through, but if a TAA
12 training plan is approved, then it should be partnered with
13 support systems that will help with travel, that will help
14 with, excuse me, wage support, wage supplement replacement
15 support. In addition, maybe if healthcare is needed, or
16 childcare. Like all those things are being partnered
17 together, and lasting.

18 The other thing is with the changes in policies,
19 they -- excuse me, I lost my thought there. I guess that
20 will be all that I have to say. Thank you, sir.

21 CHAIR KEARNS: That's okay, we can always come
22 back. Mr. Mitchell and then Dr. Biu, please.

23 MR. MITCHELL: As was mentioned earlier, we are in
24 a global economy, and it's difficult to put together a good
25 trade agreement that's going to benefit all. One of the

1 things that I could look at is we're always going to be
2 chasing the bottom person as long as we're pitting
3 worker-against-worker around the world.

4 And my thoughts is, if there's a global economy,
5 then maybe we need think about a global organization for a
6 labor union so we're not competing for the lowest-paying job
7 in the world, and otherwise, we're going to have a hard
8 battle to go.

9 CHAIR KEARNS: Thank you very much, Mr. Mitchell.
10 Thank you. Dr. Biu?

11 DR. BIU: Yeah, I just want to add to what's been
12 discussed earlier. Certainly we do need to look at more
13 training and educational opportunities, but we know they're
14 not enough. We need to address that even when folks are
15 equally trained-up and educated and have the exact same
16 credentials, we still see disparities that exist for various
17 groups, including black workers, which suggests
18 discrimination.

19 For example, my colleagues have done some research
20 on apprenticeships and CTE training and seeing lower wages
21 within non-service and service apprenticeships, for example,
22 or even CTE programs and despite having equivalent levels of
23 education, seeing Black workers being paid less coming out of
24 those programs.

25 And I would also add that we need to address making

1 all jobs tenable so if manufacturing is going down and people
2 are ending up in service, which pays less, how do we make
3 this a more supportive job, even if it's not manufacturing?

4 I believe it was Michelle Burns who talked about
5 the fact that even if people are prepared and trained up to
6 compete in the global economy, there has to be a job for them
7 to enter into and one that pays a supportive wage and has
8 supportive benefits. So, that's what I would add.

9 CHAIR KEARNS: Thank you, Dr. Biu. I'll turn it
10 over to other Commissioners. I don't know if anyone has any
11 questions they would like to ask? I have more I can always
12 come up with, but Vice Chair Stayin, you've got your hand up?

13 VICE CHAIR STAYIN: Yes, I appreciate all of your
14 comments and your suggestions today, your well thought-out
15 presentations, and we've talked a lot about losing jobs, jobs
16 going overseas, where a manufacturer or other kind of a
17 business closes down its shop and moves overseas and leaves
18 all those workers -- trained, capable workers.

19 And my question is to what extent have your State
20 Government have programs where they try to incentivize
21 foreign companies to come to the U.S. and to produce
22 products?

23 I know it has happened successfully in some states,
24 and I would really like -- not know because we're running out
25 of time -- but please submit anything you can in writing as

1 suggestions of where there's been success in bringing a
2 foreign company to the U.S. to create jobs and produce here.

3 So, I look forward to that, and thank you all,
4 again. You're really right on. What you're saying is what
5 we're dealing with, and we at the Commission, one of our
6 major responsibilities to deal with, unfairly traded imports,
7 imports that have been subsidized by another country and then
8 sold in this market.

9 We don't subsidize our production, and so they come
10 in at values that are below ours, and they're unfairly
11 traded. Of course, you see others just dumping it in the
12 U.S. market at such low prices. All of these things, dumped,
13 subsidized, they destroy U.S. industries, U.S. producers, and
14 create job losses.

15 We at the Commission, this is our job to stop the
16 imports of subsidized and dumped products. So, I think you
17 all may know this, and I might be telling you something you
18 already know, but it's always very important to us in letting
19 you know that we are there for you in dealing with those
20 particular issues. Thank you very much.

21 CHAIR KEARNS: Thank you, Vice Chair Stayin.
22 Commissioner Karpel?

23 COMMISSIONER KARPEL: Yeah, thank you. This has
24 been a really rich discussion. I'm so glad all of you have
25 been willing to share your research, your experiences. It's

1 been a really excellent conversation. I did have a question
2 for Dr. Wilson, if she's still available, but if not, others
3 might be able to speak to this too.

4 And I was interested in what she had noted about
5 wage gaps between white and minority workers growing as the
6 availabilities of jobs decline. And I just wanted to
7 understand the reason or what she thought the reason was for
8 that or what the study that she has been working on has
9 shown.

10 Is that discrimination among employers, sort of,
11 intensifies as the availability of jobs goes down, or are
12 there other additional factors at play, like maybe access to
13 resources and disparities with access to resources also
14 intensifies as jobs decline in an area or as a result of
15 whatever economic shock, you know, contributed to those
16 decline in jobs?

17 Maybe she wasn't able to stay, as we've gone over
18 our time, but if anyone else would like to speak to that, I'd
19 welcome that. If not, we can stop there.

20 MR. BISHOP: Dr. Wilson did have to leave us for
21 another meeting, Commissioner, so if others would like to
22 chime in, that would be awesome.

23 CHAIR KEARNS: I thought I saw Dr. Biu's hand go up
24 there.

25 COMMISSIONER KARPEL: Thanks. Dr. Biu?

1 DR. BIU: Sure. Not speaking necessarily to
2 manufacturing specifically, but there's research on the
3 impact of business cycles and the widening black-white wage
4 gaps. I think that probably the competition, as you
5 suggested, plays a role in that.

6 I've done some research on that with
7 professional-class and working-class workers I can share
8 after this, if that's helpful, and the widening black-white
9 wage gap.

10 COMMISSIONER KARPEL: Yes, thank you. Mr.
11 Salmeron?

12 MR. SALMERON: Thank you for the opportunity,
13 everyone, and I would like to add that I would like to expand
14 to El Salvador. My parents are originally from there; they
15 fled the war.

16 And so, in a way, it has, how do I say, a bad -- it
17 has been, like, tainted in a way, and I would like to see if
18 we could revisit Central America as far as the policy, and
19 maybe we could, you know, create a program or businesses that
20 would also like to expand in, you know, Central America, El
21 Salvador and whatnot. I just wanted to throw that out there.

22 COMMISSIONER KARPEL: So, you're talking more on
23 the export side, or opportunities that could be created by
24 greater trade with Central America and more support or
25 resources for businesses being able to take advantage of

1 that?

2 MR. SALMERON: Yes, ma'am.

3 COMMISSIONER KARPEL: Okay, thank you.

4 CHAIR KEARNS: Dr. Eddinger, did you want to
5 respond to that question too?

6 COMMISSIONER KARPEL: Sorry, I didn't see you, Ms.
7 Eddinger.

8 DR. EDDINGER: This is a point of information
9 because the idea of registered apprenticeships in
10 manufacturing have been on our mind so much. The U.S.
11 Department of Labor, its Office of Apprenticeship is carrying
12 on -- well, actually there's an advisory committee on
13 apprenticeship that has been revived by President Biden, and
14 it's doing its work right now.

15 And the preliminary report coming out of the
16 advisory committee is going to be available mid-April and
17 then a final report a year-and-a-half from now. And part of
18 its work is to look at the diversification and the EI issues
19 within apprenticeships and to modernize those apprenticeships
20 to move it across professional fields beyond the traditional
21 trades.

22 So, that might be an area of interest for this
23 particular body to look to because there will be policy
24 recommendations coming out of the advisory study. So, just a
25 point of information.

1 COMMISSIONER KARPEL: Thank you very much.

2 CHAIR KEARNS: Commissioner Johanson?

3 COMMISSIONER JOHANSON: Yes, I'd like to thank all
4 of you for being here today, and in particular it's good to
5 see Irving Williamson again -- good to see you, Irving. I'd
6 like to address a question specifically to the community
7 college representatives, but any participant is welcome to
8 answer.

9 My question is, what are community colleges doing
10 to prepare students for careers that specifically relate to
11 international trade?

12 I'm asking this question as two participants in the
13 Commission roundtable of last week were based in Miami, and
14 they stated that companies in South Florida involved in trade
15 were having a difficult time finding employees. One of the
16 participants was with a customs brokerage firm. Would any of
17 you like to respond to this?

18 DR. EDDINGER: So, I'm looking -- there you go,
19 Chris.

20 MR. LEWIS: Okay, I'll just start off. We do have
21 one of our more popular sectors in career education is
22 business and entrepreneurship, and some of our students
23 definitely train to enter international trade sectors. I
24 wouldn't say that's the main focus of our business programs,
25 but we definitely pay attention to those opportunities for

1 students.

2 And I know there's even actually one of the
3 regional joint ventures in our area focuses on, you know,
4 business opportunities in international trade. My college
5 isn't that closely involved with that, but we definitely have
6 an awareness, and colleges in the area -- different colleges
7 have different focuses, and some of them are more focused on
8 international trade.

9 DR. EDDINGER: Right. So, I'm going to try to
10 break this down a little bit. We have a relatively large
11 international student population. We've got about 600
12 students from 101 countries with 75 languages.

13 So, we have the presence of students coming from
14 abroad and studying with us and going back to their country
15 and carrying that knowledge of the American system. We also
16 do a great deal of work on the first two years of a four-year
17 education, laddering into U-Mass Boston, which is our system
18 university, and they have international business and
19 international relations.

20 And I believe they're working on international
21 supply chain logistics, as part of their work. So, we send
22 students, and we transfer them. Other than training students
23 in fields to understand IT in a global context and those
24 types of training, we don't have, like, an undergraduate
25 associate degree on international trade.

1 Our work does not get advanced enough to be
2 helpful, so we make sure that we do transfer students to the
3 four-year colleges. Other than that, you know, we try to
4 train, actually, foreignly-trained professionals who have now
5 entered the United States and looking for a career so they
6 can help their communities to support those businesses that
7 are involved.

8 We had contacts actually the week before last with
9 the German consulate that is in the greater Boston area, and
10 they're interested in apprenticeships, using our students and
11 students from the community colleges. So, I think
12 apprenticeships is one way to support international companies
13 who are doing business in the United States. So, I don't
14 know if that helps.

15 COMMISSIONER JOHANSON: It does, thank you. Mr.
16 Williamson, Irving? You are on mute.

17 MR. BISHOP: You're on mute, Irv.

18 MR. WILLIAMSON: Thank you, Commissioner Johanson.
19 I had mentioned it earlier, and while these community
20 colleges are not four-year colleges, I think they do give an
21 example of how, in a particular region, there are schools
22 that are focused on trade jobs in that region.

23 You know, I'm particularly thinking of the Fashion
24 Institute of Technology and their International Trade and
25 Marketing for the fashion industry program, which I think has

1 received awards. Then, Baruch College I had mentioned, which
2 has a large business and international business program.

3 And given those companies are located in New York,
4 I think these types of programs are very much suited to
5 helping students get involved in international trade. Thank
6 you.

7 COMMISSIONER JOHANSON: All right, thank you for
8 your responses. I appreciate them.

9 CHAIR KEARNS: If Commissioners don't have any more
10 questions, I had one more. And Mr. Mitchell, I think you may
11 have answered this question for me before -- I'm trying to
12 remember if it was you or one of our other participants.

13 And I know Mr. Patterson is with us as well, and
14 maybe he can answer. I'm thinking of, you know, those who
15 have worked on factory floors, and I'm curious, you know, one
16 of the things we're trying to understand is the extent to
17 which workers are impacted by trade versus other things like
18 technology, automation, that sort of thing.

19 So, I'm curious, you know, if, from your
20 perspective, when you all may have been seeking, you know,
21 higher wages or, you know, other forms of negotiations with
22 management, what do you hear? Do you hear that wages are
23 already too high and if they get any higher we'll have to
24 automate, we'll have to get more robots?

25 Do you hear that if wages go any higher we'll have

1 to look for workers overseas? Or can you tell us anything
2 more about, you know, how you've seen it kind of on the shop
3 floor how trade and other factors have impacted working
4 conditions in the U.S.?

5 MR. PATTERSON: Was that directed at me?

6 CHAIR KEARNS: Yes, please, if you would. You, Mr.
7 Mitchell, or anyone else who can speak to it.

8 MR. PATTERSON: Well, yeah, I'd just like to say,
9 typically in our plants and the steelworkers, we didn't hear
10 so much about, you know, I mean, we're going to have to get
11 more robots or, you know, I'm going to have to resort to
12 automation. They just, kind of, slowly just infused a little
13 bit of automation into our processes.

14 But what we hear more about is product quality and
15 speed and production. Those are the things that they say,
16 you know, that we're losing our footing because foreign
17 entities are cheaper and they work harder, they work longer,
18 you know, but not necessarily the robotics end of it. It's
19 usually about, you know what I mean, the competitiveness of
20 production.

21 CHAIR KEARNS: That's really helpful, and it makes
22 me think -- and I see Dr. Bui nodding, and this is something
23 that we've talked about the Commission. My understanding of
24 the literature here is that, you know, I think in the past
25 there was more of a hypothesis that automation was costing

1 jobs whereas now I think there might be more thinking that,
2 actually automation doesn't cost jobs -- and we heard that
3 recently at one of the other roundtables, that it may be
4 creating jobs or at least keeping jobs neutral but maybe it
5 has more of an impact on wages.

6 Do you, Dr. Biu, or does anyone else on this panel
7 have anything that can speak to that? Do we know kind of how
8 automation is impacting workers in the U.S.? I know that's
9 not exactly your specialty, but.

10 DR. BIU: Yeah, definitely seen the debate about it
11 could go either way, where the automation substitutes for
12 workers, or it's a complement; it creates another opportunity
13 for a new role, like the ATM machine now creating
14 opportunities for financial advisors to work one-on-one with
15 people.

16 One thing I would add is it's not entirely clear
17 which occupations really could be at risk of automation, or
18 even if they are, I think different people tried to estimate
19 that, but I don't think there's necessarily consensus on how
20 much automation might impact employment.

21 CHAIR KEARNS: Okay, thank you. Commissioner
22 Williamson?

23 MR. WILLIAMSON: I'm just recalling what Mr. Sprigs
24 said at the last hearing where he talked about, in the '60s,
25 maybe early '70s, there was a lot of technological change,

1 but the workers' salaries did not go down, and with the
2 weekly influence (phonetic) in the '80s you had a
3 technological change, but I think employment (phonetic) also
4 went down.

5 CHAIR KEARNS: You mentioned that when we were
6 talking about this with my aide this morning, that came up
7 again too, so I think that's something we'll want to point
8 to. Thank you. Mr. Flores?

9 MR. E. FLORES: You know, how this impacts with the
10 global economy and these jobs are shifting, we're looking at,
11 you know, what is being incentivized to bring more
12 entrepreneurship with trade or bringing businesses in, it's
13 accessibility to training.

14 You know, even though there are these jobs that are
15 created due to automation, who's going to get that training?
16 Is there a clear pathway or something that's going to lead a
17 person to training or make a person feel inclusive enough
18 that they're going to reach out and receive the assistance
19 that they need to access that training?

20 Some people have the economic stability. Again, as
21 we've been talking about, not everyone has that economic
22 stability, and BIPOC communities are heavily impacted.
23 Speaking from my own experience in construction, even
24 imports, manufacturing is impacted, so is in construction, so
25 is in one of our biggest employers in Washington, so is

1 Boeing.

2 Even though they bring in these things that are
3 manufactured outside of the States, as an electrician, we
4 would still have to pull it apart, fix something that was
5 messed up, and then put it back together, and it would've
6 saved more time or brought more money for other electricians
7 or myself to stimulate my local economy.

8 But also, in addition, it was just the training.
9 If I didn't have the training or continuing education that
10 was offered to me as an electrician or required of me as my
11 State Certificate would go, it probably would have never
12 happened. It would've been something that fell into someone
13 else's lap or someone else's opportunity who had those
14 resources.

15 CHAIR KEARNS: Okay, thank you. Mr. Salmeron?

16 MR. SALMERON: Yes, sir. So, automation will
17 impact us in a positive way. I just would like to see, like
18 you said, training. You know, I'm in two industries at the
19 moment. I'm in supply chain, also security, and the robots
20 are coming, and we're going to welcome them.

21 I would like to see some type of training, some
22 type of introduction and a pathway to an opportunity to be
23 able to service them or code them. Just like we have sexual
24 harassment trainings all the time, I would like to see some
25 type of training for what's to come, maybe some type of

1 transparency, like, hey, you know, the robots are coming,
2 let's get you situated and, you know, get you prepared for
3 the future.

4 CHAIR KEARNS: Okay, thank you. Commissioner
5 Williamson?

6 MR. WILLIAMSON: I just want to go back to a
7 question Commissioner Karpel had, even though Ms. Wilson's
8 not here. But I think one factor may be, you know, when you
9 have the downturn the wage gap with black workers grows could
10 be that they're the last to be hired, they're going to be the
11 first to let go, and that would contribute to this phenomena.
12 And so, that may be a partial explanation that she would have
13 provided.

14 COMMISSIONER KARPEL: Yeah, and I was trying to get
15 at, sort of, maybe what's driving that. Is that the
16 discrimination at the employer level, or are there additional
17 things that are maybe reinforcing that, or are there access
18 to resource issues that are also, sort of, contributing to
19 that and that access to resource issue gets tougher as you
20 also have that downturn. Yeah, but I appreciate that.

21 MR. WILLIAMSON: Okay, not sure, but it does, sort
22 of, stress the importance if a firm is attached, diversity is
23 important to it. They may find more ways to deal with this
24 than just letting the last person go.

25 MR. BISHOP: Lindsay, you're on mute. Did you want

1 to speak? You're on mute. No? Okay, thank you.

2 CHAIR KEARNS: Mr. Lewis?

3 MR. LEWIS: Oh, okay, thank you. I just wanted to
4 speak quickly to Amy's point or question there about, you
5 know, I can't speak about the individual industries and their
6 practices in terms of, you know, sort of overt
7 discrimination, but definitely our students -- I mentioned
8 this in the beginning and I want to emphasize it -- are
9 affected both by, you know, the immediate effects on trade
10 that affect, you know, the industries themselves or the
11 sectors and the job opportunities.

12 But as cost of living increases, as resources
13 become more scarce and so on, our students, who are already
14 fairly marginalized, find it more difficult to successfully
15 navigate college. They don't have -- as much as we tried to
16 provide, you know, as many wrap-around services and financial
17 aid opportunities as we can, the majority of them still need
18 to work to be in college.

19 And the increased costs and the sort of
20 environmental challenges of getting into and succeeding in
21 college have a big impact, and they definitely
22 disproportionately affect those who are with fewer resources
23 to start with.

24 So, you know, whatever the cause originally was,
25 it's not going away as quickly as we would like. And I

1 appreciate all of the resources that we get at the college,
2 but there's still a lot of restrictions on what we can do
3 with a fair amount of that money, and we're left pretty much
4 at our own devices, down to even the college level, on how
5 we're going to and who we're going to interact with at the
6 community and even regional level. And making those
7 partnerships work I think is one of our biggest challenges.

8 CHAIR KEARNS: All right, thank you. I may just
9 have one more question. I'm not sure if anyone can answer
10 this. I think Dr. Wilson would've been able to, and maybe
11 you, Ms. Burris, but why is manufacturing so important to
12 achieving racial equity, and how can trade policy affect
13 that? Does anyone have any thoughts on that?

14 MS. BURRIS: Yes. I think as my previous
15 colleagues spoke about, manufacturing is really a pillar of
16 the black community, particularly for those who did not
17 obtain a traditional four-year degree.

18 And so manufacturing was that entry, particularly
19 for the middle-class to be upscaled to leave the kind of
20 horrors that were experienced in the South. And that impacts
21 trade policy because, when we look at the economic data on
22 the impacts of trade by race, we see that black people are
23 the most negatively affected, particularly black and brown
24 workers.

25 And so, it is really imperative to rebuild that

1 because it was such a pillar, and we have to change this
2 paradigm shift. You know, when we speak with community
3 colleges, some students still see manufacturing and
4 trade-related work as kind of the low-skill, low-wage job and
5 do not see it yet as a vibrant and thriving career for them
6 and their families.

7 And so, it's very imperative that we really
8 revitalize this entry into the middle class if we really want
9 to make efforts narrowing the racial wealth gap.

10 CHAIR KEARNS: That's great. Okay, thank you very
11 much, Ms. Burris. Does anyone else have anything they'd want
12 to share? I think we may be out of questions, but if others
13 have things that they'd like to say that they haven't had a
14 chance to do so yet, be happy to hear from you.

15 MR. PATTERSON: Well, yes. So, I think that
16 everything that was said today was important and, in my
17 opinion, was spot-on. I've been in manufacturing for 30
18 years, but I just see that some of the things that we don't
19 talk about enough is systemic racism, and I think over the
20 years, you know, we become crippled with the racism that
21 people have grown up with and have lived with.

22 So, if our schools can't educate, if our jobs don't
23 promote -- you know, when we end up with trade policies that
24 are not conducive to our progress, we end up being stuck.
25 And I think that there's not enough emphasis on how we got

1 here and how do we get out of here, you know?

2 Because basically, like some of the guests said
3 earlier, we're repeating the same cycles over and over again
4 because, you know, over time, new management is just like the
5 old management.

6 They're just the sons and daughters of the old
7 regime, and we have to change how we approach it so when we
8 have these trade policies that don't keep our jobs in our
9 neighborhoods that don't keep our jobs in our communities, we
10 have to have someone in the administration, we have to have
11 someone in Congress and in the Senate, and we have to have
12 someone in upper management that can see the value of the
13 workers that were left behind.

14 And I don't know that there's a one-word answer,
15 but we have to reach back and save those workers. And for
16 black and brown people, we were the middle class. We built
17 the middle class. We were the ones that were coming to the
18 table, work the late-night shifts, work the early-morning
19 shifts, work with our hands to do whatever we had to do to
20 get to the next level.

21 And so now, I think with these bad trade policies
22 we're being left behind, and there's definitely some policies
23 that need to be put in place to help us regain that foothold
24 and reenter the middle class and stay focused on that.

25 CHAIR KEARNS: Thank you, Mr. Patterson. I have to

1 say, I used to work for a member of Congress from the Detroit
2 area, and I met with a lot of auto workers, and a lot of what
3 you all have said today kind of resonates with me from those
4 many meetings I had with them, and I enjoyed talking to them.
5 I think next up is Mr. Mitchell?

6 MR. MITCHELL: Yes, in order to accomplish that, I
7 think we not only need to be at the table, we need to be
8 making the decisions at the table.

9 CHAIR KEARNS: Yeah. Okay, thank you. Mr.
10 Odularu?

11 DR. ODULARU: Yeah, thank you. I think I agree
12 with most of what my colleagues have said so far. Also
13 looking at it from a more systems perspective because trade
14 policy is not just a one-policy impact. It's a more systems
15 central (phonetic) intervention as a policy.

16 Because it cuts across the food systems, it cuts
17 across the health systems, and trade systems (phonetic). And
18 if you feel to propose this (phonetic) then it will undermine
19 racial justice, it will create more unemployment for the
20 colored people, and it becomes more so as our economy becomes
21 more digitalized.

22 We now have large firms -- large, sales (phonetic)
23 driven firms like the companies of social media that are
24 driving everything that we do in our lives. And as they
25 drive it in a more adverse manner for the colored and for the

1 racial communities.

2 So, I like that the Department of Commerce is doing
3 some things about, like, anti-trust policy, but I think
4 there's more that needs to be done. Because these firms,
5 these large, 21st century, digitalized industries and firms
6 are service-driven. They're driving these trade policies,
7 not only nationally, but internationally.

8 So, looking at that from that perspective really
9 helped to see how trade policy could help to shape policies
10 for creating employment for the racial communities and the
11 underserved members of our community. Thank you.

12 CHAIR KEARNS: Okay, thank you. Mr. Flores?

13 MR. E. FLORES: Thank you. So, one of the things,
14 just a barrier just to break down, is, as Dr. Eddinger talked
15 about inclusivity or just kind of connect people with skills
16 upgrade, because education doesn't just come from colleges.
17 It comes from registered apprenticeships, on-the-job
18 training. It comes from so many different areas in our
19 lives.

20 But unfortunately, not everything is recognized.
21 But recognizing an individual as a skilled worker and not
22 looking at training or post-secondary but as a skills
23 upgrade. As an electrician, I have to do my continual
24 educational upgrades or skills upgrades to keep my license
25 current.

1 So, if an individual is impacted by trade, US DOL
2 finds a certification for the petition, and the individual
3 has to jump through all these hoops just to prove that they
4 have an inherent need for trade. And that's not talking
5 about the lack of resources, computer technology, or all of
6 these other things that can impact.

7 And yes, even their outward appearance, their race,
8 their color, can impact their access to these benefits. But
9 if it's just looking at a skills upgrade, just annihilating
10 all of the barriers -- New Mexico just submitted a bill and
11 passed a bill recently for making college accessible to
12 everybody.

13 And if we invest into our workforce in that way,
14 then, you know, maybe there would be a stronger reduction in
15 priority populations that people would not be falling through
16 the cracks, people would not be struggling trying to figure
17 out how to access or the right framing of words that they
18 need to use, and more importantly, unions do help very
19 significantly to help break these barriers, to help create
20 pathways. Colleges have helped with that. Conversations
21 like this have helped with that.

22 But overall, just creating space for high-skill
23 (phonetic) jobs that will give paths to people and equitable
24 paths for everybody, that they can access these skills
25 upgrades and still continuously move on the social economic

1 ladder when impacts do happen. Thank you.

2 CHAIR KEARNS: Great, thank you. Does anyone else
3 have anything they would like to add? All right. Well thank
4 you all very much. You've been very generous with your time,
5 and I think it's been a very helpful conversation.

6 We appreciate all of your input, and as I said,
7 we're going to keep this going. We've got, I think, four
8 more roundtables to go. We've got an academic symposium,
9 we've got a hearing, and then we've got a lot of thinking to
10 do to prepare a report that'll come out in October. So,
11 thank you all for contributing today.

12 If you have anything you want to add, please do
13 write to us. We'd love to hear what you have to say. Thanks
14 again.

15 (Whereupon, at 3:35 p.m., the roundtable in the
16 above-entitled matter concluded.)

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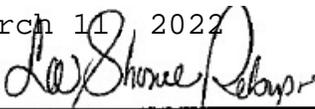
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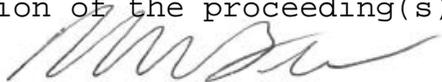
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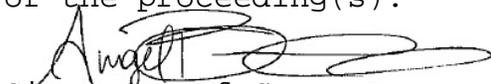
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