

Food, Nutrition, and Consumer Services Recruitment Plan



“To ensure that our highly talented workforce reflects and is empowered by the Nation’s diversity”

For fiscal years 2012-2016



TABLE OF CONTENTS

Executive Summary	3-4
Leadership Accountability and Commitment	5-6
Outreach and Partnerships	7-9
Recruitment and Hiring	10-13
Retention	14
Development and Recognition	15
Significant Challenges	16-17
Implementation	18
APPENDICES	
Appendix A- Mission-Critical Occupations	19
Appendix B- Workforce Profile	20-24
Appendix C- Glossary of Terms and Acronyms	25-26
Appendix D- FNCS Outreach and Calendar of Typical Events	27-28
Appendix E- Veterans Employment Programs	29-30
Appendix F- Appointing Authorities	31-33
Appendix G- Student Intern Diversity Outreach Partners	34-36
Appendix H- USDA Internships Overview	37-39
Appendix I- Recruiter Training Agenda	40
Appendix J- FNCS Performance Measures	41
Appendix K- Additional Resources	42-45

Executive Summary

FNCS Mission

FNCS' mission is to Increase food security and reduce hunger in partnership with cooperating organizations by providing children and low-income people access to food, a healthful diet, and nutrition education in a manner that supports American agriculture and inspires public confidence.

Over the next few years, FNCS faces potential budget constraints and staff reductions, an increase in retirements of experienced staff, and the ongoing challenge of reducing underrepresentation and enhancing diversity, including representation of veterans and people with disabilities within our workforce.

The objective of this Plan is to detail planned support to each segment of FNCS' organization in achieving the Mission Area's respective goals of attracting, hiring, and retaining the best talent in the most effective and efficient manner.

Specifically, this will be accomplished by:

- revising and expanding the process designed to increase the likelihood of producing high quality, diverse candidates for all positions;
- assuring the mission-critical positions identified in Attachment A are as fully, timely, and well staffed as possible;
- contributing to the further diversification of the FNCS workforce; and
- integrating program goals, human resources mandates, talent procurement regulations, and budget realities into an effective and evolving recruitment plan.
- Preparing employees for leadership opportunities and improving employee engagement and skills for upward mobility.

This plan is aligned with the USDA Cultural Transformation Initiative (CT) as well as the USDA Diversity Recruitment Roadmap. It also supports FNCS' Human Capital Plan, the Equal Employment Opportunity Commission Management Directive MD-715 Plan (MD-715), Federal Equal Opportunity Recruitment Plan (FEORP), Disabled Veterans Affirmative Action Plan (DVAAP), the Annual Hispanic Report, Executive Order 13548, Increasing Federal Employment of Individuals with Disabilities, Executive Order 13171, Hispanic Employment in the Federal Government, and Executive Order 13583, Establishing a Coordinated Government-Wide Initiative to Promote Diversity and Inclusion in the Federal Workforce. FNCS' Recruitment Plan concentrates on five primary areas: ***Leadership Accountability and Commitment; Outreach and Partnerships; Recruitment and Hiring; Retention; and Development and Recognition.*** The plan outlines mission-specific activities and provides a framework for linking the Department's

diversity and human capital initiatives to mission results. The framework shows how diversity and human capital operate together to produce outcomes that enhance mission accomplishments. Further, the Recruitment Plan helps the Agency monitor, holds employees accountable for, and highlights the importance of results in diversity efforts, by using performance measures and ensuring efforts are not only aligned with Agency needs and goals, but are also effective, efficient, and merit-based.

We will continue to seek the support and involvement of managers throughout FNCS as we further develop our recruitment program. We will also involve the student and special emphasis employment program managers to contribute to retention and help build and diversify the applicant pool for future employment opportunities.

To be successful FNCS must recognize and include diversity as an integral part of our business planning. A diverse workforce enables us to better provide for, understand, appreciate, and meet the needs of our customers. Support must be provided by embracing the objectives of the Plan and ensuring sufficient resources are allocated for its success.

The specific goals and strategies outlined in this Recruitment Plan are organized around the following five components:

DIVERSITY MANAGEMENT FUNCTIONS



This plan contemplates establishment of a **Recruitment Team**, to assist with implementation of the Plan's goals throughout FNCS. The team will consist of the HR Recruiter, the Special

Emphasis Program Managers (SEPMs), a representative from each regional office, and others as deemed necessary.

LEADERSHIP ACCOUNTABILITY and COMMITMENT

Diversity Road Map Goal: Ensure leadership accountability for hiring and retaining a diverse workforce.

FNCS Strategic Goal: *Ensure FNCS' leaders advocate the value and importance of increasing diversity and adhere to agency standards, procedures, and merit principles in promoting richly diverse applicant pools and providing every opportunity for applicants to be selected on their merits and be provided with a supportive working environment.*

To ensure success in increasing and promoting diversity, FNCS' leadership is ultimately responsible for workforce planning, and its development, management, and evaluation. Allocation of efforts and resources should take into account what can be addressed in the near-term with use of existing programs/policies and what can be pursued long-term as a part of the agency's operational mission.

The following efforts support this Goal:

- FNCS has identified the Deputy Administrator for Management as the Diversity Ambassador. The role of the Diversity Ambassador is to provide executive leadership and oversight to ensure that the goals and objectives are accomplished as outlined in the Diversity Recruitment Roadmap.
- Senior managers must set the tone of, support, and drive meaningful, thoughtful outreach and recruitment efforts and hold subordinate supervisors accountable for the same.
- In accordance with the Cultural Transformation Initiative, and the President's Memorandum on Hiring Reform, the performance plans for all managers and supervisors with responsibility for hiring now include a description of hiring and performance accountability measures. All hiring managers are accountable through new performance measures for following guidance and working to incorporate consideration of the full array of hiring authorities into each effort to acquire needed talent.

- As part of their orientation, hiring managers will ensure that new supervisors are aware of their roles and responsibilities for meeting Agency strategic goals, including the recruitment, development, and management of a diverse workforce. We will arrange for periodic exchanges with all supervisors to review developments and progress related to the strategic goals, and recognize managers and supervisors who are exemplary in their efforts to recruit, hire, and promote a diverse workforce.
- Senior leaders will ensure that all subordinate hiring managers are fully aware of and adhere to USDA's "**Hiring Reform Expectations for Hiring Managers.**"
- The Position Management Officer, HRD, will ensure that the requirements of the Department's Position Management and Vacancy Control Regulation are clearly communicated to managers, and promote the principles of hiring reform, succession, and workforce analysis and planning for FNCS.
- The Human Resources Division (HRD) is responsible for supporting leadership in articulating and working to meet high expectations. It also regularly collaborates with Civil Rights (reference Management Directive MD -715, Federal Equal Opportunity Recruitment Plan (FEORP), Disabled Veterans Affirmative Action Plan (DVAAP), and Hispanic Employment Report for examples of mutual commitments to collaboration).
- HRD and the Office of Civil Rights (OCR) will ensure that managers and supervisors receive periodic training on diversity and inclusion embracing the 5 pillars of cultural transformation in order to carry out their responsibilities to maintain a highly effective and cohesive diverse workforce. Examples of training include: Conflict Management, Cross -Cultural Communication, team building, interpersonal skills and Hiring Under Schedule A.
- The hiring process will be modified to require hiring managers to complete the Office of Personnel Management's Manager Satisfaction Survey before an offer of employment is made to a selected candidate.

OUTREACH AND PARTNERSHIPS

Diversity Road Map Goal: Provide strategic diversity outreach and partnerships initiatives to hire and develop a skilled and diverse workforce.

FNCS Strategic Goal: Create a process and relationships that regularly produce a pool of diverse, high quality candidates able to fill positions at all grade levels and in all occupations, including mission-critical positions.

The following efforts support this Goal:

- Develop an even more robust Recruitment Program – By implementing this Recruitment Plan we will ensure that diversity is aligned with the USDA Cultural Transformation Initiative, Agency needs, and our human capital strategies, through our outreach and recruitment prioritization.
- Establish a Recruitment Team. The Team will assist with the implementation of the Plan’s goals within each organizational entity; communicate and coordinate regional outreach efforts; report on recruitment and projected employment needs; serve as a resource to promote and assist with outreach activities, events, and development of recruitment materials; and make recommendations on improvements to the recruitment program. Recruiter Training will be provided (see Appendix I). The HR Recruiter will coordinate quarterly meetings with the Team to discuss strategies or plans and report progress.
- The Recruitment Team will work to provide awareness and ensure we are reaching, hiring, and retaining a highly diverse workforce. Some of the current SEPM duties includes:
 - Educate supervisors, managers, and employees on the goals and objectives of the Special Emphasis Program (SEP).
 - Coordinate or sponsor educational programs (seminars, workshops, observances) on a variety of subjects, e.g., career planning, interviewing techniques, and team building skills.
 - Facilitate contacts between the Agency and community organizations and groups.

- Expand formal and informal partnerships (e.g., professional societies, student organizations, USDA 1890 Liaison Officers, Hispanic Serving Institutions, affinity groups, etc.) and outreach programs to increase the applicant pool's inclusion of minorities, individuals with disabilities, and veterans who possess the skills and competencies needed by the agency.
- Enhance the Agency's branding by promoting FNCS as "the best place to work in the Federal Government" through multiple outreach and recruitment resources and vehicles.
- Track agency-wide recruitment activities and conduct regular evaluations and assessments of recruitment initiatives.
- Develop recruitment brochures and appropriate informational materials geared toward target audiences. These materials may also be used by other program officials who will be enlisted in outreach efforts.
- Analyze our applicant pool data to determine which segments of the population are applying for our jobs.
- Coordinate with the Department on outreach and ensure FNCS is readily accessible through Department portals; explore use of virtual recruiting and social networking sites.
- Deliver educational sessions and information on special hiring authorities to decision makers and hiring officials.
- Use available hiring authorities where an excellent fit is apparent prior to announcing vacancies. HR Specialists will incorporate "authorities" options consideration into the Hiring Reforms-generated discussions on job analysis and definition with managers, and facilitate manager linkages with special hiring authority resources.
- Enhance the Agency Career Web page to make it more appealing to our diverse Nation.
- Market Federal employment opportunities through the CareerOneStop network and reach out directly to local veterans and individuals with disabilities. Greater usage of Schedule A Hiring and establish relationships at the local level that will help agencies gain access to candidates in any geographic location.

- Encourage employees to share job opportunity announcements with formal and informal networks.
- Create and provide a Standard Operating Procedure (SOP) for employees to promote FNCS as “the best place to work,” as they interact with stakeholders and alumni groups.

RECRUITMENT AND HIRING

Diversity Road Map Goal: Provide strategic diversity recruitment and hiring initiatives to attract and develop a skilled and diverse workforce to meet the needs of the USDA.

FNCS Strategic Goal: Create a resource network which will, in turn, produce a replenishable pool of diverse, high quality candidates able to fill positions at all grade levels and in all occupations, including mission-critical occupations.

The following efforts support this Goal:

- As appropriate, maximize the use of the following Office of Personnel Management (OPM) appointing authorities to hire:
 - Student Employment (“Pathways”) Programs
 - Presidential Management Fellows Program
 - Selective placement opportunities for Persons with Disabilities such as the Workforce Recruitment Program (WRP)
 - Applicable Schedule A and B Authorities
 - Direct Hire Authorities, VRA and Special Appointing Authority for 30 percent or more disabled veterans, Operation Wounded Warrior
 - Recognize and Promote Military Spouse Opportunities
 - Within available resources, maximize the use of compensation flexibilities such as recruitment and relocation bonuses, flexible and part-time work schedules, and telework to increase the Agency ability to compete with other employers.
 - American Recovery and Reinvestment Act (ARRA)
 - Reemployed Annuitants
 - Peace Corps

Targeted Recruitment

Compared to the soon to be revised Civilian Labor Force (CLF) diversity workforce demographics for 2010, FNCS’ underrepresented groups include Hispanics. Diversity targets also flow from external mandates. Executive Orders require that special attention be devoted to People with Disabilities and Veterans. Targeted recruitment strategies for these groups include:

Veterans and People with Disabilities

- Incorporate regular screening and use of the OPM Shared Register for Candidates with Disabilities and similar resources; with ARC help, we recently developed a SOP to facilitate the use of this shared register.

- Continue to work closely with the Department's Disability and Veterans Employment Program Managers (DEPM, VEPM) and share information in regards to upcoming events.
- Partner with State Vocational Rehabilitation agencies, State Disability Service agencies and students with disabilities organizations to recruit potential applicants with disabilities.
- Continue to recognize veterans and expand other groups as valued segments of the workforce.
- Consult, coordinate, and establish working partnerships with Ticket-to-Work Employment Networks and Employment One-Stop Career Centers. The Ticket-to-Work Employment Program provides individuals with disabilities receiving Social Security benefits choices for receiving employment services.
- Establish and continue to maintain contact with organizations that provide services to veterans to encourage their referral of preference-eligible candidates for FNCS position vacancies. The following programs are geared toward assisting veterans seek employment opportunities:
 - Disabled American Veteran (DAV)
 - Army Wounded Warrior (AW2)
 - Job Accommodation Network (JAN)
 - Operation Warfighter Program (OWP)
 - Department of Veterans Affairs Vocational Rehabilitation and Employment Services (VR&E)
 - OPM Veteran Outreach Office at Walter Reed Medical Center
 - Department of Labor Veterans' Employment and Training Service (VETS) and e-VETS Resource Advisor, as well as other DOL veterans' services.
 - Transition Assistance Programs (TAP)
 - Virginia Employment Commission (VEC)
 - America's Heroes at Work
 - Operation Veterans Outreach Cadre
 - Veterans Individual Training Assistance
 - Non-Paid Work Experience
 - Military Spouse Intern Program

- Develop and provide workshops and seminars to promote cultural awareness and working with people with disabilities. FNCS's EO/ Diversity Trainer, in conjunction with the Food and Nutrition Service University (FNSU) training staff, Special Emphasis Program Managers, and Cultural Transformation steering committee members, are currently working on relevant initiatives and workshops (e.g., Multi- Cultural Day, Inter-Generation Day, Diversity through Music, Human Difference through Literature, Diversity Series).

Hispanics

- Continue to participate in the Hispanic Associations of Colleges and Universities (HACU) Program.
- As part of the Cultural Transformation Initiative, USDA signed an official agreement with the National Association of Hispanic Federal Executives (NAHFE). HRD will encourage managers to use of this agreement for attracting Hispanic applicants, and incorporate this and all other USDA affinity group agreements into the outreach and recruitment efforts.
- Focus on further development of our relationship with all One-Stop Career Centers nationwide and initiate contact with the Hispanic Serving Institutions (HSI) to explore partnerships opportunities.
- Encourage Hispanic students to apply for the Presidential Management Fellows (PMF) Program.
- Pursue relationships with affinity groups such as National Image.

Students

The use of student programs enhances our opportunity to increase the diversity in each of our under-represented groups. The following strategies are identified:

- Utilize the Department's "One Stop Application Process". This automated system allows for Mission Area HR offices to pull student applications when in need of an intern;
- Continue to participate at local career fairs in schools and for student talent to provide information sessions, seminars, and/or career workshops;

- Leverage professional networks with related professional organizations to identify potential applicants and additional recruitment sources;
- Utilize current and former FNCS students and students who have participated in the Volunteer Student Program as Ambassadors to spread the word about FNCS;
- Partner with Student Veterans of America (SVA) to obtain resumes from potential interns;
- Utilize the One Stop Application Database created by the Department. This System allows all USDA mission areas to search for potential candidates.

HIRING TARGET FOR FY 11

- Hispanics – 14 (69 is 5 yr. goal to mirror CLF; emphasis on males)
 - Targeted Disabilities -- 2 (currently, may be revised by USDA)
 - Disabled Veterans – 33 (per USDA directive)
 - Total People with Disabilities – 35 (includes disabled veteran goal and targeted disability goal)
 - Veterans – 57 (per USDA directive) (33 of whom would ideally be disabled vets as shown above)
- Note: Targets are influenced by Executive Orders, Department and OPM expectations/requirements; they assume a steady rate of finely-tuned hiring and few losses from targeted groups.

RETENTION

Diversity Road Map Goal: Provide quality leadership training to managers and supervisors on retention strategies, wellness, and work-life balance.

FNCS Strategic Goal: Retain a diverse, high-performing workforce dedicated to accomplish the mission of the organization through the continuing creation of a welcoming work environment.

The following efforts support this Goal:

- Provide employees a supportive and inclusive work environment where they feel respected and valued, and where they can contribute to accomplishing the organization's mission.
- Provide annual training to executives, supervisors, managers, and employees on diversity, and information on work-life flexibilities, health, and safety.
- Organize quarterly town hall meetings with agency officials and employees on diversity employment issues.
- OCR will publish the policy and procedures for providing reasonable accommodations.
- Identify areas of greatest turnover and their causes and recommend improvements.
 - Assess and enhance the current exit interview process.
 - Study employee satisfaction survey data.
- Identify additional ways to recognize outstanding performance.
- Develop programs to integrate new employees into the FNCS community.
- Support and contribute to Veterans group at FNCS; evaluate feasibility of providing particularized support for people with disabilities.

DEVELOPMENT AND RECOGNITION

Diversity Road Map Goal: Provide training opportunities for developing employees and their mentors.

FNCS Strategic Goal: Provide and enhance all employees' learning and development, including promoting the use of Continual Learning Plans and participation in the FNCS mentoring program. (Encourage participation in the Peer Counseling Program once established.)

The following efforts support this Goal:

- As part as the Cultural Transformation Initiative, both supervisors and employees will receive training on how to create a Continual Learning Plan (CLP). Because CLPs are voluntary for bargaining union employees, FNCS is striving for half of all employees to have a CLP by September 1, 2011.
- Widely publicize developmental opportunities (e.g., details, leadership training, etc.) to all employees to give those interested an opportunity to participate in assignments that prepare them for higher-level positions.
- FNS University, the agency's corporate training program, is an invaluable tool offering many training opportunities that should be encouraged:
 - Day-long training programs—*Learning Labs*--addressing a wide variety of competencies.
 - The *Leadership Institute* leadership development program.
 - The *Tuition Reimbursement Program*, which encourages continual learning and reimburses employees for training taken on their own time and at their own expense.
 - A vibrant mentoring program to address concerns, guide actions, and support career development.
 - A planned aspiring leaders program.
 - FNS-101, the agency's information-packed new employee orientation program.

SIGNIFICANT CHALLENGES

FNCS faces unparalleled challenges. The FNCS workforce average age is 48, and over half of FNCS senior leadership is eligible to retire within 5-10 years. Twenty-five percent of the entire workforce is currently retirement eligible. As FNCS looks ahead, it recognizes that it will see a significant percentage of its workforce leave during the next several years, taking an enormous amount of institutional knowledge with them. While FNCS needs to be planning to retain as much of that knowledge as possible, at the same time it is presented with the opportunity to plan to re-sculpt the workforce through new talent acquisitions. Time and money will need to be allocated to support re-training employees to assume new roles. Succession Planning, which will allow employees to assume leadership roles and be mentored by those employees eligible to retire, is crucial. It will facilitate the transfer of skills and knowledge as well as career advancement for internal employees. By pairing less experienced staff with senior employees the Agency can provide cross-training and “shadowing” opportunities.

Other challenges FNCS faces include low employer name recognition, virtual teams, increased teleworking, the rapidly changing racial and ethnic demographics and the presence of multiple generations in the workplace. The Recruitment Program is committed to develop a media outreach strategy which will allow us to brand the Agency as “the best Federal agency to work for,” leading USDA’s cultural transformation while ensuring the delivery of life-enhancing food and information.

Additionally, FNCS faces a substantial challenge in increasing the representation of Hispanics, and People with Disabilities. To bring these groups up to parity, bold decisions are facing our senior leadership. We must invest the necessary resources to address these challenges and continue an aggressive approach to innovations in recruitment. FNCS’ Recruitment Program must be adequately funded in order to meet annual and long-term goals and accomplish the initiatives outlined in this Recruitment Plan. This funding will allow the Agency to participate at Career Events where there are registration fees and/or travel costs required. Short of adequate funding for recruitment events, we will continue to participate and encourage managers’ participation in local events where significant cost is not involved.

Many of the identified strategies require that the Agency develop effective partnerships and alliances with external organizations and institutions. The success of these initiatives will depend on how well we address the challenge of being able to foster an atmosphere of collaboration with these organizations.

Integrating diversity principles into daily operations, improving the level of inclusiveness and respect for our diversified workforce, and tailoring communication and education efforts also

pose critical challenges. It is imperative that the Agency promotes inclusion, rather than exclusion, and addresses workplace behaviors and understanding differences. The challenge is to ensure that internal systems, policies, and practices do not benefit any group in particular but are used to enhance the Agency's capacity, strength, service, and adaptability as an organization and to be viewed as accomplishing those objectives.

IMPLEMENTATION

Effective implementation will drive the success of this Recruitment Plan. FNCS depends on the full support of senior leadership, Office of Civil Rights, FNCS Human Resources Staff and the Cultural Transformation Committee. Progress on the goals and objectives outlined in this plan is tracked and reported to the Department each quarter.

The Agency is aware that factors will influence and challenge the execution of this plan over the next five years. Changing demographics of the labor force, emerging needs in mission-critical positions, and finding the appropriate balance to meet our diversity goals are just a few examples of factors anticipated that impact this plan over time.

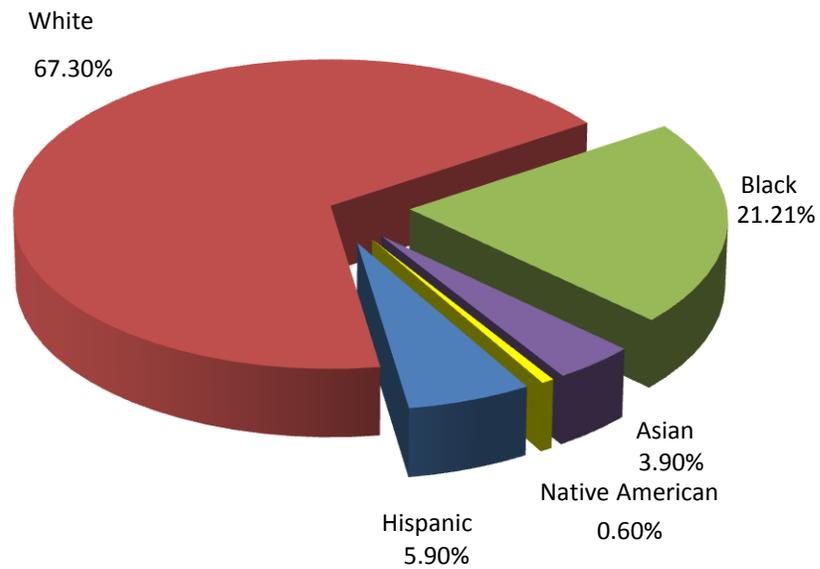
FNCS needs to foster an inclusive environment where effective communications, cooperation, and collaboration among our employees and customers are responsible and responsive. The strategies and goals outlined in this Plan will continually be monitored and, if necessary, updated, as needed.

Appendix A- Mission-Critical Occupations

The following Mission-Critical Occupations (MCOs) were identified by the FNCS 2006 Workforce Planning (SWP) task group:

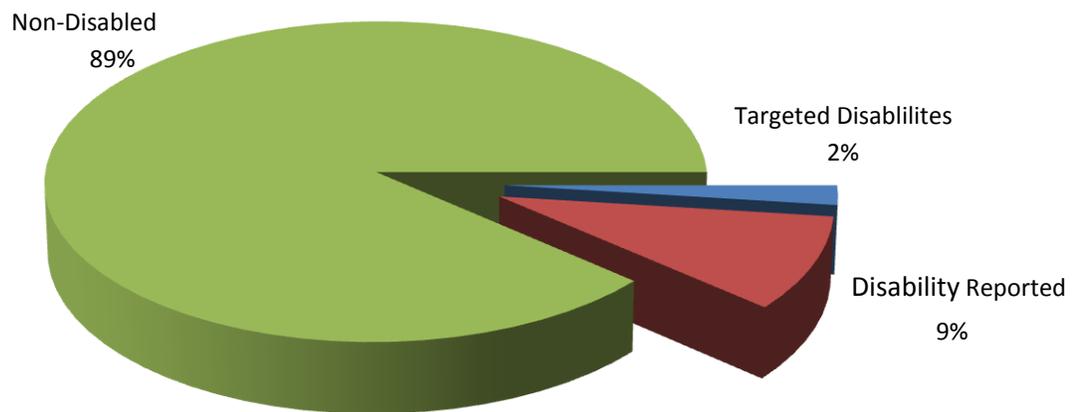
- **Program Specialists (GS-301):** Program Specialists at FNCS play a role in every facet of Agency work. They review programs and develop regulations along with policy guidelines at the regional, state, and local levels.
- **Program and Management Analysts (GS-343):** Employees in these positions serve as advisors to management on the evaluation of the effectiveness of FNCS programs and operations and/or the productivity and efficiency of our programs.
- **Financial Management (FM) Occupations (GS-501 Financial Management Specialists, GS-510 Accountants, GS-560 Budget Analysts):** Work in the FM occupational group ensuring the integrity and accountability of Federal nutrition assistance program funding, including an unqualified opinion on the FNS financial statement, by addressing critical weaknesses in vulnerable programs.
- **Nutritionists (GS-630):** Nutritionists support the FNCS corporate priority to assist program participants in making healthy food choices. They strive to improve the nutrition status and lifestyle behaviors of those served by FNCS programs through integrated cross-program nutrition education, improved nutritional quality of benefits, promoting healthy nutrition environments in schools and other program settings, and supporting the efforts of the Center for Nutrition Policy and Promotion.
- **IT Specialists (GS-2210):** Are relied upon for all facets of hardware and software capabilities, from desktop computing to the development and improvement of major program systems.

**FNCS Permanent Workforce Distribution by RNO
as of September 30, 2010**



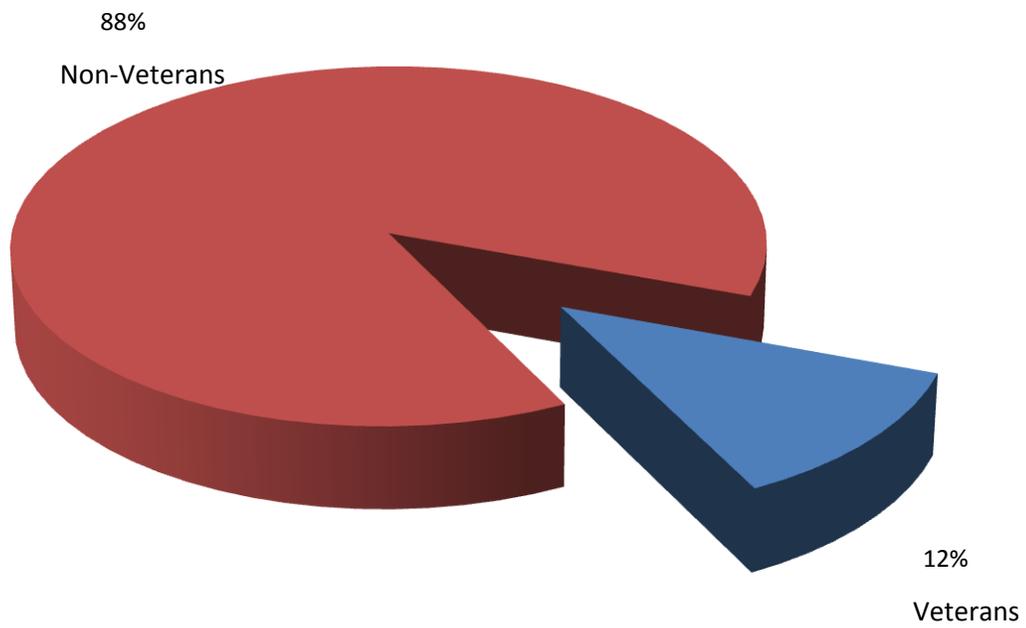
Link: [Recruitment webiste](#)

***FNCS Employees with Disabilities Distribution
as of September 30, 2010***



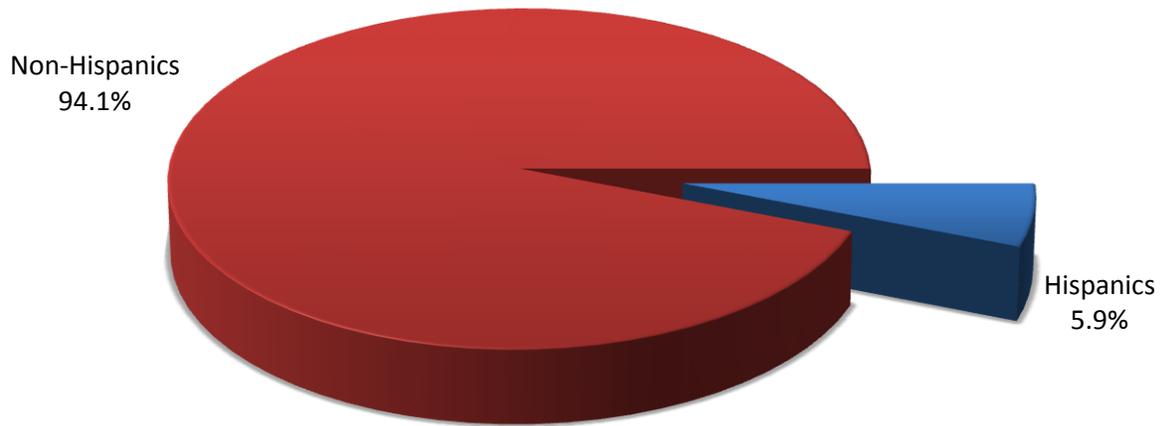
Link: [Recruitment website](#)

***FNCS Veterans vs. Non-Veterans Distribution
As of September 30, 2010***



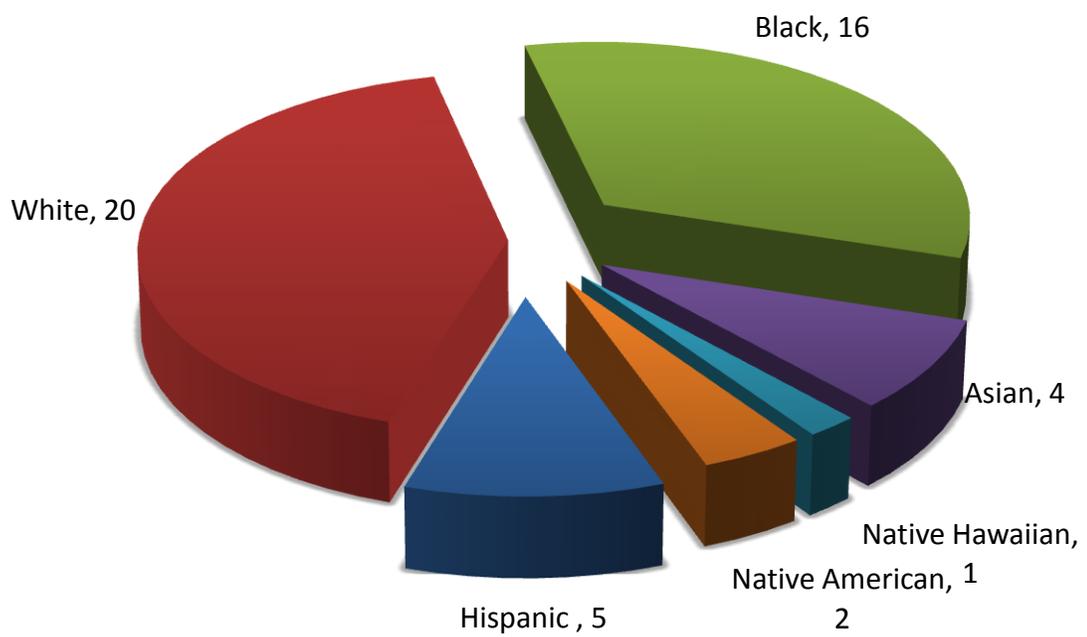
Link: [Recruitment website](#)

***FNCS Hispanic vs. Non-Hispanic Distribution
as of September 30, 2010***



Link: [Recruitment website](#)

**FNCS Number of Employees by Student Program
as of September 30, 2010**



*These Student Programs include the STEP, SCEP, and 1890.

Link: [Recruitment website](#)

Appendix C- Glossary of Terms and Acronyms

The following definitions are provided for the purpose of the Recruitment Plan.

Accountability – A data-driven, results-oriented planning and accountability system.

Barrier – A policy, principle, practice, or condition that limits or tends to limit employment opportunities for members of a particular gender, race, or ethnic background or for an individual (or individuals) based on disability status.

Competencies- Underlying attributes that an employee possesses- for example, traits, motives, skills, body of knowledge, social roles – that result in certain levels of performance.

Disability- An impairment that substantially limits one or more of the major life activities (e.g., breathing, standing, walking, bending, lifting, etc.).

Disabled- As defined by the Rehabilitation Act of 1973, an individual who has a mental or physical impairment that substantially limits one or more of such person’s major life activities; has a record of such impairment; or is regarded as having such impairment.

Diversity- The collective mixture of differences and similarities current and potential employees and customers possess. Generally, the differences we recognize first about each other are race, gender, color, national origin, age, and disability. Diversity goes beyond those obvious differences to recognize other differences (and similarities) among us such as gender orientation, parental status, thinking style, geographical location, education, religion, veteran status, political affiliation, functional area, and personality type.

Goals- Objectives that are linked to FNCS’ strategic goals and describe how the Mission Area will carry out its missions during the period of the strategic plan.

Managers/Supervisors- Line management official(s) responsible for hiring, performance appraisal, employee development, discipline, and recognition.

Managing Diversity - A comprehensive process for developing a workplace environment that is productive for all employees; is inclusive, rather than exclusive; and addresses workplace behaviors and understands differences.

Measure - A quantifiable statement with a defined timeframe that leads to an outcome.

Minorities – All categories identified as non-White.

Mission-Critical Occupation – Occupation essential for the organization to carry out its mission and accomplish its strategic goals.

Outcome- The ultimate goal; what it is you hope to achieve. A plan is a means to get you to that end state.

Partners - Internal and external entities that contribute to, influence, and/or regulate activities.

Schedule A – An excepted service hiring authority available to Federal agencies to hire and/or promote individuals with disabilities without competing for the job. Utilizing the Schedule A hiring authority to fill a vacancy allows Federal agencies to avoid using the traditional, and sometimes lengthy, competitive hiring process.

Senior Officials- FNS Administrator, Associate Administrators, and CNPP Executive Director responsible for insuring the implementation of this strategy.

Strategic Goals- Overarching statements of aim or purpose used to group the strategic objectives.

Strategic Objectives- How FNCS will carry out its mission over the strategic planning period covered by this plan. The strategic objectives demonstrate the complex and varied approaches needed to achieve the strategic goals.

*Appendix D- FNCS' Outreach and Calendar of Events**

Event	Target	Location	Dates	Fees	Link
Gallaudet University	Disabled-Students	Washington, DC	2-Mar	\$500	http://hsc.gallaudet.edu/
John Hopkins University	Students	Baltimore, MD	4-Mar	Free	http://onestop.education.jhu.edu
The Clubs at Quantico & Conference Center	Veterans (Wounded Warriors)	Quantico VA	9-Mar	Free	http://www.caci.com/
Walter Reed, Mologne House	Veterans (Operation War Fighter)	Washington, DC	8-Mar	Free	http://www.chra.army.mil/
Ft. Belvoir, SFAC	Veterans (Operation War Fighter)	Fort Belvoir, VA	16-Mar	Free	http://apps.mhf.dod.mil/
University of Mary Washington	Students	Fredericksburg, VA	17-Mar	Free	http://www.umw.edu/
Walter Reed, Mologne House	Veterans (Operation War Fighter)	Washington, DC	22-Mar	Free	http://apps.mhf.dod.mil/
University of Washington DC	Students	Washington, DC	30-Mar	Free	http://www.udc.edu/
Ft. Meade's Rascon Center	Veterans (Operation War Fighter)	Fort Meade, MD	31-Mar	Free	http://apps.mhf.dod.mil/
Career Expo for People with Disabilities	Disabled	Washington, DC	31-Mar	\$3,100	http://www.eop.com
16th Annual National Capitol Forum on Hispanic Higher Education	Hispanic	Washington, DC	4-Apr	Free	http://www.mbda.gov
University of Maryland	Students	College Park, MD	12-Apr	Free	http://www.umd.edu/
Walter Reed, Mologne House	Veterans (Operation War Fighter)	Washington, DC	12-Apr	Free	http://apps.mhf.dod.mil/

Appendix D- FNCS' Outreach and Calendar of Events (Continued)

Action Item	Target	Location	Dates	Fees	Link
Ft. Belvoir, SFAC	Veterans (Operation War Fighter)	Fort Belvoir, VA	20-Apr	Free	http://apps.mhf.dod.mil/
Walter Reed, Wagner Gym	Veterans (Operation War Fighter)	Washington, DC	27-Apr	Free	http://apps.mhf.dod.mil/
Latinos /Hispanics Job Fair	Hispanics	Washington, DC	18-May	\$2,955	http://www.latinosforhire.com/
National Coalition for Homeless Veterans Annual Conference	Veterans	Washington, DC	8-Jun	TBD	http://www.nchv.org
2011 Veterans Employment Symposium	Veterans	Washington, DC	26-Jun	TBD	https://www.fbo.gov
USDA Kika De La Garza Fellowship Program*	Hispanic	Washington, DC	28-Jun	Free	http://www.hsi.usda.gov/
National Council of La Raza	Latinos	Washington, DC	23-Jul	\$ 2,250	http://www.nclr.org/

*This calendar is illustrative.

Appendix E- Veterans' Employment Programs

Program	Targeted Groups	Duration of Program	Cost	Staff Year (FTE)	Resource
Department of Defense Spouse Internship	Military Spouses Education High school & Above	Not To Exceed One Year.	None paid salary by DOD.	Yes, 1.0 year.	Ms. Angela Goldring DoD Civilian Personnel Management Service Recruitment Assistance Division Phone: 703-696-6229 Angela.goldring@cpms.osd.mil http://www.cpms.osd.mil/MilSpouseInternship.aspx
Operation War Fighter	Military Service Members High school Education & Above	3 to 5 Months	None DOD provides accommodations.	No	Patrick Brick Operation War fighter Program Manger Phone: 703-428-7540 Patrick.brick.ctr@osd.mil http://warriorcare.dodlive.mil/wounded-warrior-employment/
Non-Paid Work Experience	Military Service Members High school Education & Above	1 Year to 2 Years	None VA provides allowance to service member.	Yes, up to 2.0 years.	Brian Radford, Supervisor Employment Services Phone: (202) 461-9600 Brian.Radford2@va.gov http://www.vba.va.gov/bln/vre/emp_resources.htm
Federal On-The-Job Training	Military Service Members High school Education & Above	1 Year to 2 Years	None VA VR&E provides materials needed.	Yes, up to 2.0 years.	Brian Radford, Supervisor Employment Services Phone: (202) 461-9600 Brian.Radford2@va.gov http://www.vba.va.gov/bln/vre/emp_resources.htm

Veterans Individual Training Assistance	Candidates Disabled & Surviving Spouse or Spouse Members who are disabled.	No Duration Limits as Long as Active Duty	None	No	John Scudi President / Owner Smart Solutions™ of Delaware, Inc Phone 202-262-4209 JohnScudi@SmartSolutionsCorp.com http://www.smartsolutionscorp.com/Vital.htm
Operation Veterans Outreach Cadre	Military Service Veterans or Spouses	No duration limits since Veterans are working to recruit other Veterans by volunteering them time to do outreach.	None Veterans volunteer to do work.	No	Kimberly Burney Department of Homeland Security Program Manager Phone 202-357-8416 kimberly.burney@dhs.gov No Website Available
Wounded Warrior Project	Wounded Veterans	1 Year to 2 Years	None	No	Phone 202.558.4301 http://www.woundedwarriorproject.org/

Appendix F- Appointing Authorities

Appointing Authority	Purpose	Targeted Participants	Resource
Workforce Recruitment Program (WRP)	To all Federal agencies an opportunity to hire pre-screened, pre interviewed college students and recent graduates with disabilities.	College students and recent graduates with disabilities	http://www.dol.gov/odep/programs/workforc.htm
Schedule A	Special appointing authority to consider applicants with certain disabilities for employment.	Persons with disabilities	http://www.opm.gov/strategic_management_of_human_capital/fhfrf/flx05020.asp#itemA1
Schedule B	This hiring authority includes the Student Temporary Employment Program, and the Student Career Experience Program. These student Programs will now fall under the new *Pathways Programs developed by OPM.	Students	*In the months ahead, OPM will be proposing implementing regulations and assisting Federal agencies in adopting these reforms. http://www.chcoc.gov/Transmittals/TransmittalDetails.aspx?TransmittalID=3418
Direct Hire Authority	Enables an agency to hire, after public notice is given, any qualified applicant without regard to 5 U.S.C. 3309-3318, 5 CFR part 211, or 5 CFR	Any applicant who meets the qualifications	http://www.opm.gov/directhire/factsheet.asp

Appendix F- Appointing Authorities (Continued)

	part 337, subpart A. A DHA expedites hiring by eliminating competitive rating and ranking, veterans' preference, and "rule of three" procedures.		
Veteran (VRA)	Special authority to appoint eligible veterans up through the GS-11 or equivalent grade level without competition to an excepted service position.	Veterans	http://www.cpol.army.mil/library/permis/6338.html
30% or more disabled	Noncompetitive temporary appointment of more than 60 days or term appointment. May be converted to a career or career conditional appointment.	Disabled veterans	http://www.opm.gov/strategic_management_of_human_capital/fhfr/FLX02020.asp#item2
American Recovery Reinvestment Act (ARRA)	May be used to fill positions on a temporary basis for up to one year to carry out provisions of the ARRA.	General	http://www.recovery.gov/About/Pages/The_Act.aspx
Reemployed Annuitants	The reemployment of an individual who has retired from the Federal government.	Retired Federal employees	http://www.cpol.army.mil/library/permis/6332.html

Appendix F- Appointing Authorities (Continued)

Peace Corps	Working in emerging and essential areas such as information technology and business development, and contributing to the President's Emergency Plan for AIDS Relief.	General	http://www.peacecorps.gov/
-------------	--	---------	---

Appendix G- Student Intern Diversity Outreach Partners

- **Asian American and Native American Pacific Islander Serving Institutions (AANAPISI):** The AANAPISI program provides grants to eligible institutions of higher education to enable them to improve their academic quality, increase their self sufficiency, and strengthen their capacity to serve students. To meet the definition of an AANAPISIS, an institution must have enrollment of undergraduate students that is at least 10 percent Asian American and Native American Pacific Islander.
- **The Conference on Asian Pacific American Leadership (CAPAL):** CAPAL is a 501(c) (3) charitable and educational organization dedicated to building leadership and public policy knowledge within the Asian Pacific American community. Its mission is to promote APA interest and success in public service careers, provide information and education on policy issues affecting the APA community, and serve the APA community at large.
- **Hispanic Associations of Colleges and Universities (HACU):** HACU represents nearly 450 colleges and universities committed to Hispanic higher education success in the U.S., Puerto Rico, Latin America, Spain, and Portugal. Although member institutions in the U.S. represent less than 10 percent of all higher education institutions nationwide, together they are home to more than two-thirds of all Hispanic college students. HACU is the only national educational association that represents Hispanic-Serving Institutions (HSIs).
- **Historically Black Colleges and Universities (HBCUs):** HBCUs are institutions of higher education in the United States that were established before 1964 with the intention of serving the Black community.
- **Thurgood Marshall College Fund (TMCf):** TMCf member universities are a critical source of higher education for African Americans. More than 80 percent of all students enrolled in historically Black colleges and universities attend TMCf member schools. Many public HBCU graduates have become leaders in the business, government, and entertainment industries. However, few of these achievements would be possible without the support of the Thurgood Marshall College Fund. Ninety percent of all students attending public HBCUs require some form of financial assistance.
- **The Washington Internships for Native Students (WINS):** WINS offers students of sovereign American Indian, Alaska Native, and Native Hawaiian (AI/AN/NH) nations the

opportunity to build leadership skills while living, studying, and interning in Washington, D.C. Developed in response to the White House Initiative on American Indians and Alaska Natives, this enriching program offers qualified students full scholarships funded by American University and sponsoring organizations. Participating students gain professional work experience through interning at a Federal agency or private firm, take courses focusing on Native American public policy concerns, and enjoy engaging social and cultural extra-curricular activities.

- **Land grant institutions** are often categorized as 1862, 1890, and 1994 institutions, based on the date of the legislation that designated most them with land grant status. Of the 106 Land-Grant institutions, all but two (the Community College of Micronesia, and Northern Marianas College) are members of the Association of Public and Land-Grant Universities (APLU) (Formerly the National Association of State Universities and Land-Grant Colleges or NASULGC).
 - The 31 tribal colleges of 1994 are represented as a system by the single membership of the American Indian Higher Education Consortium (AIHEC).

- **1862 Land-Grant Colleges:** The Morrill Act of 1862 was also known as the Land Grant College Act. It was a major boost to higher education in America. The grant was originally set up to establish institutions in each state that would educate people in agriculture, home economics, mechanical arts, and other professions that were practical at the time.
 - The land grant act was introduced by Vermont Congressman Justin Morrill. He envisioned the financing of agriculture and mechanical education and wanted to assure that education would be available to those in all social classes.

- **The Morrill Land-Grant Acts** are United States statutes that allowed the creation of land-grant colleges, including the Morrill Act of 1862 and the Morrill Act of 1890 (the Agricultural College Act of 1890).

- **1890 Land-Grant Institutions Grants Programs:**
The 1890 land-grant institutions are historically black universities that were established under the second Morrill Act of 1890. The 1890 land-grant institutions programs are intended to strengthen research, extension, and teaching in the food and agricultural

sciences by building the institutional capacities of the 1890 Institutions, including Tuskegee University.

- **1994 Land Grant Institutions:**

The 1994 Land Grant Institutions (1994s) are Native American tribally-controlled colleges and universities that were granted land-grant status under act of Congress in 1994. The 1994 Land Grant Institutions have missions to serve their consumers through higher education programs involving teaching, community outreach, and research. The 1994 Land Grant Institutions primarily serve Native American populations that are typically located in remote, underserved communities that lack access to higher education. They take special care to include cultural relevant curriculum and programs in their institutions so that Native American students and communities can take pride in their cultural and historical identity.

Appendix H- USDA Internship Programs Overview

Program	Purpose	Target Participants	Duration of Program	Cost	FTE
1890 National Scholars Program	The USDA/1890 National Scholars Program is a partnership between of the United States Department of Agriculture (USDA) and 1890 Historically Black Land-Grant Universities. The program awards scholarships to students to attend one of 1890 Historically Black Land-Grant Universities.	High school seniors who attend Historically Black Colleges and Universities (HBCUs)	Four years, conversion to career-conditional upon graduation with four year service agreement successful completion of academic requirements.	Tuition/ Books/Fees for Bachelor's degree, Salary & Benefits Estimate: \$14,344/year (based on GS-3)	Yes, about .20/year while in school, and 1.0 /year upon conversion.
Washington Internships for Native Students (WINS)	The Washington Internships for Native Students (WINS) offers students of sovereign American Indian, Alaska Native, and Native Hawaiian (AI/AN/NH) nations the opportunity to build leadership skills while living, studying, and interning in Washington, DC.	Native Students Pursuing Bachelor's Degree	Eight Weeks	\$10,500 USDA fee pays for all student expenses.	No
Public Service Leaders Scholarship Program (PSLSP)	Students to complete at least 640 hours of community service. Allows public service leaders to attain experience in the government.	Junior Level Undergraduates & Higher	Traditionally, two years, with option to convert to career-conditional upon graduation	Tuition/Books/Fees, Laptop/PSLSP Orientation Fees + Salary & Benefits part-time throughout the year	Yes, varies depending on work schedule while a student; then 1.0 year upon conversion.
Hispanic Association of Colleges & Universities (HACU)	Internship formed with another sponsoring organization to allow students to gain relevant skills and the ability to explore Federal career options.	Hispanic Students Pursuing Bachelors Degree attending HACU schools	Fifteen Weeks	\$13,000 paid by the Agency	No

Appendix H- USDA Internships Overview (Continued)

Program	Purpose	Target Participants	Duration of Program	Cost	FTE
Presidential Management Fellows Program (PMF)*	Established by Executive order in 1977 to attract the Federal service outstanding graduate students from wider variety of academic disciplines who have an interest in, and commitment to, a career in the analysis and management of public policies and programs.	Master's Degree Graduates & Above	Two Years, followed by conversion to career-conditional appointment	\$6,000 (One Time Fee paid to OPM) + Salary & Benefits Estimate: \$66,010/year (based on GS-9) Pay Salary + 25%	Yes, 1.0/ year.
Student Career Experience Program (SCEP)*	To provide students an opportunity to work in an occupation directly related to their educational study.	Students Pursuing Bachelor's Degree & Higher	Varies, with option to convert career-conditional upon graduation	Salary + Benefits Estimate: \$7,124/ summer (based GS-4) Pay Salary + 25%	Yes, varies depending on work schedule while in school; then 1.0/ year upon conversion.
Student Temporary Employment Program (STEP)*	To allow students to subsidize their education and receive exposure to Federal positions that are based on the student's qualification the work is not necessarily related to their field of study.	Students Pursuing Bachelor's Degree & Higher	Not To Exceed One Year, with option to convert to SCEP	Salary + Some Benefits Estimate: \$5,076/ summer (based on GS-3)	Yes, 0.20/ year based on 10 weeks summer employment.
1994 Land Grant Institutions	These Grant Institutions primarily serve Native American populations that are typically located in remote, underserved communities that lack access to higher education.	Native American Students Pursuing Bachelor's Degree & Higher	Four years, conversion to career-conditional upon graduation with four year service agreement successful completion of academic requirements.	Tuition/ Books/Fees for Bachelor's degree, Salary & Benefits Estimate: \$14,344/year (based on GS-3)	Yes, about .20/year while in school, and 1.0 /year upon conversion

*NOTE: [Executive Order 13562](#) entitled “Recruiting and Hiring Students and Recent Graduates” has directed OPM to consolidate these programs and will be collectively known as the “Pathways Programs”.



AGENDA

Human Resources Division (HRD)

9:30 a.m. – 3:30 p.m.

9:30 a.m. – 9:45 a.m.	Welcome Remarks Frank McDonough, Director Human Resources
9:45 a.m. – 11:00 a.m.	FNCS Overview Bruce Alexander, Director Communications and Governmental Affairs
11:15 a.m. – 11:30 a.m.	Recruiting Our Military David Dissinger, Veterans Employment Program Manager USDA
12:00 noon – 1:00 p.m.	Lunch
1:00 p.m. – 1:30 p.m.	Reasonable Accommodations Anita Cunningham, Program Analyst Office of Office of Civil Rights and Equal Employment Opportunities
1:30 p.m. – 2:00 p.m.	Career Connector HR Specialist Administrative Resource Center (ARC)
2:00 p.m. – 2:30 p.m.	Millennial Generation Vince Loran, Diversity Trainer Office of Civil Rights and Equal Employment Opportunities
2:30 p.m. – 3:00 p.m.	Evaluating Candidates, Forms and Procedures Joanie Dilone, Recruiter Human Resources Division
3:00 p.m. – 3:30 p.m.	Job Fair Demonstration Q&A

Appendix J- FNCS' Performance Measures

Workforce Goal	Objectives	Performance Measures
1. LEADERSHIP AND ACCOUNTABILITY	Ensure FNCS leaders advocate the value and importance of increasing diversity.	<ul style="list-style-type: none"> ● Percent of overall results on SES' Diversity Competency included in performance standards. ● Percent of supervisors that have completed mandatory annual supervisory training and other trainings related to diversity. ● Percent of managers satisfied with candidate pool and new hires
2. OUTREACH AND PARTNERSHIPS	Create a pool of diverse, high quality candidates able to fill positions at all grade levels and in all occupations, including mission-critical positions.	<ul style="list-style-type: none"> ● ROI data criteria and methodology for job fairs and ads ● Percent of Memorandums of Understanding with different Minorities Organizations. ● Number of Veterans, Hispanics, and People with Disabilities onboard ● RNO data of applicants
3. RECRUITMENT AND HIRING	Develop a workforce that reflects the diversity of the Nation	<ul style="list-style-type: none"> ● Percent of managers trained on hiring authorities and incentives ● Percent usage of special hiring authorities ● Time to hire
4. RETENTION	Retain a diverse, high quality workforce dedicated to accomplish the mission of the organization	<ul style="list-style-type: none"> ● Percent of positive responses on "Job Satisfaction" index ● Percent of employees on formal Individual Development Plans ● Percent of positive responses to survey questions pertaining to employee recognition and work-life quality ● Scores on the Work-Life Index ● Percentage of positive responses to survey questions related to training and developmental programs
5. DEVELOPMENT AND RECOGNITION	Provide and enhance all employees' learning and development	<ul style="list-style-type: none"> ● Percent of underrepresented groups with IDPs, mentors, and coaches and who participate in developmental details.

Appendix K- Additional Resources

- USDA Recruitment Director, Monshi Ramdass, Ramdass.Monshi@dm.usda.gov
- Departmental Disability Employment Program Manager, Alison Levy, Alison.Levy@dm.usda.gov
- USDA Veterans Employment Manager, David Dissinger, David.Dissinger@dm.usda.gov
- Departmental Student Employment Program Manager, Wendy Carrasco, Wendy.Carrasco@dm.usda.gov
- Departmental Acting Hispanic Employment Program Manager, Febe Ortiz, Febe.Ortiz@dm.usda.gov
- EEOC- FY 2009 Annual Report of the Federal Workforce, July 2009
<http://www.eeoc.gov/federal/reports/fsp2009/upload/FY-2009-Annual-Report.pdf>
- GAO- Additional Insights Could Enhance Agency Efforts Related to Hispanic Representation, August 2006
<http://www.goa.gov/new.items/d06832.pdf>
- GAO- Data on Hispanic Underrepresentation, May 2007
<http://www.gao.gov/new.items/d07493r.pdf>
- Job Accommodation Network (JAN) www.jan.wvu.edu
- USDA Target Center <http://www.dm.usda.gov/oo/target/>
- FNCS Cultural Transformation website- <http://fncs/agencys/ct/Pages/default.aspx>
- USDA Cultural Transformation website <http://culturaltransformation.usda.gov/>
- Employer Assistance and Resource Network (EARN) www.earnworks.com
- Wounded Warrior Project website <http://www.woundedwarriorproject.org/>

- Workforce Recruitment Program www.wrp.gov
- Computer/Electronics Accommodation Program www.tricare.mil/cap
- NHLA- An Evaluation of OPM's Efforts to Improve Hispanic Underrepresentation in the Federal Government, February 2006
http://www.bateyink.org/pdf/NHLA_rpt_web1.pdf
- OPM's Federal Hiring Flexibilities Resource Center
<http://www.opm.gov/strategicmanagementofhumancapital/fhfr/AZindex.asp>
- Partnership for Public Service report, "America has Talent: Breaking the Mold for Federal Recruiting" December 9, 2010, available at
<http://ourpublicservice.org/OPS/publications/viewcontentdetails.php?id=153>
- The Public Manager, "Federal Agencies are Using New Strategies, Programs, and Techniques to Attract the Next Generation of Civil Servants," Spring 2009, available at
http://findarticles.com/p/articles/mi_m0HTO/is_1_38/ai_n35527507
- USAJOBS Manager's Toolkit for Recruitment and Hiring:
http://www.usa.gov/Federal_Employees/Managers_Toolkit.shtml
- U.S. Equal Employment Opportunity Commission, *THE ABC's of Schedule A for the Hiring Manager* website,
http://www.eeoc.gov/eeoc/initiatives/lead/abc_hiring_manager.cfm
- U.S. Merit Systems Protection Board, "Managing Federal Recruitment: Issues, Insights, and Illustrations," September 2004, available at
<http://www.mspb.gov/netsearch/viewdocs.aspx?docnumber=253626&version=253913&application=ACROBAT>
- U.S. Office of Personnel Management Annual and Semiannual Reports on *Hispanic Employment in the Federal Government to the President and Congress*, Washington, D.C.,
<http://opm.gov/diversity/Hispanic/2001Report2Pres00.htm>
- U.S. Office of Personnel Management, *Building and Maintaining a Diverse, High-Quality Workforce*. Washington, DC) 2000). <http://www.opm.gov/Diversity/diversity-3.htm>

- The White House, *New Freedom Initiative*, Washington DC (February 01, 2001); www.disabiityinfo.gov
- U.S. Department of Labor, *Futurework: Trends and Challenges for Work in the 21st Century*. <http://www.wwp.dol.gov/sec/gils/records/000187.htm>
- U.S. Office of Personnel Management, *Federal Employment of People with Disabilities*. Washington, DC (Updated September 2003). <http://www.open.gov/disability>

Executive Orders

- Executive Order 13562, Recruiting and Hiring Students and Recent Graduates <http://edocket.access.gpo.gov/2010/pdf/2010-33169.pdf>
- Executive Order 13583, Establishing a Coordinated Government-wide Initiative to Promote Diversity and Inclusion in the Federal Workforce. <http://www.whitehouse.gov/the-press-office/2011/08/18/executive-order-establishing-coordinated-government-wide-initiative-prom>
- Executive Order 11478, *Equal Employment Opportunity in the Federal Government* August 8, 1969). <http://www.eeoc.gov/federal/eo11478.html>
- Executive Order 13548, *Increasing Federal Employment of Individuals with Disabilities*, Washington, DC (July 26, 2010). <http://edocket.access.gpo.gov/2010/2010-18988.htm>
- Executive Order 13163, *Increasing the Opportunity for Individuals with Disabilities to be Employed in the Federal Government*. Washington, DC (July 26, 2000). <http://www.appc1.va.gov/dmeeo/whiteinitative/13163.htm>
- Executive Order 13164, *Requiring Federal Agencies to Establish Procedures to Facilitate the Provision of Reasonable Accommodations*. Washington, DC (July 26, 2000). http://resource.lawlinks.com/content/legal_research/executive_orders_13164.htm
- Executive Order 13171, *Hispanic Employment in the Federal Government*, Washington, DC (October 12, 2000). <http://www.opm.gov/eo/13171.htm>

- Executive Order 13217, Community-Based Alternatives for Individuals with Disabilities. Washington, DC (June 18, 2001).
<http://www.whitehouse.gov/news/releases/2001/06/20010619.htm>
- Executive Order 13230, Education Excellence for Hispanic American Commission, Washington, DC (October 2001). <http://yesican.gov/paceea/eo.html>
- Executive Order 13518, Employment of Veterans in the Federal Government. Washington, DC (November 13, 2009).
<http://edocket.access.gpo.gov/2009/pdf/E9-27441.pdf>