Resource Allocation
Plan Model
for
Special Emphasis
Program Managers
A Resource Allocation Plan Model for Special Emphasis Program Managers

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Introduction

Purpose
The purpose of this Resource Allocation Plan (RAP) model is to provide Federal Special Emphasis Program Managers (SEPMs) a step-by-step procedure for developing a plan. The Office of Personnel Management has determined that agencies need a method by which they can identify a realistic allocation of time and money that will assure a results-oriented program. This RAP model was developed to address this need. Generally, the plan is a method by which a SEPM can identify the program needs of the agency; the planned actions necessary to address those needs, and the minimum resources required to carry out the planned actions during the year in the most cost effective manner.

Since this RAP model is only a tool to help SEPMs, it should be used only as a guide to be adapted to the unique needs of the agency. This model does not attempt to provide a definitive treatment of all aspects of the special emphasis programs. It does not attempt to explain how all of the Federal Equal Employment Opportunity (EEO) and personnel practices and procedures, and managerial and communication skills can be applied to special emphasis programs. These necessary knowledges, skills, and abilities must be learned through additional training and on-the-job experience. We hope that this model will help with the process of planning the allocation of resources for an effective and successful program.

Resource Allocation Plan

The RAP consists of two documents: (a) a Work Plan which includes an Assessment Report and a Report of Objectives and Action Items. and (b) a Budget Sheet which includes the estimated time and resources needed by the SEPM to implement the various planned actions during the fiscal year. Generally, the SEPM will estimate the total number of staff hours and costs needed to implement each activity.

The RAP is a key document since the head of the agency or installation, the EEO Officer or the appropriate official* and the SEPM's immediate supervisor (if a collateral assignment) can be expected to review the estimates before granting approval for implementing the planned activities and percentages of time requested. Techniques for negotiating the RAP are also discussed in this model.

The process for developing a RAP can be described in a four step outline:

Step 1- Making An Assessment
Step 2- Developing Objectives and Action Items
Step 3- Completing the RAP
Step 4- Obtaining Approval of the Resource Allocation Plan.

The Resource Allocation Plan (RAP) and the Federal Equal Opportunity Recruitment Program (FEORP)

The RAP flows logically from the SEPMs participation in the Federal Equal Opportunity Recruitment Program (FEORP) and Affirmative Action Plans (AAPs). OPM's guidance for the development and implementation of the FEORP calls for agencies to conduct a detailed underrepresentation analysis in various categories of civil service employment. EEOC's instructions for the development of multi-year AAPs also require underrepresentation analyses. The development of both plans calls for the cooperative efforts among agency key officials - agency officials - managers, supervisors, personnel and EEO staffs, and the SEPM. As an integral part of the management team, the SEPM should work with the agency officer at all levels identifying the employment problems that affect minorities, women, veterans and handicapped persons identifying solutions and monitoring progress toward established goals.

There is an important relationship between the agency's equal opportunity program and the SEPM RAP because:

1. The three plans (FEORP, AAP and the RAP) should serve as a link between the SEPM and other agency managers.
2. EEOC Management Directives on AAPs require agencies to identify the amount of resources to be allocated to each of the special emphasis programs. Agencies should indicate the percentage of time and costs which the SEPM has identified as necessary to implement the special emphasis program for the fiscal year.
3. The Assessment Report of the special emphasis program should be submitted as part of the overall Assessment Report of the agency's AAP. Adequate assessment of the special emphasis program is critical to complete accurate FEORP and AAPs. Again, the EEOC and the OPM will want to know of special emphasis program accomplishments and assessments.
4. The Report of Objectives and Action Items identified by the SEPMs will be helpful in terms of the FEORP Annual Report. It could also be submitted with the budget sheet to be included in the AAP

Labor Management Relations

At agencies/installations where employees are members of exclusive bargaining units, management should be mindful of its statutory obligation (5 USC 71) to deal through the recognized union on matters affecting personnel policies, practices and conditions of work concerning bargaining unit employees.
Step 1  Making an Assessment

The Assessment Report is a brief summary of the major problems that the SEPM has identified in the special emphasis program. The process of assessing a program involves statistical analysis, review of other information sources, and writing the report. Assessing the program should be a joint effort among SEPMs, EEO/AA personnel, and other appropriate agency officials. However, the written Assessment Report for each program should be developed by the SEPM.

While the SEPM is conducting the assessment of the special emphasis program, he/she is identifying- and listing real or potential problems. It is important to emphasize that, at this point, the SEPM is not suggesting remedies or solutions to problems identified, but is only listing problems. The problem statements should be specific, concise, and supported by facts. General or vague statements should be avoided.

When a problem has been identified, managers should identify the source of information. For example:

Not This: "Women appear to be concentrated at lower grade levels." (non-specific/source unidentified)

But This: “A March 1982 Agency-led evaluation report states that 85% of all women are concentrated in grades GS-2 through GS-5 compared to 13% of all men.” (specific/source identified)

1. Making an Assessment Using Statistical Data

One of the most critical sources to review in making an assessment of the special emphasis program is the agency's employment statistical data. These data may be obtained from the EEO/AEP Officer, Personnel Officer, Selective Placement Coordinator or any other appropriate official.

The initial analysis of data will be to: (1) determine the under-representation of minorities, women, veterans and handicapped employees; and (2) establish program priorities to increase the representation of minorities, women, veterans, and handicapped employees. A traditional data will be collected on hiring estimates and from other sources as part of the program assessment to develop objectives and action items. Under FEORP regulations*, agencies are required to establish targeted recruitment programs based on determinations of underrepresentation. The analysis of statistical data will not only produce determinations of underrepresentation but will also indicate recruiting objectives through assessment of hiring estimates and surveying the local labor market.

There are no current Civilian Labor Force (CLF) data for the calculation of the underrepresentation for handicapped individuals. Therefore, agencies should review their current employment of handicapped employees and use one or more of the following benchmarks to assess their performance in the employment of handicapped individuals:
--- own past performance
--- performance of agencies with exemplary records
--- overall government progress
--- census data

To the extent possible, agencies should adapt and apply basic principles embodied in the Federal Equal Opportunity Recruitment Program.

The SEPM may find that much of this information has already been compiled and the determinations of underrepresentation computed for the agency's FEORP and AAPs. The SEPM will simply review the indices of underrepresentation and identify the recruiting priorities which have been established for the constituent group.

In other cases, the SEPM may be asked to assist in making calculations of underrepresentation and developing recruiting priorities. In either case, the SEPM should be knowledgeable of the process for making an assessment using statistical data.

The following charts illustrate the various kinds of employment data which must be analyzed for developing recruiting priorities.

A. Review of Agency Underrepresentation

The SEPM should first review the statistical representation of minorities, women, veterans and handicapped individuals in the various occupational categories as developed by the responsible agency office. The chart on the following page is an example of such a review.

---

*For further, more detailed information about FEORP consult FPM Letter 720.2 of September 19, 1979.
### Chart 1

<table>
<thead>
<tr>
<th>Occupational Category</th>
<th>Total</th>
<th>Non-Minority</th>
<th>Minority</th>
<th>Black</th>
<th>Hispanic</th>
<th>American Indian</th>
<th>Asian Pacific Is.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>M  F</td>
<td>M  F</td>
<td>M  F</td>
<td>M  F</td>
<td>M  F</td>
<td>M  F</td>
</tr>
<tr>
<td>Professional ..........</td>
<td>201</td>
<td>110 55</td>
<td>15 21</td>
<td>10 5</td>
<td>1 4</td>
<td>1 3</td>
<td>3 9</td>
</tr>
<tr>
<td>Administrative .......</td>
<td>23</td>
<td>18 5</td>
<td>0 0</td>
<td>0 0</td>
<td>0 0</td>
<td>0 0</td>
<td>0 0</td>
</tr>
<tr>
<td>Technical .............</td>
<td>74</td>
<td>35 30</td>
<td>6 3</td>
<td>3 1</td>
<td>2 1</td>
<td>0 1</td>
<td>1 0</td>
</tr>
<tr>
<td>Clerical .............</td>
<td>98</td>
<td>3 88</td>
<td>0 7</td>
<td>0 2</td>
<td>0 4</td>
<td>0 0</td>
<td>0 1</td>
</tr>
<tr>
<td>Other .................</td>
<td>6</td>
<td>3 1</td>
<td>1 1</td>
<td>1 0</td>
<td>0 1</td>
<td>0 0</td>
<td>0 0</td>
</tr>
<tr>
<td>Wage System:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wage Grade ..........</td>
<td>76</td>
<td>70 1</td>
<td>5 0</td>
<td>2 0</td>
<td>3 0</td>
<td>0 0</td>
<td>0 0</td>
</tr>
<tr>
<td>Wage Leader ..........</td>
<td>10</td>
<td>10 0</td>
<td>0 0</td>
<td>0 0</td>
<td>0 0</td>
<td>0 0</td>
<td>0 0</td>
</tr>
<tr>
<td>Wage Supervisor ......</td>
<td>12</td>
<td>12 0</td>
<td>0 0</td>
<td>0 0</td>
<td>0 0</td>
<td>0 0</td>
<td>0 0</td>
</tr>
<tr>
<td>Total Employees ......</td>
<td>500</td>
<td>261 180</td>
<td>27 32</td>
<td>16 8</td>
<td>6 10</td>
<td>1 4</td>
<td>4 10</td>
</tr>
<tr>
<td>Mainstream ...........</td>
<td>185</td>
<td>108 48</td>
<td>11 18</td>
<td>9 4</td>
<td>0 2</td>
<td>0 3</td>
<td>2 9</td>
</tr>
</tbody>
</table>

Additional analysis will be required by grade level or by grade grouping, in each occupational category. For example:

### Chart 2

<table>
<thead>
<tr>
<th>Occupational Category</th>
<th>Grade Grouping</th>
<th>Total</th>
<th>Non-Minority</th>
<th>Minority</th>
<th>Black</th>
<th>Hispanic</th>
<th>American Indian</th>
<th>Asian Pacific Is.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>M  F</td>
<td>M  F</td>
<td>M  F</td>
<td>M  F</td>
<td>M  F</td>
<td>M  F</td>
</tr>
<tr>
<td>Professional ..........</td>
<td>GS-9-II</td>
<td>75</td>
<td>41 21</td>
<td>5 8</td>
<td>3 2</td>
<td>0 2</td>
<td>0 0</td>
<td>2 4</td>
</tr>
<tr>
<td></td>
<td>GS-12</td>
<td>20</td>
<td>11 6</td>
<td>1 2</td>
<td>1 0</td>
<td>0 0</td>
<td>0 0</td>
<td>0 2</td>
</tr>
</tbody>
</table>

### Chart 3

<table>
<thead>
<tr>
<th>Minor Group CLF%</th>
<th>Agency Employment</th>
<th>Under Rep. Index</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Black: M</td>
<td>3</td>
<td>4.0%</td>
</tr>
<tr>
<td>F</td>
<td>2</td>
<td>2.6%</td>
</tr>
<tr>
<td>Hispanic: M</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>F</td>
<td>2</td>
<td>2.6%</td>
</tr>
<tr>
<td>Asian-Pacific Is.: M</td>
<td>2</td>
<td>2.6%</td>
</tr>
<tr>
<td>F</td>
<td>4</td>
<td>5.3%</td>
</tr>
<tr>
<td>American Indian: M</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Non-Minority: F</td>
<td>21</td>
<td>28.0%</td>
</tr>
</tbody>
</table>
For example, one agency used the data to identify why, with retirements, etc., is essential. Occupational series, grade levels, veteran status, new hires, handicapped individuals, and analysis of statistical data such as occupational distribution, race, and national origin groups. The data (titled "Labor Market Information for Affirmative Action Programs“) can be obtained from the U.S. Bureau of the Census, the U.S. Department of Labor, or employment security offices. The labor market data provides information on the skills of a specific occupation, race, and national origin groups. The data (titled "Labor Market Information for Affirmative Action Programs“) can be obtained from the U.S. Bureau of the Census, the U.S. Department of Labor, and in most states, from the state's Department of Labor, or employment security offices.

The hiring estimates will identify the number and kind of positions that have been projected to be filled during the year. The estimates are not a commitment to fill the positions but rather a projection of work force needs.

D. Analyzing Data on Handicapped Individuals

To measure the effectiveness of employment programs for handicapped individuals, an analysis of statistical data such as occupational series, grade levels, veteran status, new hires, retirements, etc., is essential.

For example, one agency used the data to identify why, with gains made in hiring handicapped persons, its overall rate of handicapped employment was on the decline. The agency conducted an analysis of the specific handicap code by separation: disability retirement, other retirements, voluntary separations, and involuntary separations. An analysis of the data demonstrated that the majority of separations was due to uncontrollable factors, such as non-disability retirements, voluntary separations, and disability retirement. Therefore, the agency concentrated its efforts on controllable factors, such as recruitment and upward mobility for handicapped persons.

E. Analyzing Skills Available

Analyzing the skills available in the local labor market (or the agency's recruiting area) enables the SEPM to determine whether there are sufficient skills in the labor market to meet the agency's hiring needs. Labor market data includes employment rates and participation in the local labor market by specific occupation, race, and national origin groups. The data (titled, generally, "Labor Market Information for Affirmative Action Programs“) can be obtained from the U.S. Bureau of the Census, the U.S. Department of Labor, and in most states, from the state's Department of Labor, or employment security offices.

Labor market data provides information on the skills of a particular group in the recruiting area. In order to determine the most appropriate applicant pool for these skills, a further breakdown by state, county, and/or major city may be necessary.

Additionally, each agency may develop a system for identifying underutilized skills of agency employees. This information would be particularly useful in planning for upward mobility program efforts and assuring that the Upward Mobility Program is supportive of the FEORP and AAPs.

<table>
<thead>
<tr>
<th>General Schedule</th>
<th>Previous Year Turnover</th>
<th>New Hires</th>
<th>Merit Promotion Plan</th>
<th>Grade Level</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clerical</td>
<td>60</td>
<td>45</td>
<td>5</td>
<td>GS-213</td>
<td>GS-4</td>
</tr>
<tr>
<td>322 Clerk-Typist</td>
<td>(30)</td>
<td>(7)</td>
<td>(3)</td>
<td>GS-315</td>
<td></td>
</tr>
<tr>
<td>321 Clerk-Steno</td>
<td>(4)</td>
<td>(4)</td>
<td>(1)</td>
<td>GS-213</td>
<td></td>
</tr>
<tr>
<td>336 Card Punch Operator</td>
<td>(4)</td>
<td>(4)</td>
<td>(1)</td>
<td>GS-4</td>
<td></td>
</tr>
<tr>
<td>356 Data Proc. Clerk</td>
<td>(4)</td>
<td>(4)</td>
<td>(1)</td>
<td>GS-4</td>
<td></td>
</tr>
<tr>
<td>Technician</td>
<td>84</td>
<td>47</td>
<td>37</td>
<td>GS-4/9</td>
<td></td>
</tr>
<tr>
<td>1205 Mail Carrier</td>
<td>(25)</td>
<td>(24)</td>
<td>(24)</td>
<td>GS-4/9</td>
<td></td>
</tr>
<tr>
<td>1215 Service Rep</td>
<td>(4)</td>
<td>(2)</td>
<td>(2)</td>
<td>GS-4/5</td>
<td></td>
</tr>
<tr>
<td>525 Acct Tech</td>
<td>(2)</td>
<td>(1)</td>
<td>(1)</td>
<td>GS-5/6</td>
<td></td>
</tr>
<tr>
<td>Professional</td>
<td>15</td>
<td>6</td>
<td>3</td>
<td>GS-9</td>
<td></td>
</tr>
<tr>
<td>510 Accountant</td>
<td>(1)</td>
<td>(1)</td>
<td>(1)</td>
<td>GS-9/11</td>
<td></td>
</tr>
<tr>
<td>1225 Mail Inspector</td>
<td>(3)</td>
<td>(1)</td>
<td>(1)</td>
<td>GS-1/12</td>
<td></td>
</tr>
<tr>
<td>201 Pers. Mgmt. Specialist</td>
<td>(1)</td>
<td>(1)</td>
<td>(1)</td>
<td>GS-7</td>
<td></td>
</tr>
<tr>
<td>1081 Pub. Info. Specialist</td>
<td>(1)</td>
<td>(1)</td>
<td>(1)</td>
<td>GS-7</td>
<td></td>
</tr>
</tbody>
</table>
2. Making an Assessment Using Other Sources

In reviewing the previous statistical data, the SEPM has now completed the statistical assessment which identifies some problem areas. Although statistical analysis usually constitutes a major part of the assessment process, statistics are not the only source for identifying potential EEO/AEP problems. Other information can be obtained from:

A. Review of Federal Equal Opportunity Recruitment Program Plan

Ideally, the SEPM has been involved in the development/update of the FEORP plan. Nevertheless, the SEPM should review this plan to ascertain: that determinations of underrepresentation have been computed correctly for their constituency; which occupations and grade levels show underrepresentation and which have been selected as priorities for FEORP; whether targeted recruitment has been correctly focused and effective recruitment sources identified; and that priority recruitment and underrepresentation problems identified in Step 1 have been addressed. If it has not been done previously, the SEPM should make appropriate recommendations and offers of assistance to the responsible staff office (EEO/AEP or Personnel) and the agency's designated FEORP official. Otherwise, the earlier recommendations should form the basis for the RAP.

B. Review of Agency's Affirmative Action Plan

In reviewing the Plan, the SEPM should look for any specific problems relating to the special emphasis programs or incomplete action items.

C. Training Records

FPM Chapter 411 requires that agencies establish a continuing program of supervisory development. One of the key supervisory functions and developmental strategies listed in Appendix A of the FPM Chapter is "Understanding and Implementing Equal Employment Opportunity Policies." Therefore, the SEPM will at least want to review training records to determine how many supervisory and management personnel have attended formal or informal training courses which included coverage of their EEO/AEP responsibilities, including the special emphasis programs. A fact which should not be overlooked when reviewing training data is whether the training of women, minorities, and handicapped individuals is at a level that would be expected, given their representation in the work force.

D. Discrimination Complaints

The SEPM will want to review the record of past discrimination complaints filed by employees or job applicants against the agency under the statutory or negotiated procedures as well as union or employee grievances filed under the negotiated grievance procedures. This can assist him/her in determining if any potential EEO problems exist. This review should also include a review of any court order or consent decree that the agency is operating under, since these might have an impact on the SEPM's planning.

E. Program Evaluations

Under affirmative action plan requirements, agencies must review various activities to determine whether the EEO program (including the special emphasis programs) is being properly evaluated.

Did the agency conduct internal personnel management evaluations of the internal EEO programs? If not, this could be considered as a potential problem or need. If they were conducted, did the SEPM submit any input? What problems, needs, and accomplishments did such evaluations reveal? These should be listed. Additionally, the SEPM should review any quarterly or semi-annual progress reports, special studies, correspondence, and other documents which were prepared by the EEO/AEP staff.

F. Discussions with Managers, Supervisors, Employees, EEO Officials, Labor Organizations, and Community Organization Representatives

Where appropriate, informal discussions with the above persons are among the most effective sources for assessing the program. Often in such discussions, frank opinions or information will be revealed which may suggest potential or real problems for the special emphasis programs. Once the SEPM has completed his or her review of the source documents and discussions with knowledgeable program officials and other interested persons, he/she will have a "shopping list" of problems. At this point, he/she is prepared to begin writing the Assessment Report.

3. Writing An Assessment Report

The problems identified in the Assessment Report provide the basis for the number and kind of Objectives and Action Items which will be developed in Step 2. Objectives and Action Items will, in turn, justify the resources to be allocated for the special emphasis programs.

In writing the Assessment Report, the SEPM should categorize the problems into appropriate Action Item headings. For example, assume that the SEPM identified twenty problems while reviewing the sources discussed above (statistical and others), and then found that four problems fall under Upward Mobility; four under Recruitment; six under Supervisory and Managerial Commitment; four under Community Outreach: and two under Program Evaluation. (These are examples of action item headings - there are no rules concerning the categorization of problems. The SEPM may group problems together in any manner appropriate to his/her program or organization.)

The Assessment Report should have two sections, an introduction section and a findings section. Frequently, a summary section will be helpful.

The introduction should include a brief summary of the sources used in making the assessment and a description of the methodology. The findings should include, under the appropriate action item headings, the specific problem statements.

The summary section should be a statement of crosscutting conclusions.

Once the Assessment Report has been written, the SEPM is now ready to develop the Objectives and Action Items of the RAP in greater detail. Proceed to Step 2.

An example of an Assessment Report on a special emphasis program follows.
Example of an Assessment Report: Federal Women's Program

A. Introduction
In preparing this assessment of the Federal Women's Program (FWP), the FWP Manager used several sources. The primary source was the agency's employment statistical data. Other sources included: current FEORP and AAPS; training records; past discrimination complaint records; various EEO/AEP evaluation reports such as the internal personnel management evaluation report and the EEO officer evaluation report, and discussions with managers, supervisors, employees, and representatives of local women's community organizations.

B. Findings
The findings of this assessment are grouped into the following four headings: Upward Mobility, Supervisory and Managerial Commitment, Community Outreach, and Program Evaluation.

Upward Mobility
In reviewing turnover data, it appears that there are good potential opportunities for identifying Upward Mobility positions in technical occupations (18.7% turnover - 84 of 448 positions).

1. There is no current Upward Mobility Plan.
2. Women account for 33.1% of the total GS work force: however; 87.8% of the women (268 of 305) are in grades GS-1 through GS-5 compared with 15.4% for men (95 of 616). There are no women in grades above GS-9. Further, the agency's largest occupational group is technicians, and women hold only 15.8% (71 of 448) of these positions.
3. Women account for 3.0% of total wage grade positions (2 of 65) and no women are in grades above WG-1.
4. 72.4% (221 of 305) of the women are in clerical occupations; the two women in wage grade occupations are custodial workers.
5. There are no women in the Transportation Division.

Supervisory and Managerial Commitment
1. Only five of the sixty-five managers and supervisors have received any EEO/AEP training within the last two years.
2. The questionnaire distributed as part of the overall personnel management evaluation indicated a low level of awareness by employees of the objectives of the FWP.
3. No higher graded managers and supervisors (GS-12 or above) are represented on the EEO/AEP Advisory Committee.
4. Last year only 15% of the employees indicated that they had received career counseling from their supervisors.

Community Outreach
There is no convenient public transportation to the agency; this could pose problems for potential job applicants who are handicapped or have no driver's license.

Program Evaluation
1. The FWP Manager did not provide input into the internal EEO/AEP program evaluation.
2. No formal system has been developed for tracking number and kinds of awards and promotions received by employees last year
3. The Upward Mobility Program Coordinator has not participated in the planning of the FEORP

C. Summary
The critique by headquarters of last year's AAP noted that the FWP needed additional emphasis. The Upward Mobility aspect of the agency plan was particularly singled out as needing further work. The implementation of an Upward Mobility Program was identified as the most likely way to increase opportunities for women in lower-level grades and meet the short-term objectives of FEORP. Therefore, upward mobility will be the primary focus of this year's activities.
Once the Assessment Report has been written, the first step is to establish priorities so that if the program must be scaled down due to budgetary or personnel resource limitations, the SEPM may do so without adversely affecting the overall objective of the plan. In other words, the SEPM should know which activity in the RAP could be eliminated or modified without seriously affecting the program. This step is critical since the intent is to obtain the maximum impact from limited resources.

The next step is to develop the Report of Objectives and Action Items geared to address the problems identified.

As the Objectives and Action Items are developed, the SEPMs should have in mind that, where a labor organization holds exclusive recognition, management must give the union the opportunity to bargain before any changes are made in merit promotion procedures affecting bargaining unit positions. Management must comply with lawful provisions of agreements unless or until they are renegotiated.

The suggested format for the Report of Objectives and Action Items should include:
1. Title of program category (e.g. Recruitment) 2. Problem Statement 3. Objective(s) and Action Item(s) 4. Responsible Official 5. Target Date 6. Estimated Staff Hours 7. Estimated Costs

### An example of the format and an explanation of each item follows:

#### Recruitment

**Problem Statement:** The 1980 Work Force Analysis indicates that Hispanics are employed at 0.2% in our work force while the civilian labor force statistics for the SMSA (Standard Metropolitan Statistical Area) indicate that the availability of Hispanics is at 0.9%.

1. **Program Category:**

   As discussed under the previous section, Writing an Assessment Report, a program category refers to the specific area under which problems were listed (e.g. Recruitment, Upward Mobility, etc.)

2. **Problem Statement**

   As shown in the previous example, the problem statement should be specific and identify the source of information.

3. **Statement of Objectives and Action Items**

   From the statement of the problem, one or more objectives may be established which will lead to the resolution of the problem. The actions to be taken to accomplish each objective are then listed, identified with the responsible official, and given a target date for completion.

   The distinction between an objective and an action item is an important one. An objective is a statement of a specific end product or condition to be attained by a specific date; an action

---

### Statement of Objectives and Action Items

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Action Item(s)</th>
<th>Responsible Official(s)</th>
<th>Target Date</th>
<th>Estimated Staff Hours</th>
<th>Estimated Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase representation of Hispanics in the applicant pool from 0.2% to at least 0.9% for technical and professional occupations.</td>
<td>1. Identify positions which require bilingual/cultural selective certification.</td>
<td>Line Manager Personnel Director HEP Manager</td>
<td>9/30</td>
<td>12</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>2. Develop a formal list of Hispanic community organizations to be used by Personnel Office to mail vacancy announcements.</td>
<td>Hispanic Employment Program Manager</td>
<td>9/30</td>
<td>12</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>3. Make 5 recruiting visits each quarter beginning October 1st to: community colleges, universities, and community organizations.</td>
<td>Personnel Director Hispanic Employment Manager College Recruiting Representative FWP Manager</td>
<td>Quarterly</td>
<td>256</td>
<td>$398</td>
</tr>
</tbody>
</table>

| TOTAL | 280 | TOTAL | $398 |
item is an activity carried out to achieve the objective. The action item supports the objective, and is only important to the extent that it helps to achieve the objective.

In the above example, the SEPM established the objective of increasing the representation of Hispanics in the applicant pool for technical and professional occupations from 0.2% to 0.9%. To help achieve this objective, the SEPM has identified several action items. These action items are the means toward accomplishment of the basic objective.

4. Responsible Official

The SEPM should coordinate from the very beginning and obtain preliminary approval from everyone involved in the development and implementation of the RAP. Special attention should be given to coordination with the agency managers who will be identified with the implementation of action items. In so doing, the SEPM should make sure that an estimate of the staff hours and costs for the actual implementation of action items is part of the discussions.

The action items should be identified with the official who can be held accountable by top management for their implementation. When more than one official has been identified as responsible for an action item, the name of the official who has the lead responsibility for ensuring its implementation should be underlined or otherwise identified. It can be assumed that other officials will actually implement or assist this lead official in implementing the action item. Once the plan has been approved by top management, these assignments will be communicated.

In the example cited above of recruiting action items, the lead responsibility has been identified with the Personnel Director. Although the SEPM will assist in implementing the action item. In a different area, the SEPM may be designated as the lead official, although other officials are identified and expected to assist in accomplishing the objective.

5. Target Dates

Target dates indicate when the action item is to be started or completed. Therefore, target dates should be as specific as possible. Managers should avoid expressing target dates as continually, annually, when the need arises, or other such imprecise terms.

Specific dates are important for two reasons: planning and monitoring.

First, specific target dates put the responsible official(s) on notice that they are expected to accomplish the action within a prescribed period of time and enable them to plan their efforts accordingly.

Second, they allow the SEPM to monitor the actions and determine if additional follow-up or revisions are needed. When the SEPM has designated other agency officials with the responsibility for action items, it is essential that prior agreement from the official be obtained. The SEPM should ensure that the officials involved agree to the target dates and understand the action items they are assigned. Assistance and clarification can be offered if, during the monitoring, it appears that a misunderstanding exists (either about the intent of the action item or how it should be implemented).

6. Estimate of Staff Hours

In this category the SEPM will estimate the total time needed to implement each action item. The SEPM will estimate only his or her time and not the time needed by other officials to implement the action item. For example, in action items #1 and #2 the SEPM has estimated that it would take three work days (24 hours) to implement the action item. In action item #3, the SEPM has estimated she/he needs 256 hours to implement the action item, as follows:

<table>
<thead>
<tr>
<th>Number of days</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of days</td>
<td>Cost</td>
</tr>
<tr>
<td>a. Five visits per quarter x 4 quarters = 20 visits; each visit will last a whole day</td>
<td>$200</td>
</tr>
<tr>
<td>b. One-half day will be normal to prepare for each visit, gathering and/or developing brochures, materials, making travel preparations, etc., ½ day x 20 visits = 10 days</td>
<td>$100</td>
</tr>
<tr>
<td>c. Four of the 20 visits will require one-half day travel ½ day x 4 = 2</td>
<td>$2</td>
</tr>
<tr>
<td>Total</td>
<td>$398</td>
</tr>
</tbody>
</table>

The SEPM will then total the number of estimated staff hours of action items under each heading, in this case, Recruitment. and enter the total at the bottom of the page. This same procedure will be followed for all of the action items under the major headings of Community Outreach, Supervisory and Managerial Commitment, Program Evaluation, etc.

7. Estimate of Costs

In this category the SEPM will estimate any costs of $50.00 or more (excluding salary and routine administrative costs) which he/she will incur in implementing each action item. For example, in action items #1 and #2 the SEPM estimated that no costs would be involved in implementing the action. However, in action item #3 the manager estimated a cost of $398. This breaks out as follows:

| a. Four of the visits require travel and over night stays. Air fare for each trip is $50.00. $50.00 x 4 visits | $200 |
| b. Each visit requires one-half day travel plus one day on-site. 1.3% days x 4 visits = 6 days | $198 |
| Days total travel time | $33.00 per diem x 6 days | $198 |
| Total | $398 |

The SEPM will then total the estimated costs of all action items for each heading. This example procedure will be followed for all of the action items under the major headings of Community Outreach, Supervisory and Managerial Commitment, Program Evaluation.
At this point the SEPM has completed Steps 1 and 2 in developing the RAP:

1. Made an assessment of the special emphasis program and written an Assessment Report.

2. Developed specific objectives and action items in response to problems identified in the Assessment Report; identified specific responsible officials and target dates for each action item; estimated the total amount of staff hours and nonsalaried costs (if appropriate) needed by the SEPM to implement each action item; and totaled the estimated staff hours and costs for each action item area or heading.

With these steps completed, the groundwork has been prepared for the completion of the actual RAP, Step 3.
Step 3  
Completing the Resource Allocation Plan

The SEPM is now ready to complete the budget sheet of the RAP, in the following order.
(1) Work Plan; (2) Fixed Item Estimates; and (3) Grand Total

1. PROGRAM CATEGORIES

<table>
<thead>
<tr>
<th>Staff Hours</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruitment</td>
<td>280</td>
</tr>
<tr>
<td>Management Support</td>
<td>8</td>
</tr>
<tr>
<td>Community Outreach</td>
<td>27</td>
</tr>
<tr>
<td>Program Evaluation</td>
<td>17</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>332</strong></td>
</tr>
</tbody>
</table>

2. FIXED ITEMS

<table>
<thead>
<tr>
<th>Staff Hours</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling</td>
<td>40</td>
</tr>
<tr>
<td>Training</td>
<td>40</td>
</tr>
<tr>
<td>Report Writing/Correspondence</td>
<td>20</td>
</tr>
<tr>
<td>Meetings</td>
<td>40</td>
</tr>
<tr>
<td>Program Planning</td>
<td>80</td>
</tr>
<tr>
<td>Other (Specify)</td>
<td>0</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>220</strong></td>
</tr>
</tbody>
</table>

3. GRAND TOTAL

<table>
<thead>
<tr>
<th>Staff Hours</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>552</strong></td>
<td><strong>$973</strong></td>
</tr>
</tbody>
</table>

Total Number of Staff Hours 552
Divided by Total Year Staff Hours 2080
Equals 27% of Time Needed

1. Work Plan Budget Estimates

The SEPM should list the various action item areas or headings as well as the estimated staff hours and non-salary costs identified previously. For example, in the work plan the manager has identified four action item areas: Recruitment; Supervisory and Managerial Commitment; Community Outreach; and Program Evaluation. Further, the SEPM has entered the total estimated staff hours and costs of each action heading (next to the corresponding headings).

Next, the total estimated staff hours and non-salary costs for each major heading have been added. This total estimate represents the estimated staff hours and costs which the SEPM feels are necessary to implement the action items listed in the work plan. In the example shown, the SEPM has estimated a need for 332 staff hours.

2. Fixed Item Estimates

Fixed Items refer to important administrative activities which require staff hours and additional non-salary program costs.

Fixed Items include such categories as:

A. Counseling

This would include the amount of time and costs related to the special emphasis program for any counseling of applicants for employment or employees in the agency/installation. This would not include job interviewing or counseling related to action items in the Work Plan. The time and costs here are related primarily to walk-ins.

B. Training

This would include the amount of time and costs for any planned training, formal or informal, which would enhance the effectiveness of the SEPM.

C. Report Writing/Correspondence

This would include the amount of time spent in writing reports, answering correspondence, etc., related to the special emphasis program. This would not include the amount of time necessary to participate in evaluations made of the special emphasis program. The amount of time for the latter would be reflected as a line item, under Program Evaluation, in the Work Plan.

D. Meetings

This would include an estimate of the number of hours attending meetings such as staff, EEO/AEP Committee, interagency (Federal Executive Board (FEB), Federal Executive Agency (FEA), Interagency Advisory Group (IAG), etc.), or any other regularly scheduled meetings related to the special emphasis program. Do not include meetings related to other specific projects or activities in the work plan.

E. Program Planning

This would include the time spent on developing the RAP In order for the RAP to be ready by the first day of the plan year; this period for planning is essential. Generally, some portion of the previous year is set aside for developing the RAP; if October 1 is the beginning of the year, the SEPM should begin development of the RAP in the 4th quarter. Each RAP itself should include time for planning the next year's RAP; this is a fixed item. As appropriate, the RAP may be developed as a multi-year plan.

F. Other

This is a miscellaneous category to include any activities which do not fit into other categories. Items included here must be clearly specified.

The program categories listed under the Fixed Items are only suggestions. These can be changed to reflect the particular needs of any given agency.

Estimating staff hours and non-salary program costs for Fixed Items is at best difficult. However, by relying on past experience, the SEPM can make a reasonable estimate. During the course of the plan year, the SEPM may wish to track the time and costs for these activities to improve next year's estimate. This is also useful for any periodic evaluation reports.
After the SEPM has estimated the staff hours and non-salary program costs for each of the Fixed Items, the estimates are then totaled. In this example, a SEPM has estimated a need for 220 staff hours and $125. These totals represent the estimated staff hours and costs needed by the SEPM to implement Fixed Items activities. The SEPM is now ready for the last step in completing the RAP.

3. Grand Total
After completing an estimate of the staff hours and costs required for the Work Plan and for the Fixed Items, the SEPM will now develop a Grand Total. This Grand Total represents the staff hours and costs needed by the SEPM to implement the identified Special Emphasis Program activities during the plan year.

In the example of a completed RAP, the SEPM estimated a Grand Total need of 552 staff hours and $973.

Now, divide the Grand Total number of staff hours by 2080 hours (number of staff hours in one staff year). The result will be the number of staff years the SEPM needs to implement the Special Emphasis Program for the plan year. In the example provided, a part-time SEPM has divided a Grand Total of 552 staff hours by 2080 resulting in an estimated need of 27% of one staff year (this figure is especially important for collateral duty or part-time program managers).

The SEPM has now completed the RAP. The next step is obtaining approval for the plan.
As mentioned earlier, the SEPM should gain commitment and obtain preliminary approval from everyone involved in the approval of the RAP from the very beginning. However, once the total RAP has been completed (the assessment report, the objectives and action items, and the budget sheet), the final step is to obtain official approval for planned activities and, more importantly, for the estimated resources identified in the plan. There are three key officials whose approval is necessary: the EEO/AEP Officer, the SEPM's immediate supervisor, and the head of the agency/installation. Agency management should also be sensitive to any substantive impact and implementation bargaining that might be required by 5 USC 7106.

It is recommended that the RAP be submitted for approval to these key officials:

1. **EEO/AEP Officer**
   The RAP should be submitted to the EEO/AEP Officer first. If the EEO/AEP Officer has problems with any part of the RAP, as proposed, the SEPM should negotiate with him/her until an agreement is reached on the necessary and appropriate plan revisions.

2. **Supervisor (for SEP Managers with collateral assignments)**
   Since most SEPMs have collateral assignments, the next important official whose approval is critical is the SEPM's immediate supervisor. However, it may not be necessary to explain the Work Plan in as much depth as to the EEO/AEP Officer and agency/installation head.

3. **Head of the Agency/Installation**
   Ultimately, the head of the agency will be responsible for approving or disapproving the request for time and money. The recommendations of the EEO/AEP Officer and supervisor may be important, perhaps even deciding factors, but the SEPM should be prepared to explain the time and money request effectively to the agency/installation head.

Regardless of whether or not changes or modifications in the RAP are requested, final agreement by these three officials is eventually required. When final agreement has been reached by all concerned, the SEPM should summarize his/her own understanding of this, including the following:

- That X% of on-the-clock time shall be set aside to perform the duties of the SEPM;
- That X number of dollars shall be budgeted to implement those program activities identified in the RAP;
- That the resources required are at best only estimates and that unanticipated needs may require additional resources;
- That the SEPM's duties and the percentage of time to be devoted to the special emphasis program are included in the SEPM's position description and performance standards for appraisal purposes;
- That the activities identified in the RAP will be implemented according to the schedule (target dates) identified in the Work Plan; and
- That semiannual evaluation reports on the status of the Work Plan and the special emphasis program in general shall be submitted to the agency/installation head with copies to the EEO/AEP Officer and the collateral SEPM's immediate supervisor, and other concerned agency personnel.

Finally, the SEPM with collateral assignments should ask that a summary be sent from the agency head to his/her immediate supervisor, and the EEO/AEP Officer.

Once the RAP has been formally approved, the full plan should be submitted as input into the agency's overall FEORP Plan. It could also be submitted as part of the agency's overall AAP

### Techniques in Presenting the Plan for Approval

Generally, when a SEPM has developed a sound RAP, there has been little or no disagreement from any of the key officials. However, even the most carefully developed RAP may be challenged, or changes suggested. The SEPM should review the techniques suggested below for presenting the RAP.

- **Submit the Resource Allocation Plan Before Meetings**
  Before meeting with the EEO/AEP Officer, the immediate supervisor, or the agency/installation head, the SEPM should submit the entire RAP to them. Most managers prefer to review requests in advance, before discussing them in a meeting. This courtesy allows more time to discuss the plan and a better discussion with full knowledge of the subject matter.

- **Brief Explanation**
  At the onset of the meeting, the SEPM should briefly explain the RAP and its value to the EEO/AEP Officers. The SEPM should point out to the agency head that the plan has been coordinated with the EEO/AEP Officer and the SEPM's immediate supervisor. It should also be stressed that the plan represents the resources which are necessary to address the most important needs of the special emphasis program.

- **Knowledge of Impact**
  Apart from being able to answer effectively any questions from the three officials regarding the plan, the SEPM should be familiar enough with the plan to explain what impact a possible reduction in time and money would have. For example, assume the agency/installation head states that the request for 27% and $973 is too much and offers instead 15% and $500. The SEPM must be able to demonstrate effectively...
which specific and critical portions of the work plan will be effected if the original request is not approved. At this point, the support of the EEO/AEP Officer will be important. It is important that, throughout the discussion, the SEPM attempt to convey to all persons involved an understanding and an appreciation of their concerns, the importance of recommended priorities, and the objectives of the programs.

- Selection of Priorities

The SEPM should know which activity in the RAP could be eliminated or modified without seriously affecting the program. This knowledge is critical since the intent is to obtain the maximum impact from limited resources. Before an agreement is reached to reduce time or money, all parties should clearly understand which specific activities will be modified or eliminated in the final RAP.

Inclusion of the Resource Allocation Plan in Agency’s FEORP and AAP

The SEPM may recall that the estimated staff hours and costs identified in the RAP are used by the EEO/AEP Officer for identifying the amount of resources to be allocated to the special emphasis programs. The SEPM has already submitted a copy of the RAP to the EEO/AEP Officer who may incorporate all or part of the Assessment Report and the objectives and action items into the agency's/installation's FEORP and AAP. The fact that all or part of the RAP has been incorporated into the agency's FEORP and AAP should not affect any implementation of an approved plan and budget for the special emphasis programs.

It is important to emphasize that the RAP should be developed before or simultaneously with the agency's FEORP and AAP. For example, the Assessment Report should be developed before or simultaneously with the development of the FEORP and AAP's Assessment Report. In an actual agency situation, the EEO/AEP Officer may ask for the SEPM's Assessment Report and Report of Objectives and Action Items as soon as each is developed, rather than after approval. This is an ideal situation, since it assumes eventual approval for the SEPM's full plan. In any event, the RAP should be completed, approved, and ready for implementation by the first day of the plan year.
APPENDIX I
CHECKLIST FOR DEVELOPING A RESOURCE ALLOCATION PLAN

Step 1 • Make an assessment of the agency/installation as it relates to the special emphasis program:
   - Review agency statistical data
   - Review current FEORP and AAPs
   - Obtain information from other sources such as:
     - Training records
     - Discrimination complaints/grievances (statutory or negotiated) Evaluation reports
     - Discussions with FEORP/EEO/AEP officials, managers, supervisors, employees, community organizations, etc. Labor organizations
   - Write an Assessment Report

Step 2 • Develop objectives and action items geared to problems identified in the Assessment Report.
   - Set priorities in order of importance.

Step 3 • Enter on the budget sheet the total estimated amount of time and costs for each of the action areas developed in Step 2, then enter the total of all action areas.
   - Estimate the total amount of time and costs, as appropriate, for each of the "Fixed Items." Next, total all of the Fixed Items.
   - Total all the estimated time and costs and divide the total number of staff hours by 2080. This represents the percentage of time needed to implement the special emphasis program.

Step 4 • Submit the RAP to EEO/AEP Officer and/or immediate supervisor, and head of the agency/installation. Obtain a mutual agreement from all involved.
   - Submit any part or all of the work plan, as appropriate, to the designated FEORP official and EEO/AEP Officer as input into the agency/installation FEORP and AAPs.
Example of an Assessment Report:
Hispanic Employment Program

A. Introduction
In preparing this assessment of the Hispanic Employment Program (HEP), the HEPM utilized several sources. The primary source was the agency's employment statistical data (included in attachments). Other sources included last year's FEORP and AAPs, training records, past discrimination complaint records, various EEO evaluation reports such as the internal personnel management evaluation report and EEO/ AEP Officer evaluation reports, and discussions with managers, supervisors, employees, and representatives of local Hispanic community organizations.

Review of New-Hire Estimates reveal good hiring opportunities: 25 for clerical, 40 for technical, and 11 for professional positions. Further, analysis of the skills among Hispanics in the labor market indicates that there are sufficient Hispanics in professional, technical, and clerical occupations.

B. Findings
The findings of this assessment are grouped into the following four headings:

- Recruitment
1. There are only five Hispanics in the entire agency work force or 0.2% of the total work force. Latest statistics reveal that Hispanics in the agency's (installation's) recruiting area represent 5.5% of the total population and 4.3% of the total labor market.
2. There are no Hispanics above GS-6; none in supervisory/managerial positions; and there is only one Hispanic female.
3. No contacts were made last year with local Hispanic organizations; colleges and universities with high concentration of Hispanics; nor is there a list of such organizations within the agency.
4. Most vacancy announcements, especially those for managerial positions are limited to present Federal employees and applicants with reinstatement eligibility.

- Supervisory and Managerial Commitment
1. Only five of the sixty-five managers and supervisors have received any EEO/AEP training within the last two years.
2. The questionnaire distributed as part of the overall personnel management evaluation indicated supervisors and managers were minimally aware of the HER.
3. No higher graded managers and supervisors (GS-12 and above) are represented on the EEO/AEP Advisory Committee.

- Community Outreach
1. Hispanic patrons have complained about service at the counters and information centers because of an absence of bilingual clerks.
2. There is no agency participation in national or regional Hispanic community organizations conferences or program activities.

- Program Evaluation
1. Personnel office and other EEO/AEP personnel are not aware of the latest labor market information regarding the Hispanic population.
2. The HEP Manager was not given an opportunity to make input to or participate in the internal evaluation of the EEO/AEP.

C. Summary
The critique by headquarters of last year's FEORP and AAP noted that the HEP needed additional emphasis, particularly in recruitment.

The following chart contains action items developed to address these needs as well as other problems identified in this assessment. Additionally, a complete RAP is included specifying the amount of time and money needed to implement these action items and other activities of the HEP this fiscal year.
### Hispanic Employment Program

#### 1. Recruitment

| Problem Statement: The 1980 Work Force Analysis Report indicates Hispanics are employed at 0.2% in our work force Civilian Labor Force statistics for the SMSA (Standard Metropolitan Statistical Area) indicates employment of Hispanics 0.9%.
| Increase representation of Hispanics in the applicant pool to at least 0.9% in clerical, technical and professional occupations.
| 1. Identify positions which require bilingual/cultural selective certification.
| 2. Develop a formal list of Hispanic community and campus organizations. Mail them vacancy announcements.
| 3. Make 5 recruiting visits each quarter beginning October 1st to: community colleges, universities, and community organizations.
<table>
<thead>
<tr>
<th><strong>Objectives</strong></th>
<th><strong>Action Item(s)</strong></th>
<th><strong>Responsible Official(s)</strong></th>
<th><strong>Target Date</strong></th>
<th><strong>Estimated Staff Hours</strong></th>
<th><strong>Estimated Cost</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personnel Director</strong></td>
<td>HEP Manager</td>
<td>9/30</td>
<td>12</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td><strong>HEP Manager</strong></td>
<td>Personnel Director</td>
<td>9/30</td>
<td>12</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td><strong>Personnel Director</strong></td>
<td>HEP Manager College Recruiting Rep.</td>
<td>Quarterly</td>
<td>256</td>
<td>$398</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>280</strong></td>
<td><strong>TOTAL</strong></td>
<td><strong>280</strong></td>
<td><strong>TOTAL</strong></td>
<td><strong>$398</strong></td>
</tr>
</tbody>
</table>

#### 2. Supervisory and Managerial Commitment

| Problem Statement: Only 7% of the managers and supervisors have received any EEO training management evaluations show a low level of Hispanic Employment Program awareness among the agency employees.
| Increase the level of awareness of the goals of the EEO/AEP’s, especially the Hispanic Employment Program.
| 1. Develop and disseminate statement signed by agency (installation) director to all agency managers and supervisors reaffirming support to and commitment for the HEP.
| 2. Disseminate program information.
<table>
<thead>
<tr>
<th><strong>Objectives</strong></th>
<th><strong>Action Item(s)</strong></th>
<th><strong>Responsible Official(s)</strong></th>
<th><strong>Target Date</strong></th>
<th><strong>Estimated Staff Hours</strong></th>
<th><strong>Estimated Cost</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Agency/Installation Director</strong></td>
<td>HEPM EEO/AEP Officer</td>
<td>10/1</td>
<td>4</td>
<td>----</td>
<td></td>
</tr>
<tr>
<td><strong>HEPM</strong></td>
<td>Ongoing</td>
<td>----</td>
<td>----</td>
<td>----</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>8</strong></td>
<td><strong>TOTAL</strong></td>
<td><strong>8</strong></td>
<td><strong>TOTAL</strong></td>
<td><strong>---</strong></td>
</tr>
</tbody>
</table>

Problem Statement: Representation on the agency EEO/AEP Advisory Committee of GS-12 and above managers is nonexistent.

| Increase the representation of higher ode managers and supervisors on the EEO/AEP advisory committee.
| 1. List names of all major division chiefs in agency.
| 2. Submit list with cover letter to agency (installation) head requesting increased participation by them or their representative to monthly EEO/AEP committee meetings.
<table>
<thead>
<tr>
<th><strong>Objectives</strong></th>
<th><strong>Action Item(s)</strong></th>
<th><strong>Responsible Official(s)</strong></th>
<th><strong>Target Date</strong></th>
<th><strong>Estimated Staff Hours</strong></th>
<th><strong>Estimated Cost</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EEO/AEP Officer</strong></td>
<td>HEPM</td>
<td>10/30</td>
<td>2</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td><strong>EEO/AEP Officer</strong></td>
<td>HEPM</td>
<td>11/15</td>
<td>2</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>8</strong></td>
<td><strong>TOTAL</strong></td>
<td><strong>8</strong></td>
<td><strong>TOTAL</strong></td>
<td><strong>---</strong></td>
</tr>
</tbody>
</table>
## APPENDIX II, Part 2 (Continuation)

**REPORT OF OBJECTIVES AND ACTION ITEMS**

### 3. Community Outreach

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Action Item(s)</th>
<th>Responsible Official(s)</th>
<th>Target Date</th>
<th>Estimated Staff Hours</th>
<th>Estimated Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Problem Statement:</strong> Lack of bilingual staff in public contact areas results in complaints of poor service from Hispanic clients.</td>
<td>Provide better service to Hispanic clients.</td>
<td>1. Utilize selective certification for staffing service counter with two bilingual persons.</td>
<td>Division Chief, Service Delivery Personnel Officer HEMP</td>
<td>2/1</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Problem Statement:</strong> Agency does not participate in national/regional Hispanic organization activities/conferences.</td>
<td>Increase awareness of agency (installation) mission and employment opportunities among Hispanic community.</td>
<td>1. Attend national and local Hispanic community organization annual meetings.</td>
<td>HEMP EEO/AEP Officer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Develop and maintain ongoing communication and working relationship with national and local Hispanic community organizations.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>TOTAL 27</td>
<td>TOTAL $450</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 4. Program Evaluation

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Action Items)</th>
<th>Responsible Official(s)</th>
<th>Target Date</th>
<th>Estimated Staff Hours</th>
<th>Estimated Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Problem Statement:</strong> Civilian labor market information on Hispanics is unavailable to personnel and EEO officials.</td>
<td>Obtain CLF statistics on Hispanics for FEORP and Affirmative Action Plans.</td>
<td>1. Obtain LMI stats* from state employment services.</td>
<td>HEMP</td>
<td>10/1</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>2. Conduct briefings for agency (installation) head, personnel, and FEORP EEO/AEP staff on CLF statistics.</td>
<td>HEMP</td>
<td>11/1</td>
<td>2</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5/1</td>
<td>1</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Problem Statement:</strong> The internal affirmative action planning process does not include input from HEMP.</td>
<td>Provide input for agency FEORP and AA Plans.</td>
<td>1. Submit quarterly evaluation reports to EEO/AEP Officer and agency (installation) head on HEP work plan and general program concerns.</td>
<td>HEMP EEO/AEP Officer</td>
<td>Quarterly</td>
</tr>
<tr>
<td></td>
<td></td>
<td>TOTAL 17</td>
<td>TOTAL ---</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Labor Market Information statistics
## APPENDIX II, Part 3
### WORK PLAN BUDGET SHEET

<table>
<thead>
<tr>
<th>Program Categories</th>
<th>Staff Hours</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Work Plan:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Recruitment</td>
<td>280</td>
<td>$398</td>
</tr>
<tr>
<td>2. Supervisory and Managerial Support</td>
<td>8</td>
<td>-</td>
</tr>
<tr>
<td>3. Community Outreach</td>
<td>27</td>
<td>$450</td>
</tr>
<tr>
<td>4. Program Evaluation</td>
<td>17</td>
<td>-</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td>332</td>
<td>$848</td>
</tr>
<tr>
<td><strong>Fixed Items:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Counseling</td>
<td>40</td>
<td>-</td>
</tr>
<tr>
<td>2. Training</td>
<td>40</td>
<td>$125</td>
</tr>
<tr>
<td>3. Report Writing/Correspondence</td>
<td>20</td>
<td>-</td>
</tr>
<tr>
<td>4. Meetings</td>
<td>40</td>
<td>-</td>
</tr>
<tr>
<td>5. Program Planning</td>
<td>80</td>
<td></td>
</tr>
<tr>
<td>6. Other (Specify)</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td>220</td>
<td>$125</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td>552</td>
<td>$973</td>
</tr>
</tbody>
</table>

Total Number of Staff Hours .......... 5.52  27% of Needed
Divided by Total Year Staff Hours... 2080  Time

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