



NATIONAL DEFENSE RESEARCH INSTITUTE

# Hispanic Representation in the Department of Defense Civilian Workforce

## Trend and Barrier Analysis—Appendixes

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## Preface

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Recent reports published by the U.S. Office of Personnel Management have shown underrepresentation of Hispanics in the federal government in comparison to the U.S. civilian labor force. These reports have also shown that, in comparison to other executive departments in the federal government, the U.S. Department of Defense (DoD) has one of the lowest proportions of Hispanics in its workforce. These reports suggest that Hispanic underrepresentation requires additional consideration in DoD but do not sufficiently consider what might contribute to limited DoD employment of this group.

This volume of online appendixes report augments a report that provides information that might assist DoD in addressing Hispanic underrepresentation in its civilian workforce. It describes analyses that agencies have used for assessing barriers to employment in the federal workforce and includes barrier analyses that we conducted to assess Hispanic representation in DoD. It also includes results of an innovative new analytic option to determine whether certain workforce characteristics might influence Hispanic representation, and it includes analyses examining Hispanic representation among USAJOBS applicants to DoD. Further, the report includes information from interviews we conducted to examine practices in place in DoD and other federal agencies for recruitment of Hispanic civilians and information from interviews conducted with hiring managers within DoD that addressed perceptions of Hispanic employment and ideas for promoting the employment of this group. Finally, the report makes recommendations based on these analyses. The bibliography for the appendixes can also be found in the main report.

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## Abbreviations

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ACS	American Community Survey
AFD	applicant flow data
CBSA	Core Based Statistical Area
CFR	Code of Federal Regulations
CLF	civilian labor force
DCMA	Defense Contract Management Agency
DCPAS	Defense Civilian Personnel Advisory Service
DFAS	Defense Finance and Accounting Service
D&I	diversity and inclusion
DIR	Diplomat in Residence
DLA	Defense Logistics Agency
DoD	U.S. Department of Defense
DoDD	Department of Defense directive
EEO	equal employment opportunity
EEOC	U.S. Equal Employment Opportunity Commission
EO	executive order
ERG	employee resource group
FEORP	Federal Equal Opportunity Recruitment Program
FY	fiscal year
GS	General Schedule
HACU	Hispanic Association of Colleges and Universities
HBCU	historically black college or university

HCFE	Hispanic Council on Federal Employment
HEAT	Hispanic Engagement Action Team
HEPM	Hispanic Employment Program Manager
HNIP	Hispanic Association of Colleges and Universities National Internship Program
HSI	Hispanic-serving institution
IPA	Intergovernmental Personnel Act
MCO	mission-critical occupation
MD	management directive
NAVAIR	U.S. Navy Naval Air Systems Command
OCONUS	outside the continental United States
ODMEO	Office of Diversity Management and Equal Opportunity
OMB	Office of Management and Budget
OPM	U.S. Office of Personnel Management
OSD	Office of the Secretary of Defense
PATCOB	professional, white collar; administrative, white collar; technical, white collar; clerical, white collar; other, white collar; and blue collar
PMC	President’s Management Council
RAD	Recruitment Assistance Division
SEP	Special Emphasis Program
SES	Senior Executive Service
SHPE	Society of Hispanic Professional Engineers
STAR	Student Training and Academic Recruitment
STEM	science, technology, engineering, and math
USD(AT&L)	Under Secretary of Defense for Acquisition, Technology and Logistics
USD Comptroller	Under Secretary of Defense Comptroller
USD(P&R)	Under Secretary of Defense for Personnel and Readiness

## Legal Requirements and Initiatives Regarding Employment of Hispanics

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Federal laws demonstrate commitment at the highest levels to prevent discrimination in the federal workplace and to achieving a demographically representative federal workforce. By law, the federal personnel management system must aim to recruit “qualified individuals . . . to achieve a workforce from all segments of society” and to provide

all employees and applicants . . . fair and equitable treatment in all aspects of personnel management without regard to political affiliation, race, color, religion, national origin, sex, marital status, age, or handicapping condition, and with proper regard for their privacy and constitutional rights. (5 USC § 2301[b][1])

Yet gaps persist between representation of Hispanics in the federal workforce and that among all civilian workers.

In this appendix, we outline both governmentwide and DoD-specific efforts that have been made to address this gap. Among these are EOs, guidance from OPM, efforts of EEOC, and DoD-specific efforts.

### Executive Orders

EOs relevant to addressing Hispanic underrepresentation in the federal workforce include

- EO 13171
- EO 13562
- EO 13583.

In this section, we discuss each of these and how they address Hispanic employment in the federal workforce. In addition, although we do not discuss it here, we note that EO 11935, “Citizenship Requirements for Federal Employment,” provides critical context to any discussion of Hispanic representation. EO 11935 makes U.S. citizenship an eligibility requirement for federal civil service positions. This is particularly relevant to U.S. Hispanics because it significantly narrows the pool of eligible candidates from

which federal agencies can hire. As discussed in Chapter Two, more than one-third, or 37 percent, of the Hispanic population was born outside the United States, and 48 percent of the U.S. foreign-born population is Hispanic (Patten, 2012).

### **Executive Order 13171: “Hispanic Employment in the Federal Government”**

EO 13171, issued in October 2000, seeks to improve Hispanic representation in the federal workforce, in accordance with federal laws aiming to achieve a workforce from all segments of society. It requires each federal agency to establish a program for the recruitment and career development of Hispanics. It outlines several areas for inclusion in the agencies’ programs:

- providing a plan for recruiting Hispanics into an agency’s workforce
- assessing and eliminating systemic barriers to Hispanic recruitment (e.g., broadening the applicant pool, ensuring that selection criteria are appropriate, and including Hispanic senior leaders on selection and performance-review panels and boards)
- expanding outreach efforts to include organizations outside the federal government to increase Hispanic representation in the selection pool for the SES
- promoting Hispanic employee participation in management, leadership, and career-development programs
- including in senior-leader and manager performance plans language related to accomplishments in diversity recruitment and career development
- establishing agency advisory councils that include Hispanic Employment Program Managers (HEPMs)
- implementing OPM’s governmentwide Hispanic Employment Initiatives (OPM, 1997a) and *Hispanic Employment Plan* (U.S. Department of Energy, 1999), both discussed later in this appendix
- ensuring that managers and supervisors receive periodic diversity-management training
- incorporating actions pursuant to EO 13171 as strategies for achieving workforce-diversity goals in the agency’s Government Performance and Results Act of 1993 (Pub. L. 103-62, 1993) annual performance plan.

Additionally, EO 13171 directs agency heads to expand partnerships and cooperation with federal, public-sector, and private-sector employers and relevant Hispanic organizations while seeking input from experts in targeted recruitment and diversity employment.

EO 13171 outlines responsibilities for OPM as the lead organization of a governmentwide minority recruitment effort. Specifically, it requires the director of OPM to do the following:

- Provide federal policy guidance to address Hispanic underrepresentation in the workforce.
- Lead efforts and actions to promote diversity and EEO in executive agencies.
- Establish an interagency task force, meeting semiannually, to
  - review best practices in strategic human-resource management planning
  - assess progress for compliance with EO 13171 requirements
  - advise on strategies to increase Hispanic community involvement
  - make recommendations for eliminating Hispanic underrepresentation in the federal workforce
- Provide an annual report to the president on agencies' efforts related to EO 13171.

OPM has addressed these items by establishing the HCFE and providing annual reports to the president on Hispanic employment in the federal government, among other initiatives. Later in this appendix, we further discuss specific OPM efforts.

#### **Executive Order 13562: "Recruiting and Hiring Students and Recent Graduates"**

EO 13562, issued in December 2010, outlines policy in support of federal laws that aim to achieve a federal workforce that draws from all segments of society. EO 13562 acknowledges that the structure of the civil service hiring process can often create barriers to federal employment for students and recent graduates. Barriers to federal employment can arise if potential new hires lack knowledge about employment requirements or do not understand the breadth of job opportunities or if the application process is confusing or unclear. Often, barriers can affect some segments of the population more than others. EO 13562 establishes programs to reduce these barriers and create clear paths to careers in federal service for students and recent graduates from all backgrounds.

Programs outlined in EO 13562 include

- **Internship Program:** This program provides students with paid opportunities to work in federal service jobs. It is open to students in high schools, community colleges, four-year colleges, trade schools, career and technical education programs, and other institutions or programs as qualified by OPM. The program exposes students to careers in federal government at an early stage.
- **Recent Graduates Program:** The Recent Graduates Program promotes careers in civil service by providing recent graduates from qualifying institutions or educational programs with career-development opportunities in the federal government. It is available to those who have obtained qualifying associate's, bachelor's,

master's, professional, doctorate, vocational, or technical degrees or certificates from qualifying educational institutions.

- **Presidential Management Fellows Program:** This program has existed since 2003, but EO 13562 outlines its requirements. The program seeks to attract to federal service “outstanding men and women from a variety of academic disciplines at the graduate level who have a clear interest in, and commitment to, the leadership and management of public policies and programs.”

These programs are known collectively as the Pathways Programs and, per EO 13562, are to be implemented by OPM. The Pathways Programs align with Section 7 of EO 12900, issued in 1994. EO 12900 mandates the development of a program to promote recruitment of Hispanic students for part-time, summer, and permanent positions in the federal government. When leveraged to target this population, the Pathways Programs provide a means to more effectively attract and recruit Hispanics for federal employment. OPM is currently promoting the Pathways Programs in the Hispanic community to increase Hispanic representation in the federal workforce and is analyzing race and ethnicity data regarding those hired through the programs.

**EO 13583: “Establishing a Coordinated Government-Wide Initiative to Promote Diversity and Inclusion in the Federal Workforce”**

EO 13583, issued in August 2011, states,

To realize more fully the goal of using the talents of all segments of society, the Federal government must continue to challenge itself to enhance its ability to recruit, hire, promote, and retain a more diverse workforce. Further, the Federal Government must create a culture that encourages collaboration, flexibility, and fairness to enable individuals to participate to their full potential. (Section 1)

EO 13583 acknowledges the steps taken in previous EOs, including EO 13171, to address the federal government's aim to be a model employer for equal opportunity, diversity, and inclusion. It directs federal agencies to develop a “comprehensive, integrated, and strategic focus on diversity and inclusion” as an essential element of personnel management. Fostering a mix of demographic groups in the federal workforce that mirrors the CLF is a key component of federal government diversity efforts. Although EO 13583 does not explicitly address Hispanic representation, it is foundational to initiatives promoting Hispanic employment in federal service.

EO 13583 mandates the development of a Government-Wide Diversity and Inclusion Strategic Plan to serve as the federal government's coordinated effort to promote



D&I in its workforce.<sup>1</sup> Organizational leaders must update the plan at least every four years. The plan should include strategies to identify and address barriers to EEO in the federal workforce while holding agencies accountable for the results of their efforts. EO 13583 also requires federal agencies to develop their own agency-specific D&I strategic plans based on the governmentwide model. The order requires OPM and the OMB deputy director for management to establish methods for assessing and tracking agency progress in implementing their agency-specific plans and addressing the objectives of EO 13583. To comply with EO 13583, OPM issued a Government-Wide Diversity and Inclusion Strategic Plan in 2011 (OPM, 2011a) and has efforts in place to track agency implementation progress, which we discuss later in this appendix.

### **Summary**

Together, EO 13171, EO 13562, and EO 13583 demonstrate commitment at the highest levels to EEO, diversity, and inclusion in the federal workforce. They establish the explicit goal of achieving a federal workforce that is representative of all segments of society. These EOs thus provide the foundational tools and support to address Hispanic representation in the federal workforce, including DoD.

## **Office of Personnel Management Efforts**

OPM is charged with ensuring the successful management of the federal workforce and has oversight responsibility for human-resource policy across the federal government. Thus, DoD leaders must manage the DoD civilian workforce according to OPM direction and initiatives. OPM is a critical driver of efforts to address Hispanic representation in the federal workforce, as delineated in OPM's assigned responsibilities in the relevant EOs. Because OPM efforts affect the DoD civilian workforce, this section discusses key OPM efforts that are focused on Hispanic employment.

### **Nine-Point Plan to Reverse Hispanic Underrepresentation**

In September 1997, OPM released its nine-point plan to address Hispanic representation in the federal workforce. The plan's nine points outlined actions for OPM that aimed to increase recruitment of Hispanics, as well as improve their opportunities for management and senior-level positions (OPM, 1997b). The plan's nine points are to do the following:

- Support the White House Initiative on Educational Excellence for Hispanic Americans and engage federal agencies and educational institutions in this effort.

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<sup>1</sup> EO 13583 identifies those responsible for developing the Government-Wide Diversity and Inclusion Strategic Plan as the director of OPM, the OMB deputy director for management in coordination with the President's Management Council (PMC), and the chair of EEOC.

- Increase federal job vacancy information in the Hispanic community.
- Leverage the Presidential Management Fellows program to hire Hispanic college graduates.
- Work with HACU to coordinate placement of interns across federal agencies.
- Identify job opportunities for Hispanic students in federal agencies through the Student Employment Program.
- Develop mentoring programs in federal agencies aimed to encourage interest in federal employment in Hispanic youths.
- Promote Hispanic participation in leadership-development programs.
- Ensure that HEPMs in federal agencies are key members of their agencies' management teams.
- Promote successes of these efforts in OPM's annual report to congress on the Federal Equal Opportunity Recruitment Program (FEORP).

Although it is now dated, the nine-point plan provided the foundation of OPM's current efforts to address Hispanic underrepresentation in the federal workforce.

### **Report to the President's Management Council on Hispanic Employment in the Federal Government**

In 1999, OPM submitted a report to the PMC on Hispanic employment in the federal government (U.S. Department of Energy, 1999).<sup>2</sup> The report noted that Hispanics were significantly underrepresented in the federal workforce when compared with the CLF. In fact, the report stated that Hispanics were the "only major group underrepresented in the federal civilian service." The report presented strategies for federal agencies to address Hispanic underrepresentation in their workforces. These strategies included goals and objectives focused on Hispanic representation in such areas as

- SES
- general employment
- student employment and academic relations
- career development
- management accountability (U.S. Department of Energy, 1999).

### **Annual Reports to the President on Hispanic Employment in the Federal Government**

In compliance with the requirement outlined in EO 13171, OPM published its first report to the president on Hispanic employment in the federal workforce in October 2001 (OPM, 2001). This report notes that the director of OPM established the interagency task force to address Hispanic underrepresentation, also mandated in

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<sup>2</sup> The Department of Energy report is the only publicly available report we could find that provides a thorough description of this report.

EO 13171, and that this task force convened on October 4, 2001. The report explains that an interagency working group was also established to assist OPM in implementing EO 13171. The report discusses leadership responsibilities and practices for mitigating Hispanic underrepresentation (such as recruitment, hiring, and retention strategies), as well as agency-specific actions in these areas (OPM, 2001). DoD agency-specific efforts discussed in the report include

- *Department of the Navy* development of a diversity scorecard that tracks individual command performance on hiring, separations, and promotions for all underrepresented groups while also benchmarking Navy efforts against other defense agencies. The Navy's Advisory Council of Hispanic Employment provides mentors for employees and career-development information while helping to identify barriers to Hispanic employment and development.
- *Department of the Army* inclusion of an EEO and organization management objective as part of the Total Army Performance Evaluation System. The Army also signed a partnership agreement with HACU and established its Minority College Relations Program.
- *DLA* conduct of focus groups with Hispanic employees and establishment of a senior-level manager corporate work group that developed a Hispanic hiring plan
- *Defense Contract Audit Agency* implementation of a college campaign that targeted many HSIs
- *DoD Education Activity* establishment of student-teaching agreements with several HACU institutions and outreach in Hispanic publications
- *Defense Threat Reduction Agency* establishment of a special recruitment program branch that includes a specialist dedicated to Hispanic recruitment issues.<sup>3</sup>

OPM has issued 12 annual reports to the president on Hispanic employment in the federal government to date, in addition to some semiannual reports. The reports began including statistical information on Hispanic representation in the federal workforce in 2003. The 12th report, issued in September 2013, includes statistical data on Hispanic employment, such as data on overall representation in the federal workforce, separations, new hires, and representation and hires, by professional category and pay system. The report discusses next steps for efforts to address Hispanic underrepresentation, including efforts of the HCFE and OPM's Office of Diversity and Inclusion (ODI's) 12-month action plan to implement recommendations from the HCFE and track progress (USAJOBS, undated).

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<sup>3</sup> The Department of the Air Force was not included in the report.

### **The Hispanic Council on Federal Employment**

The director of OPM established the HCFE in February 2011 in accordance with the Federal Advisory Committee Act (Pub. L. 92-463, 1972). In March 2013, the HCFE's charter was renewed for two additional years. HCFE membership includes executives in federal service and representatives from national Hispanic organizations that work on issues related to employing members of the Hispanic community. The aim of the council is to advise the director of OPM on strategies to address barriers to the recruitment, hiring, retention, and advancement of Hispanic employees (USAJOBS, undated).

In its first year, the HCFE made recommendations to OPM in three areas: accountability, student employment, and strategic communications. To support accountability, the HCFE created the Hispanic Accountability Model to assess the hiring process from recruitment through selection. As an additional accountability mechanism, the Chief Human Capital Officers Council, a group chaired by the director of OPM that supports strategic human capital management in federal agencies, created its Hispanic Work Group to assist agency chief human-capital officers in implementing the HCFE's recommendations. OPM also developed position descriptions for HEPMs at the GS-13 and GS-14 levels.

To support student employment, the second area of the HCFE's recommendations, the HCFE asked OPM to collect demographic data on people hired through the Pathways Programs. Agencies are now submitting these data to OPM for analysis. As noted previously, OPM is also working with HSIs to promote the Pathways Programs among Hispanic students.

To implement the HCFE's recommendations in the third area, strategic communications, OPM developed a Hispanic messaging campaign designed to promote federal job opportunities. The campaign seeks to raise awareness and targets three groups: future potential applicants, Hispanic veterans and students, and agencies' managers and supervisors. OPM has used webinars and other outreach tools to educate the Hispanic community on using USAJOBS and writing resumes for federal job postings. OPM is also raising awareness through initiatives with the White House, HSIs, and the U.S. Hispanic Chamber of Commerce and is developing a social-media campaign (USAJOBS, undated).

### **Government-Wide Diversity and Inclusion Strategic Plan**

To implement EO 13583, OPM published the Government-Wide Diversity and Inclusion Strategic Plan in 2011 (OPM, 2011a). The governmentwide plan outlines three key goals for diversity efforts in government agencies:

1. **Workforce Diversity:** Recruit from a diverse, qualified group of potential applicants to secure a high-performing workforce drawn from all segments of American society.

2. **Workplace Inclusion:** Cultivate a culture that encourages collaboration, flexibility, and fairness to enable people to contribute to their full potential and further retention.
3. **Sustainability:** Develop structures and strategies to equip leaders with the ability to manage diversity, be accountable for measuring the results of diversity, refine approaches on the basis of gathered data, and institutionalize a culture of inclusion.

OPM also issued an accompanying guidance document, *Guidance for Agency-Specific Diversity and Inclusion Strategic Plans*, to provide agencies with actionable strategies to implement the D&I strategic plan (OPM, 2011b).

As discussed previously, OPM is required to assess the implementation of the plan across federal agencies. OPM is using a web-based dashboard tool, the D&I Dashboard, as a top-level assessment of federal-agency diversity progress, enabling comparisons of results across agencies. The tool, housed on the OPM website, enables agencies to assess the success of their efforts and view demographic data on representation rates, attrition and new-hire rates, SES representation, and GS levels (USAJOBS, undated). OPM uses this dashboard as part of its effort to assess DoD and other federal agencies regarding strategic plan implementation. We discuss DoD's specific efforts to implement the strategic plan later in this appendix.

### **Federal Equal Opportunity Recruitment Program Reports**

To ensure compliance with the law (5 USC § 7201 and 5 CFR Part 720, Subpart B), OPM annually reports to Congress on representation of minorities across the federal government and federal-agency FEORP best practices. These reports inform Congress about representation data across the federal government and ensure that agencies have the opportunity to share best practices. The FY 2012 FEORP report to Congress showed that Hispanics continue to be underrepresented in the federal workforce at 8.2 percent, compared with 14.2 percent in the CLF.

### **Equal Employment Opportunity Commission Efforts**

EEOC is responsible for coordinating EEO for the federal government. EO 12067 mandates that EEOC enforce all federal EEO laws and lead the federal government's efforts to combat workplace discrimination. Accordingly, all federal agencies, including DoD, must coordinate with EEOC and comply with reporting requirements. In this section, we discuss EEOC's efforts relevant to Hispanic representation.

### **Equal Employment Opportunity Management Directive 715**

In accordance with its role to provide policy coordination and oversight of federal-agency EEO programs, EEOC issued EEO MD-715 on October 1, 2003. EEO MD-715 outlines policy guidance to federal agencies for establishing and maintaining effective EEO programs. It requires all federal agencies to submit an annual report to EEOC on the status of their programs. Such reports must include the agency's assessment of how well its efforts fulfill the prescribed six essential elements of a model EEO program: (1) demonstrated commitment to EEO, (2) integration of EEO, (3) maintenance of policies and procedures that hold people accountable for EEO programs, (4) proactive prevention of discrimination, (5) maintenance of efficient and fair processes for tracking and resolving EEO disputes and complaints, and (6) compliance with EEOC. For proactive prevention, agencies must identify barriers that might affect particular groups of the workforce and develop plans to eliminate these barriers.

### **Federal Hispanic Work Group**

In May 2008, EEOC established the federal Hispanic Work Group. This initially included ten federal employees from different agencies and of differing race and ethnic groupings, genders, grade levels, and occupations. EEOC chair Naomi C. Earp tasked the group to develop strategies for improving Hispanic employment issues in terms of hiring, retention, and leadership development. The work group developed preliminary recommendations and then expanded to include input from additional people organized into subgroups on (1) recruitment, (2) hiring, (3) retention, (4) leadership development, (5) accountability, (6) STEM, and (7) defining the roles and responsibilities of the HEPM in federal agencies.

The subgroups conducted interviews and reviewed data, and their efforts culminated in the development of a report that issued recommendations to the EEOC chair. These recommendations, covering each subgroup topic area, were meant to serve as a foundation for further action to address Hispanic employment issues. Examples of the report's recommendations include

- development of a Hispanic media outreach strategy and branding tool to assist agencies in marketing various types of federal employment
- establishment of a consortium of federal agencies whose MCOs include STEM, to coordinate recruitment efforts
- better use of intern programs
- creating a governmentwide mentoring program
- creating full-time HEPM positions to address Hispanic employment initiatives and programs
- including EEO and diversity requirements in all hiring officials' critical performance elements (EEOC, 2008c).

## Department of Defense–Specific Efforts

In addition to governmentwide initiatives, several efforts within DoD aim to address Hispanic underrepresentation in its workforce. Some of these efforts focus on EEO or D&I more broadly, while others are tailored specifically to Hispanic employment.

### Department of Defense Policies

Specific DoD policies provide the foundation for efforts to address Hispanic representation in the department’s workforce. Two current policies governing DoD’s EEO and D&I programs are (1) DoD Directive (DoDD) 1440.1, “The DoD Civilian Equal Employment Opportunity (EEO) Program,” and (2) DoDD 1020.02, “Diversity Management and Equal Opportunity (EO) in the Department of Defense.” These two issuances

- establish policy, assign responsibilities, and provide an overarching framework for DoD EEO and D&I programs
- establish the EEO program consistent with guidance from EEOC and OPM
- authorize appointment of Special Emphasis Program (SEP) managers, including for the Hispanic Employment Program.

ODMEO is in the process of updating these issuances. The revised EEO issuance will

- incorporate EEOC’s model EEO program goals
- require DoD components to conduct self-assessments of their EEO programs
- clarify collection and reporting requirements (DoD, 2014a).

A new diversity management instruction is also being drafted that will outline updated diversity program policy and any additional reporting or data-collection requirements, including relevant metrics tracked by race and ethnicity for pinpointing problems with Hispanic representation.

### Human Goals Charter

In April 2014, senior DoD leaders, including the Secretary of Defense and Chairman of the Joint Chiefs of Staff, signed a DoD Human Goals Charter (DoD, 2014b), updating the 1998 Human Goals Charter (DoD, 1998). The 2014 Human Goals Charter states that DoD gains a “strategic advantage through the diversity of [its] total force” and by creating a “culture of inclusion where individuals are drawn to serve, are valued, and actively contribute to overall mission success.” The 2014 charter outlines ten goals



affirming the department's commitment to equity, diversity, and inclusion in its military and civilian workforce:

- to attract to DoD people with ability, dedication, and capacity for growth
- to provide opportunity for everyone, military and civilian, to rise to as high a level of responsibility as possible, dependent only on individual talent and diligence
- to ensure that equal opportunity is an integral part of readiness
- to make military service in DoD a model of equal opportunity for all regardless of race, color, sex, religion, sexual orientation, or national origin
- to provide equity in civilian employment regardless of race, color, sex, religion, national origin, disability, age, sexual orientation, or genetic information, without reprisal and to provide an environment that is accessible to and usable by all
- to hold those who do business with or receive assistance from the department to full compliance with its equal opportunity policies
- to help each service member leaving the service to transition to civilian life
- to create an inclusive environment that values diversity and fosters mutual respect and cooperation among all people
- to contribute to the improvement of society, including its disadvantaged members, by efficient utilization of human and physical resources while maintaining full effectiveness in the performance of the department's primary mission
- to foster a culture that treats all people as full and equal partners on the national defense team and encourages the fullest utilization of their skills consistent with DoD policy.

By signing this updated Human Goals Charter, DoD leaders signaled that they are committed to workforce diversity and believe it to be essential to their mission. Achieving a representative mix of demographic groups is critical to workforce diversity efforts. The Human Goals Charter ultimately provides leadership support for DoD efforts to increase Hispanic representation in the DoD civilian workforce.

### **Department of Defense Diversity and Inclusion Strategic Plan**

In April 2012, DoD published its 2012–2017 Diversity and Inclusion Strategic Plan, which provides the foundation and road map for the department's D&I efforts. The plan incorporates the priorities of the Government-Wide Diversity and Inclusion Strategic Plan. The plan outlines three goals for the DoD D&I effort:

1. **Ensure Leadership Commitment** to an Accountable and Sustained Diversity Effort.
2. **Employ an Aligned Strategic Outreach Effort** to Identify, Attract, and Recruit from a Broad Talent Pool Reflective of the best of the Nation We Serve.
3. **Develop, Mentor, and Retain Top Talent** from Across the Total Force. (DoD, 2012, p. 4)



Although this plan does not specifically address Hispanic representation, many of its initiatives are relevant to identifying and eliminating barriers for demographic groups and support increasing Hispanic representation in the department.

### **Department of Defense Compliance with Equal Employment Opportunity Management Directive 715**

The military services and DoD agencies each respond annually to the EEO MD-715 report requirement. ODMEEO works with service and agency EEO directors to ensure compliance with EEO MD-715 and EEOC's six prescribed model EEO program elements. The ODMEEO team analyzes service and agency EEO MD-715 report submissions and works with the services and agencies to identify common concerns, providing a DoD-wide picture of compliance with EEOC requirements. For example, analysis of service and agency FY 2012 EEO MD-715 reports revealed a common area of concern across DoD: conducting ongoing analysis to identify barriers. Specifically, not all agencies were equipped to consistently perform barrier analyses and use these analyses to address diversity shortfalls. ODMEEO uses this identification of common concerns to drive DoD-wide EEO strategies and initiatives. Barrier analysis is of particular interest in light of Hispanic underrepresentation in DoD. The right analysis could pinpoint potential barriers to increased representation and identify ways to eliminate those barriers.

### **Special Emphasis Program and Hispanic Outreach Efforts**

DoD also participates in outreach efforts to promote Hispanic representation in the department. Each service makes efforts to reach out to the Hispanic community. ODMEEO largely coordinates these efforts. As noted, DoDD 1440.1 establishes SEPs, including one on Hispanic employment and representation. According to DoDD 1440.1, SEPs are "integral parts of the overall EEO program to enhance the employment, training, and advancement of a particular minority group, women, or people with disabilities."

The job position in ODMEEO for SEPs and outreach for Hispanics is currently vacant. Other members of the ODMEEO senior staff are currently absorbing these responsibilities. SEP managers operate at the service and agency level, with their efforts coordinated by ODMEEO.

DoD's outreach efforts, driven by the Hispanic Employment Program, include engagement with civilian organizations that advocate for the advancement of Hispanics. One example of such efforts is the department's participation in *LATINA Style's* tenth annual National LATINA Symposium in September 2013. The event included a luncheon during which DoD senior leaders honored the accomplishments of members of the military and DoD civilian workforce for their contributions to their services and agencies, as well as to the general advancement of D&I. Other organizations with which DoD has recently engaged for Hispanic outreach efforts include the League of

United Latin American Citizens, U.S. Hispanic Leadership Institute, National Organization for Mexican American Rights, MAES (a Latino organization for the development of STEM leaders), and Hispanic Engineer National Achievement Awards Corporation. Although DoD has taken action on multiple fronts, it has not yet collected data on the impact of these efforts.

## Summary

Although federal laws prohibit discrimination and promote a federal workforce that includes people from all segments of society, representation gaps persist for some demographic groups in the federal workforce. Both the federal government and DoD have made several efforts to improve Hispanic representation in the federal workforce. EOs most relevant to these efforts include

- EO 13171
- EO 13562
- EO 13583.

OPM has spearheaded or overseen efforts to address Hispanic underrepresentation across the federal workforce. These include the nine-point plan to reverse Hispanic underrepresentation, report to the PMC on Hispanic employment in the federal government, annual reports to the president on Hispanic employment in the federal government, the HCFE, the Government-Wide Diversity and Inclusion Strategic Plan, and FEORP reports. Through its role of coordinating EEO across the federal government, EEOC is also a key driver of efforts related to Hispanic representation. Such efforts include issuing EEO MD-715, ensuring reporting compliance for all federal agencies, and establishing the federal Hispanic Work Group. As an entity of the federal government, DoD must comply with these governmentwide initiatives and reporting requirements related to Hispanic employment in its civilian workforce. DoD has also established its own initiatives that address Hispanic underrepresentation. Those efforts include updated policies, support of the Human Goals Charter, a D&I strategic plan, a Hispanic Employment Program, and other outreach.

Determining whether Hispanics are underrepresented in a specific sector of the workforce, such as DoD civilian workers, requires comparison with their presence elsewhere. This report reviews several indicators of the U.S. Hispanic workforce, including its definition and its characteristics.

## **Equal Employment Opportunity Commission Workforce Tables**

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The tables in this appendix represent the original templates that EEOC provided to agencies. The completed templates contain values other than 0 in most cells. Shaded cells contain user-entered information; unshaded cells contain calculations based on that user-entered information.

Figure B.1  
Total Workforce: Distribution by Race, Ethnicity, and Sex

Table A1: TOTAL WORKFORCE - Distribution by Race/Ethnicity and Sex																		
Employment Tenure	TOTAL WORKFORCE			RACE/ETHNICITY														
				Hispanic or Latino		Non- Hispanic or Latino										Two or more races		
	All	male	female	male	female	White		Black or African American		Asian		Native Hawaiian or Other Pacific Islander		American Indian or Alaska Native		male	female	
<b>TOTAL</b>																		
Prior FY	#	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	%	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Current FY	#	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	%	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
CLF 2010	%	100.00	51.84	48.16	5.17	4.79	38.33	34.03	5.49	6.53	1.97	1.93	0.07	0.07	0.55	0.53	0.26	0.28
Alternate Benchmark	%	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Difference	#	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Ratio Change	%	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Net Change	%	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>PERMANENT</b>																		
Prior FY	#	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	%	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Current FY	#	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	%	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Difference	#	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Ratio Change	%	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Net Change	%	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>TEMPORARY</b>																		
Prior FY	#	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	%	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Current FY	#	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	%	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Difference	#	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Ratio Change	%	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Net Change	%	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>NON-APPROPRIATED</b>																		
Prior FY	#	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	%	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Current FY	#	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	%	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Difference	#	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Ratio Change	%	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Net Change	%	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Note: The tables shown in this appendix represent the original templates provided to agencies by the EEOC. The completed templates contain values other than 0 in most cells.































Figure B.15  
Internal Selections for Senior-Level Positions, by Race, Ethnicity, and Sex

Table A11: INTERNAL SELECTIONS FOR SENIOR LEVEL POSITIONS (GS 13/14, GS 15, AND SES) by Race/Ethnicity and Sex																		
Employment Tenure	TOTAL WORKFORCE			RACE/ETHNICITY														
				Hispanic or Latino		Non-Hispanic or Latino												
						White		Black or African American		Asian		Native Hawaiian or Other Pacific Islander		American Indian or Alaska Native		Two or more races		
All	male	female	male	female	male	female	male	female	male	female	male	female	male	female	male	female	male	female
<b>Plan - Grade: GS-13</b>																		
Total Applications Received	#	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	%	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Qualified	#	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	%	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Selected	#	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	%	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Relevant Applicant Pool	%	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Plan - Grade: GS-14</b>																		
Total Applications Received	#	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	%	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Qualified	#	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	%	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Selected	#	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	%	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Relevant Applicant Pool	%	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Plan - Grade: GS-15</b>																		
Total Applications Received	#	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	%	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Qualified	#	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	%	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Selected	#	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	%	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Relevant Applicant Pool	%	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Plan - Grade: SES</b>																		
Total Applications Received	#	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	%	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Qualified	#	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	%	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Selected	#	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	%	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Relevant Applicant Pool	%	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

"Relevant Applicant Pool" = all employees in the next lower pay grade and in all series that qualify them for the position announced.

Figure B.16  
Participation in Career Development: Distribution by Race, Ethnicity, and Sex

Table A12: PARTICIPATION IN CAREER DEVELOPMENT - Distribution by Race/Ethnicity and Sex																		
Employment Tenure	TOTAL WORKFORCE			RACE/ETHNICITY														
				Hispanic or Latino		Non-Hispanic or Latino												
	White		Black or African American			Asian		Native Hawaiian or Other Pacific Islander		American Indian or Alaska Native		Two or more races						
	All	male	female	male	female	male	female	male	female	male	female	male	female	male	female	male	female	
<b>Career Development Programs for GS 5-12</b>																		
Slots	#	0																
Relevant Applicant Pool	%	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Applied	#	0																
	%	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Participants	#	0																
	%	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Career Development Programs for GS 13-14</b>																		
Slots	#	0																
Relevant Applicant Pool	%	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Applied	#	0																
	%	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Participants	#	0																
	%	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Career Development Programs for GS 15 and SES</b>																		
Slots	#	0																
Relevant Applicant Pool	%	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Applied	#	0																
	%	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Participants	#	0																
	%	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>"Relevant Applicant Pool" includes all employees in pay grades eligible for the career development program.</b>																		







## Additional Analyses Based on Prior Guidance

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In this appendix, we provide several additional analyses to those discussed in Chapter Three.<sup>1</sup> We find that Hispanics get hired into lower pay grades, are promoted at lower rates both to higher pay grades and to supervisory positions, and leave at slightly lower rates than non-Hispanics. Although they are less represented in fast-track occupations, this does not appear to be a pipeline issue: Their lower representation is driven by differences in lower- and middle-grade representation.

### Occupations Tracked for Upward Mobility

EEOC calls for analysis of occupations tracked for upward mobility. In Chapter Three, we operationalized this as occupations with high promotion rates. Now, we consider a different subset of occupations: those that make up a significant percentage of an agency's upper grades (GS-13 to GS-15) and a lower percentage of an agency's lower or middle grades.<sup>2</sup> A military analogue for this would be the higher representation of officers from tactical occupations among general officers than among lower-ranked officers.<sup>3</sup>

We categorize occupation–agency pairs as being tracked for upward mobility if (1) at least 30 percent of the agency's upper grades consist of this occupation and (2) the proportion of the agency's lower grades in this occupation is less than one-third of the proportion of this occupation in its upper grades. For instance, if 60 percent of

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<sup>1</sup> Given that they include assessments of differences in selection rates, several of these analyses align with more-typical adverse-impact analyses.

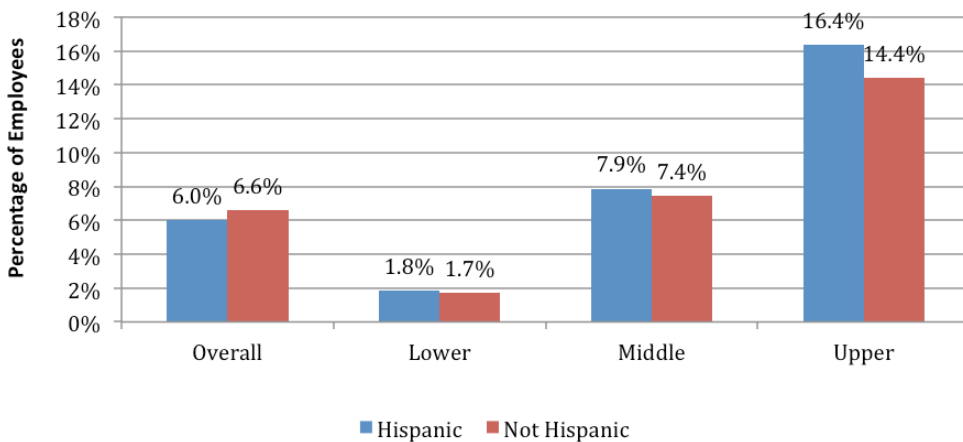
<sup>2</sup> Not every agency has a profession like this; the purpose is to assess specific agencies and occupations.

<sup>3</sup> There are some reasons that this analogy might break down. In the military, almost all officers start at O-1 and they only rarely change branch. Therefore, if we see a higher proportion of tactical officers in the upper grades, this means that, at some point, there were higher promotion rates for tactical officers from the lower grades. This is not necessarily the case within the DoD civilian workforce, in which employees start in a variety of pay grades and can change occupations. Additionally, if targeted disability status changes, higher representation of people with targeted disabilities by pay grade within the same occupation might reflect switching targeted-disability status rather than differential promotion rates for people with targeted disabilities.

an agency's upper grades are in this occupation, less than 20 percent of the agency's lower grades would have to be in this occupation for it to qualify as tracked for upward mobility.

We found 85 occupation–agency pairs that qualified as tracked for upward mobility according to this definition, containing about 6 percent of employees in the GS pay plan and about 12 percent in upper-grade GS levels. Figure C.1 shows the proportion of Hispanics and other employees in these occupations, both overall and by grade category. As shown, Hispanics are less likely to be in these occupations: at 6.0 percent, compared with 6.6 percent of other employees in the GS pay scale. This does not appear to be a pipeline issue: Hispanics in all grades are somewhat more likely to be in high-tracked occupations. However, they are less likely to be in high grades than non-Hispanics, leading to the overall result.

**Figure C.1**  
**Percentage of Hispanics and Non-Hispanics in High-Tracked Occupations, by Grade Category and Overall, 2009–2013**



SOURCE: OPM data.

### ***Example of a High-Tracked Occupation***

To illustrate these patterns, we present examples of the two biggest agencies with high-tracked occupations: Army National Guard and DFAS. In the Army National Guard units, aircraft operation is a high-tracked occupation. Less than 1 percent of employees, either Hispanics or non-Hispanics, in lower grades in the Army National Guard units are in aircraft operation. About 5 percent of Hispanics in midgrade occupations are in aircraft operation, relative to about 6 percent of non-Hispanics. Among the upper grades, about 20 percent of Hispanics are in this occupation, relative to about 37 percent of non-Hispanics. In DFAS, accounting is a high-tracked occupation.

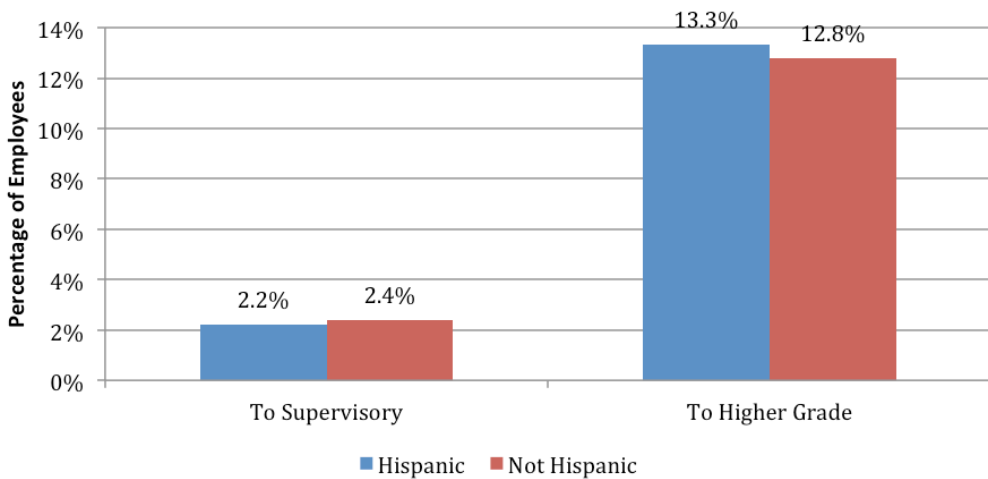


About 2 percent of non-Hispanics in lower grades are in accounting, relative to about 1 percent of Hispanics. About 36 percent of Hispanics in midgrade occupations are in accounting, relative to about 33 percent of non-Hispanics. Among the upper grades, about 32 percent of Hispanics are in this occupation, relative to about 30 percent of non-Hispanics.

### Overall Promotion Rates

In Chapter Three, we considered promotion among those in high-promoting occupations. To further determine whether Hispanics get promoted at the same rate as non-Hispanics, we look at two types of promotion rates: the promotion rate to a higher GS grade between GS-4 and GS-15 among employees on a GS pay scale and the promotion rate among all employees from nonsupervisory to supervisory positions. As shown in Figure C.2, Hispanics have different relative promotion rates under different definitions, with a 2.2-percent annual promotion rate to supervisory positions, compared with 2.4 percent among other employees, and a 13.3-percent annual promotion rate to higher GS grades, compared with 12.8 percent among other employees.

**Figure C.2**  
Promotion Rate Among Hispanics and Non-Hispanics, 2009–2013



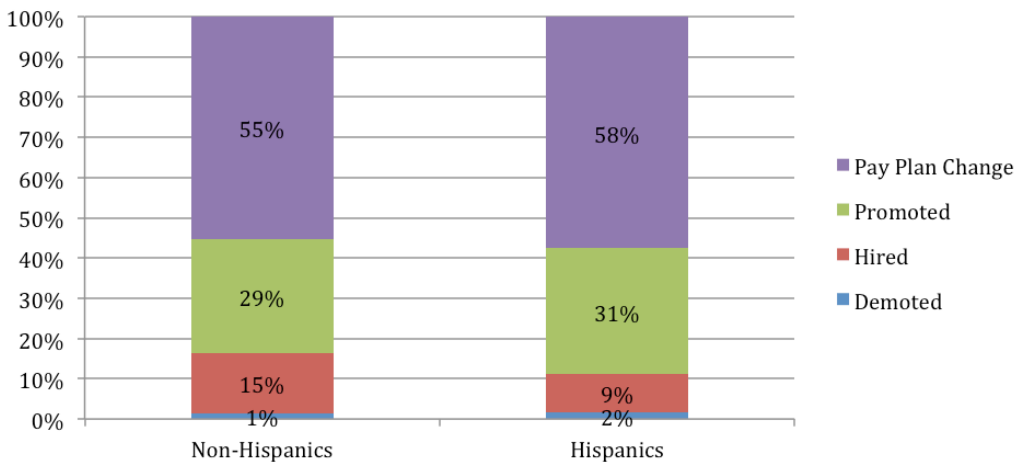
SOURCE: OPM data.

### Causes of Lower Representation in Upper Grades: Hiring, Promotions, and Other

In Chapter Three and subsequent chapters, we described two ways of entering into a grade—being hired into it or promotion from a lower grade. Other ways to enter a grade include demotion from a lower grade or reclassification from a different pay plan (which could be a demotion, promotion, or neither). This section analyzes the extent to

which the lower representation of Hispanics in higher GS grades is due to differences in hiring, promotion, or reclassification. We find that, between 2009 and 2013, about 15 percent of people who entered a new grade between GS-13 and GS-15 did so via hiring, about 29 percent did so via promotion, and about 55 percent did so via reclassification. (This high number for reclassification is historically anomalous: DoD was transitioning from certain smaller pay plans to the GS system for various professional jobs.) Among Hispanics, the numbers were 9 percent, 31 percent, and 58 percent, respectively. This is shown in Figure C.3. Although Hispanics were less represented in each category than DoD employees in general, they were particularly underrepresented among new hires into upper-level GS positions.

**Figure C.3**  
**Percentage Transitioning to Upper-Level General Schedule Grades, 2009–2013**



SOURCE: OPM data.

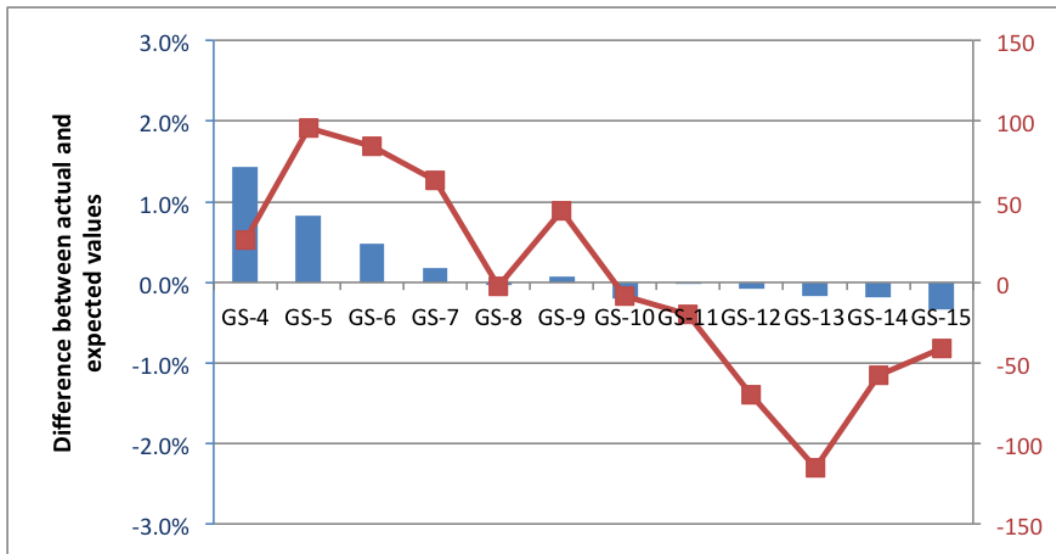
**Glass Ceiling in Promotions**

In Chapter Three, we looked for a potential blocked-pipeline trigger by analyzing promotions among those in high-promoting occupations and a potential glass-ceiling trigger by examining Hispanic representation at different echelons. Now, we examine the extent to which we see a glass ceiling in promotions across all occupations. To analyze this, we examine the difference by grade level between actual representation and what we would see if representation in each grade, from GS-4 to GS-15,<sup>4</sup> were the same as the overall proportion among those promotees of 6 percent.

<sup>4</sup> GS-1 through GS-3 contain less than 0.02 percent of employees on the GS pay scale.

Figure C.4 shows two ways of comparing actual and expected representation: the differences by percentages and the differences in actual numbers. The bars show the difference in percentage terms. For instance, Hispanics make up 7 percent of those promoted to GS-4s, compared with an overall representation among GS promotees of 6 percent, so the bar has a height of 1 percent, indicating overrepresentation of that amount. The squares show the difference in numerical terms. For instance, GS-12 is a very big pay grade for promotions, so, even though the gap in the proportion of Hispanics overall and in GS-12 is fairly small, it amounts to a gap of more than 150 people in absolute terms. Hispanic underrepresentation increases for each grade above GS-12 in percentage terms, but the underrepresentation peaks at GS-13 in numerical terms.

**Figure C.4**  
**Difference Between Actual and Expected Hispanic Promotions in the Department of Defense, by Grade, 2009–2013**



SOURCE: OPM data.

Overall, Hispanics are more represented in lower grades and less represented in higher grades. We kept the same characterizations of lower, middle, and higher grades as used in the glass-ceiling sections of Chapter Three: We characterized GS-4 to GS-10 as the lower grades, GS-11 to GS-12 as the middle grades, and GS-13 to GS-15 as the upper grades. We found that Hispanics make up 7 percent of new hires from the lower grades, 6 percent of new hires from the middle grades, and 5 percent of new hires from upper grades.



## Hispanic Representation by Occupation Type

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This appendix provides information, overall and by component, on several different kinds of occupations. These include the following:

- The biggest occupations are the ten occupations with the most full-time, full-year, nontemporary DoD employees in the period from 2008 to 2013.
- The highest-promoting occupations in terms of grade are all of the occupations with at least 25-percent annual promotion rates to higher GS grades among GS employees in the period from 2008 to 2013.
- The highest-promoting occupations in terms of supervisory status are all of the occupations with at least 5-percent annual promotion rates to supervisory positions among employees not initially in supervisory positions in the period from 2008 to 2013.

For each of these sets of occupations, this appendix contains tables that show

- the ten occupations with the most employees
- for the high grade-promoting and supervisory-promoting occupations, the top ten occupations with the most employees in these categories.

However, analyses include all of the high grade-promoting and high supervisory-promoting occupations. The appendix also contains tables that show

- the proportion of Hispanic employees in the three different categories of occupations considered
- promotion rates among Hispanic and non-Hispanic employees in the three different categories of occupations considered.

Finally, the appendix provides information regarding DoD MCOs (DoD, 2013).

We found that, overall in DoD, Hispanics are well represented in high-promoting occupations relative to their representation in the occupations with the most employees. Additionally, Hispanic promotion rates in the occupations with the most employ-

ees (i.e., the biggest occupations) are consistent with the promotion rate among non-Hispanics. This is consistent throughout the components.

Table D.1 shows the most-populous occupations for DoD overall, as well as examples that involve the most-populous occupations of those that are high promoting by grade and high promoting to supervisory positions. Some of the most-populous occupations are also high promoting. For example, contracting is high promoting by grade, while general engineering is high promoting to supervisory positions.

Table D.2 shows the proportion of Hispanics, as well as promotion rates for Hispanics and non-Hispanics, in each group of occupations. For instance, in the 2008–2013 period, Hispanics made up 6 percent of employees in the most-populous occupations, 7 percent in the highest promoting by grade and 5 percent in the highest promoting to supervisory positions. In the most-populous occupations, Hispanics and non-Hispanics both had annual promotion rates to higher grades of 12 percent. In the highest-promoting-by-grade occupations, Hispanics had an annual promotion rate to

**Table D.1**  
**Occupations, by Category, Department of Defense**  
**Overall**

Category	Occupation
Most-populous occupations	Miscellaneous administration and program
	Miscellaneous clerk and assistant
	Management and program analysis
	Nurse
	General attorney
	General business and industry
	Contracting
	Compliance inspection and support
	Criminal investigation
	Information-technology management
Highest-promoting, grade	Administrative and office-support student trainee
	Medical and health student trainee
	Engineering and architecture student trainee
	Contract representative
	Passport and visa examining
	Veteran claim examining
	Business and industry student trainee
	Patent examining
	Customs and border protection
	Border-patrol enforcement series
Highest-promoting, supervisory	Foreign affairs
	EEO
	Program management
	Soil conservation
	Forestry technician
	Wildlife biology
	Health-system specialist
	Veterinary medical science
	Aircraft operation
	Marine machinery mechanic

SOURCE: OPM data.

**Table D.2**  
**Proportion of Hispanics and Promotion Rates, by Occupational Category, Department of Defense Overall, as Percentages**

Promotion Type	Ethnicity	Most Populous	Highest Promoting, Grade	Highest Promoting, Supervisory
All	Proportion Hispanic	6	7	5
Higher grade	Hispanic	12	24	
	Non-Hispanic	12	25	
Supervisory	Hispanic	3		6
	Non-Hispanic	3		7

higher grades of 24 percent, compared with 25 percent among non-Hispanics. In the most-populous occupations, Hispanics and non-Hispanics both had annual promotion rates to supervisory positions of 3 percent. In the highest-promoting occupations to supervisory status, Hispanics had an annual promotion rate to higher of 6 percent, compared with 7 percent among non-Hispanics. Tables D.3 through D.10 follow the same format as Tables D.1 and D.2: one table listing occupations and the next listing percentages of Hispanics and promotion rates.

**Table D.3  
Occupations, by Category, Air Force**

Category	Occupation
Most-populous occupations	Miscellaneous administration and program
	Miscellaneous clerk and assistant
	Management and program analysis
	Logistics management
	Electronic engineering
	General business and industry
	Contracting
	Information-technology management
	Sheet-metal mechanic
Aircraft mechanic	
Highest-promoting, grade	General student trainee
	Human-resource management student trainee
	Administrative and office-support student trainee
	Financial-management student trainee
	Engineering and architecture student trainee
	Legal-occupation student trainee
	Information and arts student trainee
	Business and industry student trainee
	Supply student trainee
Information-technology student trainee	
Highest-promoting, supervisory	Foreign affairs
	EEO
	Program management
	Administrative officer
	General health science
	General attorney
	Equipment, facilities, and services
	Education services
	Aircraft operation
Air navigation	

SOURCE: OPM data.

**Table D.4  
Proportion of Hispanics and Promotion Rates, by Occupational Category, Air Force, as Percentages**

Promotion Type	Ethnicity	Most Populous	Highest Promoting, Grade	Highest Promoting, Supervisory
All	Proportion Hispanic	6	8	6
Higher grade	Hispanic	10	23	
	Non-Hispanic	10	24	
Supervisory	Hispanic	3		5
	Non-Hispanic	3		6



**Table D.5  
Occupations, by Category, Army**

Category	Occupation
Most-populous occupations	Human-resource management
	Human-resource assistance
	Miscellaneous administration and program
	Miscellaneous clerk and assistant
	Management and program analysis
	Logistics management
	Civil engineering
	Contracting
	Information-technology management
	Miscellaneous transportation and mobile-equipment maintenance
Highest-promoting, grade	General student trainee
	Human-resource management student trainee
	Administrative and office-support student trainee
	Biological science student trainee
	Voucher examining
	Financial-management student trainee
	Engineering and architecture student trainee
	Contracting
	Business and industry student trainee
	Supply student trainee
Highest-promoting, supervisory	EEO
	Program management
	Financial management
	Health-system specialist
	Museum curator
	Equipment, facilities, and services
	Education services
	Ship operating
	Riverboat operating
	Miscellaneous armament work

SOURCE: OPM data.

**Table D.6  
Proportion of Hispanics and Promotion Rates, by Occupational Category, Army, as Percentages**

Promotion Type	Ethnicity	Most Populous	Highest Promoting, Grade	Highest Promoting, Supervisory
All	Proportion Hispanic	7	8	6
Higher grade	Hispanic	12	24	
	Non-Hispanic	13	27	
Supervisory	Hispanic	3		7
	Non-Hispanic	3		6

**Table D.7  
Occupations, by Category, Navy**

Category	Occupation
Most-populous occupations	Miscellaneous administration and program
	Management and program analysis
	Logistics management
	Financial administration and program
	General engineering
	Engineering technical
	Mechanical engineering
	Electronic engineering
	Contracting
Information-technology management	
Highest-promoting, grade	Human-resource management student trainee
	Administrative and office-support student trainee
	Financial-management student trainee
	Chemical engineering
	Engineering and architecture student trainee
	Business and industry student trainee
	Physical-science technician
	Mathematics and statistics student trainee
	Supply student trainee
Information-technology student trainee	
Highest-promoting, supervisory	EEO
	Program management
	Financial management
	Medical-record administration
	Equipment, facilities, and services
	Distribution facility and storage management
	Insulating
	Composite and plastic fabricating
	Marine machinery mechanic
Production machinery mechanic	

SOURCE: OPM data.

**Table D.8  
Proportion of Hispanics and Promotion Rates, by Occupational Category, Navy, as Percentages**

Promotion Type	Ethnicity	Most Populous	Highest Promoting, Grade	Highest Promoting, Supervisory
All	Proportion Hispanic	5	4	4
Higher grade	Hispanic	12	26	
	Non-Hispanic	12	24	
Supervisory	Hispanic	3		5
	Non-Hispanic	3		7

**Table D.9**  
**Occupations, by Category, Fourth Estate**

Category	Occupation
Most-populous occupations	Miscellaneous administration and program
	Management and program analysis
	Auditing
	Accounting technician
	General business and industry
	Contracting
	General education and training
	Education and vocational training
	Quality assurance
Information-technology management	
Highest-promoting, grade	Human-resource assistance
	Human-resource management student trainee
	Administrative and office-support student trainee
	Auditing
	Civilian pay
	Financial-management student trainee
	Physical therapist
	Engineering and architecture student trainee
	Business and industry student trainee
Information-technology student trainee	
Highest-promoting, supervisory	Fire protection and prevention
	Program management
	Microbiology
	Voucher examining
	Health-system administration
	Claim assistance and examining
	Commissary management
	Chemistry
	Equipment, facilities, and services
Utility-system repairing and operating	

SOURCE: OPM data.

**Table D.10**  
**Proportion of Hispanics and Promotion Rates, by Occupational Category: Fourth Estate, as Percentages**

Promotion Type	Ethnicity	Most Populous	Highest Promoting, Grade	Highest Promoting, Supervisory
All	Proportion Hispanic	4	6	5
Higher grade	Hispanic	14	22	
	Non-Hispanic	13	27	
Supervisory	Hispanic	3		7
	Non-Hispanic	3		7

Tables D.11 through D.16 then provide information on Hispanic representation in MCOs. Table D.11 lists DoD MCOs (DoD, 2013). Table D.12 shows the propor-

**Table D.11**  
**Department of Defense Mission-Critical Occupations**

Occupation Code	Series	OSD Lead
0017	Explosive Safety	USD(AT&L)
0018	Safety and Occupational Health Management	USD(AT&L)
0080	Security Administration	Under Secretary of Defense for Intelligence
0081	Fire Protection and Prevention	USD(AT&L)
0110	Economist	Federal-wide
0130	Foreign Affairs	Under Secretary of Defense for Policy
0132	Intelligence	Under Secretary of Defense for Intelligence
0180	Psychology	USD(P&R)
0185	Social Work	USD(P&R)
0201	Human Resources Management	USD(P&R)
0346	Logistics Management	USD(AT&L)
0501	Financial Administration and Program	USD Comptroller
0510	Accounting	USD Comptroller
0511	Auditing	USD Comptroller
0560	Budget Analysis	USD Comptroller
0602	Medical Officer	USD(P&R)
0610	Nurse	USD(P&R)
0660	Pharmacist	USD(P&R)
0840	Nuclear Engineering	USD(AT&L)
0854	Computer Engineering	USD(AT&L)
0855	Electronics Engineering	USD(AT&L)
1102	Contracting	USD(AT&L)
1550	Computer Science	USD(AT&L)
1670	Equipment Services	USD(AT&L)
1811	Criminal Investigation	USD(P&R)
1910	Quality Assurance	USD(AT&L)

**Table D.11—Continued**

Occupation Code	Series	OSD Lead
2001	General Supply	USD(AT&L)
2003	Supply Program Management	USD(AT&L)
2010	Inventory Management	USD(AT&L)
2101	Transportation Specialist	USD(AT&L)
2130	Traffic Management	USD(AT&L)
2150	Transportation Operations	USD(AT&L)
2210	Information Technology Management	DoD Chief Information Officer

NOTE: USD(AT&L) = Under Secretary of Defense for Acquisition, Technology and Logistics. USD(P&R) = Under Secretary of Defense for Personnel and Readiness. USD Comptroller = Under Secretary of Defense Comptroller.

**Table D.12**  
**Proportion of Hispanics and Promotion Rates Across All Mission-Critical Occupations, as Percentages**

Promotion Type	Ethnicity	Overall	Air Force	Army	Navy	Fourth Estate
All	Proportion Hispanic	6	6	6	5	5
Higher grade	Hispanic	3	3	2	2	2
	Non-Hispanic	3	3	3	2	2
Supervisory	Hispanic	11	9	12	13	14
	Non-Hispanic	12	10	13	12	14

tion of Hispanics, as well as promotion rates for Hispanics and non-Hispanics, in MCOs across DoD. Other rows present similar data for two calculations of annual promotion rates. The first is based on moving into a position at a higher grade level. The second involves moving from a nonsupervisory position into a supervisory position. Several tables are categorized based on OSD lead, mirroring the occupational categorizations of DoD, 2013.

**Table D.13**  
**Proportion of Hispanics and Promotion Rates, by Mission-Critical Occupational Category, Across the Entire Department of Defense: Under Secretary of Defense for Acquisition, Logistics and Technology, as Percentages**

MCO	Overall Proportion Hispanic	Higher Grade		Supervisory	
		Hispanic	Non-Hispanic	Hispanic	Non-Hispanic
Contracting	5	3	3	20	21
Quality assurance	5	2	2	10	10
Nuclear engineering	2	3	2	11	14
Computer engineering	7	1	1	18	13
Electronic engineering	6	1	1	13	10
Logistics management	5	3	3	9	10
Inventory management	6	1	1	13	16
Traffic management	6	4	4	10	8
Supply program	6	4	3	7	8
Equipment services	6	1	1	8	10
Transportation operations	5	4	2	6	4
General supply	6	1	2	10	11
Transportation specialist	5	3	2	5	5
Explosive safety	6	—	—	—	—
Safety and occupational health management	5	3	3	11	9
Fire protection and prevention	9	3	3	8	11
Computer science	3	1	1	15	15

**Table D.14**  
**Proportion of Hispanics and Promotion Rates, by Mission-Critical Occupational Category, Across the Entire Department of Defense: Under Secretary of Defense for Personnel and Readiness, as Percentages**

MCO	Overall Proportion Hispanic	Higher Grade		Supervisory	
		Hispanic	Non-Hispanic	Hispanic	Non-Hispanic
Human-resource management	8	4	4	12	13
Criminal investigation	7	4	4	10	9
Psychology	4	2	3	5	7
Social work	4	3	3	18	10
Medical officer	4	4	3	2	5
Nurse	6	1	2	5	5
Pharmacist	4	4	1	7	4

**Table D.15**  
**Proportion of Hispanics and Promotion Rates, by Mission-Critical Occupational Category, Across the Entire Department of Defense: Under Secretary of Defense Comptroller, as Percentages**

Promotion Type	Ethnicity	Financial			
		Administration	Accounting	Auditing	Budget Analysis
All	Proportion Hispanic	5	4	6	7
Higher grade	Hispanic	2	3	4	2
	Non-Hispanic	2	3	3	3
Supervisory	Hispanic	12	9	22	11
	Non-Hispanic	13	12	24	11

**Table D.16**  
**Proportion of Hispanics and Promotion Rates, by Mission-Critical Occupational Category,**  
**Across the Entire Department of Defense: Other Agencies, as Percentages**

MCO	Overall Proportion Hispanic	Higher Grade		Supervisory	
		Hispanic	Non-Hispanic	Hispanic	Non-Hispanic
Foreign affairs	6	2	3	11	10
Information- technology management	5	2	2	8	7
Intelligence	5	4	3	18	11
Security administration	5	3	3	8	9
Economist	1	0	1	50 <sup>a</sup>	15

<sup>a</sup> This change is reflective of the small number of economists in the data.



## The Blinder–Oaxaca Decomposition Method

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This appendix provides a detailed discussion of the Blinder–Oaxaca decomposition method used in the analyses conducted in Chapter Four. We provide some background information on the estimator and show how the decompositions are computed. We then discuss how the decomposition results can be used to identify the specific barriers to Hispanic employment in DoD. For ease of exposition, we discuss the method with respect to the CLF-versus-DoD comparison, although it applies analogously to the non-DoD federal workforce-versus-DoD comparison.

Although Blinder–Oaxaca decompositions were initially developed to decompose wage differentials, they can be applied whenever one wants to explain why a variable differs between two comparison groups. For our purposes, we want to explain why Hispanic representation differs between the CLF and DoD. If we assume that the probability that a worker is Hispanic is a function of a linear combination of control variables, we can write the proportion of Hispanics (denoted by  $\bar{Y}$ ) in each of the labor forces in the following way:

$$\overline{Y_{CLF}} = \overline{F(X_{CLF}\beta_{CLF})} \quad \text{E.1}$$

$$\overline{Y_{DoD}} = \overline{F(X_{DoD}\beta_{DoD})}, \quad \text{E.2}$$

where  $X$  is an  $n \times k$  matrix of observed individual, geographic, and occupation characteristics and  $\beta$  is the vector of coefficients particular to each labor force.

Note that the function  $F$  that maps  $X\beta$  to the outcome variable of interest  $Y$  might or might not be linear. In the original Blinder–Oaxaca derivations,  $Y$  was a continuous variable (wages), so  $F$  corresponded to a linear model. In our case,  $Y$  is a binary variable (an indicator for Hispanic status), so  $F$  corresponds to the logit model, which is nonlinear.

Yun, 2004, shows how to extend this decomposition analysis for any function  $F$  that is once differentiable. For simplicity, we present Yun’s version of the decomposition analysis in terms of the general function  $F$ , keeping in mind that, for our analysis,  $F$

corresponds to the logistic function.<sup>1</sup> The difference in the proportion of Hispanics in the CLF and DoD can be written as

$$\begin{aligned} \overline{Y_{CLF}} - \overline{Y_{DoD}} = & \overline{F(X_{CLF}\beta_{CLF})} - \overline{F(X_{DoD}\beta_{CLF})} \\ & + \overline{F(X_{DoD}\beta_{CLF})} - \overline{F(X_{DoD}\beta_{DoD})} . \end{aligned} \tag{E.3}$$

The term  $\overline{F(X_{DoD}\beta_{CLF})}$  in Equation E.3 represents the proportion of Hispanics that would be predicted in the CLF if the CLF had the same characteristics as DoD because  $\beta_{CLF}$  (along with  $F$ ) reflects how a given set of  $X$  characteristics translates into Hispanic status in the CLF. Thus, the difference in the first bracket in Equation E.3 represents how much the representation gap would change if the two populations had the same average  $X$  characteristics. This is referred to as the *explained difference* because it is the part of the overall difference that is completely explained by observable differences in the CLF and the DoD labor force. In our analyses, this corresponds to 8.65 percentage points, which is the amount of the overall 9.3–percentage point gap that was explained.

The difference in the second bracket in Equation E.3 represents the remaining (or unexplained) difference. It measures the gap in Hispanic representation that would still be present if the CLF resembled DoD in terms of the characteristics in  $X$ . This unexplained difference reflects the impact that unobservable differences between the labor forces (including differences in discriminatory preferences) can have on the gap.

The decomposition in Equation E.3 is not unique; there are other possible forms of the Blinder–Oaxaca decomposition. The other potential forms arise from different assumptions about which workforce might contain the potential barriers (Neumark, 1988). In our analysis, we use the version that assumes that the CLF is the benchmark population and that differences reflect potential barriers within DoD. It is also possible to assume the opposite—that DoD does not necessarily have barriers but rather that the differences reflect a preference in the CLF for Hispanic workers. We opted against using this version because it made less theoretical sense.

Other variants stipulate that the observed differences are a combination of barriers in one population and preferences in the other. The most common of these versions used in the literature is the pooled version, which calculates the explained component compared to a benchmark population that is a combination of CLF and DoD workers. We ultimately preferred the logical consistency of using only the CLF as the

<sup>1</sup> Recall that, for the logistic function,

$$F(X\beta) = \frac{\exp(X\beta)}{1 + \exp(X\beta)} .$$

benchmark, but we tested the pooled version and achieved qualitatively similar results (mostly because the DoD workforce is smaller than the rest of the CLF).

The key contribution of the Blinder–Oaxaca decomposition approach is that the explained difference can be further decomposed into the individual contributions each of the variables (or sets of variables) in  $X$  makes to closing the gap in Hispanic representation across the labor forces. This is particularly useful in this setting because it allows us to determine the specific variables (or barriers) that are most responsible for the underrepresentation of Hispanics in DoD relative to the CLF. Yun, 2004, shows that the explained portion can be decomposed as follows:

$$\begin{aligned} \overline{F(X_{CLF}\beta_{CLF})} - \overline{F(X_{DoD}\beta_{CLF})} &= \sum_{i=1}^k \frac{(\overline{X_{CLF}^i} - \overline{X_{DoD}^i})\beta_{CLF}^i}{(\overline{X_{CLF}} - \overline{X_{DoD}})\beta_{CLF}} \\ &\times \overline{F(X_{CLF}\beta_{CLF})} - \overline{F(X_{DoD}\beta_{CLF})}, \end{aligned} \quad E.4$$

where the fraction inside the summation denotes the proportion of the overall explained difference that is due to variable  $i$ ; these fractions can be thought of as relative weights. Multiplying the weight assigned to each variable  $i$  by the overall explained difference in brackets will give the contribution that variable  $i$  has on closing the gap in Hispanic representation.<sup>2</sup> Note that, because the explained difference is measured in percentage points and because these coefficients just reflect the product of a relative weight times this percentage-point difference, the individual coefficients will be measured in terms of percentage points as well.

Because the fractions sum to 1, the sum of all the individual variable contributions equals the overall explained difference. The amount that a particular variable in  $X$  contributes to the overall explained difference (i.e., its relative weight) is based on the numerator and is quite intuitive: It is the difference in the average value in variable  $i$  across labor forces multiplied by the relationship between that variable and Hispanic status in the CLF (estimated by the logit coefficient). Thus, the variables in  $X$  that differ

<sup>2</sup> Note that, when  $F$  corresponds to the linear regression model (as would be the case if  $Y$  was a continuous variable), the bracketed term and the denominator in Equation E.4 will cancel and the contribution of a specific variable is given by

$$(\overline{X_{CLF}^i} - \overline{X_{DoD}^i})\beta_{CLF}^i, \quad E.5$$

where  $\beta_{CLF}^i$  corresponds to the coefficient from an ordinary-least-squares regression of  $Y$  on the variables in  $X$  among the CLF population. This is the form that is more commonly seen in the previous literature using Blinder–Oaxaca decompositions, primarily because most of these studies were decomposing gaps in continuous variables. We use the nonlinear logit specification for  $F$  here because it has better properties when  $Y$  is a binary variable. Regardless, the results are not dramatically different when the form in Equation E.5 is used.

the most between the two labor forces and are the most correlated with Hispanic status in the CLF will be the variables that explain the highest fraction of the difference. Variables that are similar between the two workforces, or that are not related to Hispanic representation, will not contribute to the explained component.

## Discussion Questions for Department of Defense Interviewees

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### Background

We would first like to ask you about your background.

- a. Please describe your individual job position and responsibilities.
- b. How many years have you been with DoD? How many years in this position?
- c. What management responsibilities do you have?
- d. What hiring-related responsibilities do you have?

### Barriers

- a. Reports suggest that there is a lower participation rate for Hispanics in the DoD civilian workforce than in the available civilian population. Is that consistent with your experience?
- b. Based on your experience and knowledge, what are the primary reasons for current Hispanic representation levels in your agency?
  - i. What are the primary reasons for Hispanic representation levels in the DoD, as a whole?
- c. What policies or practices within your agency contribute to Hispanic representation levels?
  - i. Do these policies and practices exist across the DoD? Please explain.
- d. Are there any additional factors that contribute to Hispanic representation levels in your agency? If so, could you describe these?
  - i. Are there any additional factors that contribute to Hispanic representation levels in the DoD, as a whole?

## **Outreach and Recruitment**

- a. What outreach strategies does your agency use to inform the Hispanic population of job opportunities in your agency?
- b. What recruitment strategies does your agency currently use to encourage applications from Hispanics?
  - i. Given their operating rules/procedures, could other DoD agencies do this as well (i.e., use these recruitment strategies)?
- c. Based on your job experience, what other recruitment strategies could your agency use to increase the number of applications among Hispanics?
  - i. Could these other recruitment strategies be used by the DoD overall?
- d. Could you name and describe any example recruitment practices used by other agencies, internal or external to DoD, that are effective in promoting Hispanic recruitment?

## **Hiring**

- a. What hiring practices does your agency have to promote employment of Hispanic applicants?
  - i. Given their operating rules/procedures, could other DoD agencies do this as well (i.e., use these hiring practices)?
- b. Based on your job experience, what other hiring practices could your agency use to increase the hiring of Hispanic applicants?
- c. Could you name and describe any example hiring practices used by other agencies, internal or external to DoD, that are effective in promoting Hispanic employment?

## **Retention**

- a. What policies or practices does your agency currently use to retain current Hispanic employees?
  - i. Given their operating rules/procedures, could other DoD agencies do this as well (i.e., use these retention strategies)?

- b. Based on your job experience, what other policies or procedures could your agency use to increase retention of Hispanics who are currently employed by your agency?
  - i. Given their operating rules/procedures, could other DoD agencies do this as well (i.e., use these retention strategies)?
- c. Could you name and describe any example retention-relevant practices used by other agencies, internal or external to DoD, that are effective in promoting Hispanic retention?

## Promotion

- a. What policies or procedures does your agency use to increase the promotion of Hispanic civilian employees to higher-level positions in DoD?
  - i. Given their operating rules/procedures, could other DoD agencies do this as well (i.e., use these retention strategies)?
- b. Based on your job experience, what other policies or procedures could your agency use to increase promotion likelihood of Hispanics who are currently employed by your agency?
  - i. Based on your job experience, what other strategies could be used by DoD overall?
- c. Could you name and describe any example promotion-relevant practices used by other agencies, internal or external to DoD, that are effective in increasing the likelihood of promotion among Hispanic employees?

## Additional Materials

- a. Are there any reports or data sets that you know of regarding Hispanic employment in your agency or in DoD that would be relevant for our research?

Thank you for taking the time to talk with us today. If you have questions about our project, you should feel free to contact us as well. You can reach us by our phone numbers or email addresses provided in the oral consent form. Again, thank you for your help with this important study.





## Discussion Questions for Hispanic-Serving Institutions

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### Background

We would first like to ask you about your background.

- a. Please describe your individual job position and responsibilities.
- b. How many years have you been with your institution? How many years in this position?
- c. What responsibilities do you have that are related to student careers?

### Outreach and Recruitment

#### Who Is Recruiting?

- a. Could you name some private companies, businesses, or corporations that actively recruit students at your institution?
  - i. How do these companies recruit students at your institution? What strategies do they use?
- b. Could you name some state government or federal government agencies that actively recruit students at your institution?
  - i. How do these agencies recruit students at your institution? What strategies do they use?
- c. Does the Department of Defense, which includes the Army, Navy, Air Force, and other defense-related components, actively recruit at your institution?
  - i. If so, which Department of Defense agencies or departments recruit at your institution?
  - ii. How do these agencies recruit students at your institution?

- d. The Department of Defense hires people for the active-duty armed forces and for civilian jobs in the Department of Defense. Which Department of Defense agencies or offices recruit students for *civilian* jobs at your institution?
  - i. How do these agencies recruit students at your institution?

#### **Outreach Strategies (e.g., advertising)**

- a. What outreach strategies do you think businesses, organizations, or agencies should use to advertise themselves to students at your school?
  - i. Why do you recommend these outreach strategies?
- b. Could you describe any example outreach strategies used by businesses, organizations, or agencies that are effective in advertising to students at your institution?
- c. Could you describe any example outreach strategies used by businesses, organizations, or agencies that are *not* effective in advertising to students at your institution?

#### **Recruitment Strategies (e.g., getting applications)**

- a. What recruiting strategies do you think businesses, organizations, or agencies should use to encourage applications from students at your school? In other words, which strategies are most likely to assist in encouraging students to not only know about the employers but to apply for employment?
  - i. Why do you recommend these strategies?
- b. Could you describe any example recruitment strategies used by businesses, organizations, or agencies that are effective in recruiting students at your institution?
- c. Could you describe any example recruitment strategies used by businesses, organizations, or agencies that are *not* effective in recruiting students at your institution?

### **Hiring**

- a. Based on your knowledge of your students' experiences, what hiring practices should businesses, organizations, or agencies use to increase the hiring of Hispanic applicants? What strategies work in not only getting students to apply but in getting students employed?

- b. Could you name and describe any example hiring practices used by businesses, organizations, or agencies that recruit at your school, that you think are effective in getting your students hired?
- c. Could you name and describe any example hiring strategies used by businesses, organizations, or agencies that are *not* effective in getting your students hired?

## Retention

- a. Based on knowledge of your students' experiences, what policies or procedures should businesses, organizations, or agencies use to retain students from your school at those places of employment?
- b. Could you describe any example practices used by businesses, organizations, or agencies that hire students from your school that you believe are effective in retaining students at those places?
- c. Could you describe any example practices used by agencies that hire students from your school that you believe are *not* effective in retaining students at those places?

## Barriers

- a. Based on your experience and knowledge, what do you see as the primary reasons for Hispanic underrepresentation in businesses, organizations, and agencies?
- b. What business policies or practices do you think contribute to low levels of Hispanic representation?

## Additional Materials

- a. Are there any reports or data sets that you know of regarding outreach and recruitment at your institution or at Hispanic-serving institutions, in general, that would be relevant for our research?

Thank you for taking the time to talk with us today. If you have questions about our project, you should feel free to contact us as well. You can reach us by our phone

numbers or email addresses provided in the oral consent form. Again, thank you for your help with this important study.