

## Affirmative Action Plan for the Recruitment, Hiring, Advancement, and Retention of Persons with Disabilities

To capture agencies' affirmative action plan for persons with disabilities (PWD) and persons with targeted disabilities (PWTD), EEOC regulations (29 C.F.R. § 1614.203(e)) and MD-715 require agencies to describe how their affirmative action plan will improve the recruitment, hiring, advancement, and retention of applicants and employees with disabilities.

### Section I: Efforts to Reach Regulatory Goals

*EEOC regulations (29 CFR §1614.203(d)(7)) require agencies to establish specific numerical goals for increasing the participation of persons with disabilities and persons with targeted disabilities in the federal government*

1. Using the goal of 12% as the benchmark, does your agency have a trigger involving PWD by grade level cluster in the permanent workforce? If "yes", describe the trigger(s) in the text box.

- a. Cluster GS-1 to GS-10 (PWD) Answer No
- b. Cluster GS-11 to SES (PWD) Answer Yes

PWD in the GS-1 to GS-10 cluster was above the 12% benchmark for representation at 12.7% for FY 22. GS-11 to Senior Level was below the 12% benchmark for representation at 8.29%, which is an improvement from 6.3% in FY 21.

\*For GS employees, please use two clusters: GS-1 to GS-10 and GS-11 to SES, as set forth in 29 C.F.R. § 1614.203(d)(7). For all other pay plans, please use the approximate grade clusters that are above or below GS-11 Step 1 in the Washington, DC metropolitan region.

2. Using the goal of 2% as the benchmark, does your agency have a trigger involving PWTD by grade level cluster in the permanent workforce? If "yes", describe the trigger(s) in the text box.

- a. Cluster GS-1 to GS-10 (PWTD) Answer No
- b. Cluster GS-11 to SES (PWTD) Answer No

PWTD in the GS-1 to GS-10 Cluster were above the 2% benchmark for representation in FY22 (2.74%). For FY 2022, the Smithsonian workforce at the GS-11 to Senior Level was 2.4% above the benchmark

Grade Level Cluster(GS or Alternate Pay Planb)	Total	Reportable Disability		Targeted Disability	
	#	#	%	#	%
Numerical Goal	--	12%		2%	
Grades GS-1 to GS-10	906	115	12.69	25	2.76
Grades GS-11 to SES	1941	144	7.42	41	2.11

3. Describe how the agency has communicated the numerical goals to the hiring managers and/or recruiters.

The Director of the Office of Equal Employment and Supplier Diversity (OEEED) meets with Smithsonian Senior Leadership individually on a quarterly basis to provide updates on units under their purview and progress towards model EEO program implementation. These quarterly briefings include updates on workforce demographics and how snapshots of their workforces align with CLF data in terms of representation. The EEO Director highlights opportunities for improvement, which includes echoing the numerical benchmarks put forth by the EEOC regarding the employment of PWD and PWTD as appropriate. .

## Section II: Model Disability Program

Pursuant to 29 C.F.R. § 1614.203(d)(1), agencies must ensure sufficient staff, training and resources to recruit and hire persons with disabilities and persons with targeted disabilities, administer the reasonable accommodation program and special emphasis program, and oversee any other disability hiring and advancement program the agency has in place.

### A. PLAN TO PROVIDE SUFFICIENT & COMPETENT STAFFING FOR THE DISABILITY PROGRAM

- Has the agency designated sufficient qualified personnel to implement its disability program during the reporting period? If “no”, describe the agency’s plan to improve the staffing for the upcoming year.

Answer Yes

- Identify all staff responsible for implementing the agency's disability employment program by the office, staff employment status, and responsible official.

Disability Program Task	# of FTE Staff By Employment Status			Responsible Official (Name, Title, Office Email)
	Full Time	Part Time	Collateral Duty	
Processing applications from PWD and PWTD	1	0	0	Amelda Fuller, Recruitment Branch Manager, Office of Human Resources, Fullera@si.edu
Answering questions from the public about hiring authorities that take disability into account	1	0	0	Amelda Fuller, Recruitment Branch Manager, Office of Human Resources, Fullera@si.edu
Special Emphasis Program for PWD and PWTD	1	0	0	Shahin Nemazee, Special Emphasis Program Manager, Office of Equal Employment and Supplier Diversity, nemazees@si.edu
Architectural Barriers Act Compliance	1	0	0	Beth Ziebarth, Director, Access Smithsonian, Access Smithsonian, ziebarth@si.edu
Section 508 Compliance	1	0	0	Deron Burba, Chief Information Officer, Office of the Chief Information Officer, BurbaD@si.edu

Disability Program Task	# of FTE Staff By Employment Status			Responsible Official (Name, Title, Office Email)
	Full Time	Part Time	Collateral Duty	
Processing reasonable accommodation requests from applicants and employees	1	0	0	Carol Gover, EEO Program Manager and Accommodations Coordinator, Office of Equal Employment and Supplier Diversity, goverc@si.edu

- Has the agency provided disability program staff with sufficient training to carry out their responsibilities during the reporting period? If “yes”, describe the training that disability program staff have received. If “no”, describe the training planned for the upcoming year.

Answer Yes

During FY22 OEESD in collaboration with OHR and Access Smithsonian developed and delivered presentation on "Expanding Your Diversity Recruitment Strategy through the Workforce Recruitment Program." Session was featured during SI Disability ERG meeting. Resulted in over 75 senior level managers, employees and affiliated persons receiving information on resources available to hire individuals with disabilities. During FY 2022 the Office of Equal Employment and Supplier Diversity, in collaboration with Access Smithsonian and the Office of Human Resources delivered a webinar entitled Equal Opportunity for Individuals with Disabilities at the Smithsonian Institution to the Institution’s newly formed Disability Employee Resource Group. The webinar provided information on programs, policies, and procedures to engage and improve the recruitment, hiring and retention of individuals with disabilities. Topics covered included: o Section 501 of the Rehabilitation Act of 1973 o Reasonable Accommodation Process o SD214 (Equal Employment Opportunity Program) o SD215 (Accessibility for People with Disabilities) o Utilization of Special Hiring Authorities § Schedule A § Veterans Preference During FY 2022, Access Smithsonian trained multiple SI units' staff, volunteers, and interns on inclusive customer service, best practices, access services, and disability awareness. Sessions covered all disability related laws as applied to the Smithsonian.

**B. PLAN TO ENSURE SUFFICIENT FUNDING FOR THE DISABILITY PROGRAM**

Has the agency provided sufficient funding and other resources to successfully implement the disability program during the reporting period? If “no”, describe the agency’s plan to ensure all aspects of the disability program have sufficient funding and other resources.

Answer Yes

**Section III: Program Deficiencies In The Disability Program**

**Section IV: Plan to Recruit and Hire Individuals with Disabilities**

Pursuant to 29 C.F.R. §1614.203(d)(1)(i) and (ii), agencies must establish a plan to increase the recruitment and hiring of individuals with disabilities. The questions below are designed to identify outcomes of the agency’s recruitment program plan for PWD and PWTD

**A. PLAN TO IDENTIFY JOB APPLICATIONS WITH DISABILITIES**

- Describe the programs and resources the agency uses to identify job applicants with disabilities, including individuals with targeted disabilities.

The Smithsonian Institution continued to have a presence at recruitment/outreach events that target PWD and PWTD in FY22, examples include: •The Early Career and Internship Fair hosted by American University. Several colleges and universities

participated in the event including Johns Hopkins University, University of Maryland, George Washington University, Georgetown University, American University, Howard University and Catholic University. •During FY22, OEESD in collaboration with OHR and Access Smithsonian developed and delivered presentation on "Expanding Your Diversity Recruitment Strategy through the Workforce Recruitment Program." Session was featured during SI Disability ERG meeting. Resulted in over 75 senior level managers, employees and affiliated persons receiving information on resources available to hire individuals with disabilities. •The Smithsonian participated in Operation Warfighter Internship/Career Fair at Ft. Belvoir. Representatives provided information on career and internship opportunities for transitioning warriors (military service members) along with sharing information on Veterans Preference and Schedule A hiring authorities. The Institution continued to encourage the use of hiring authorities that allowed the noncompetitive appointment of individuals with disabilities, such as Schedule A: •The Smithsonian American Art Museum (SAAM) continued their America InSight: Verbal Description Tours program. These staff led tours for individuals who are blind or have low vision highlight collections through rich verbal description and sensory experience. •The National Museum of American History provided visual descriptions for all the exhibition's media. Of special note—and with support from Smithsonian Accessibility Innovation Fund—they are developing strategies for describing large-scale, immersive media experiences that have multiple images on multiple display surfaces in multiple locations simultaneously. Expert users will play a key role in developing descriptions, user interfaces, and navigation strategies. •During FY 2022 the Office of Equal Employment and Supplier Diversity, in collaboration with Access Smithsonian and the Office of Human Resources delivered a webinar entitled Equal Opportunity for Individuals with Disabilities at the Smithsonian Institution to the Institution's newly formed Disability Employee Resource Group. The webinar provided information on programs, policies, and procedures to engage and improve the recruitment, hiring and retention of individuals with disabilities. Topics covered included: o Section 501 of the Rehabilitation Act of 1973 o Reasonable Accommodation Process o SD214 (Equal Employment Opportunity Program) o SD215 (Accessibility for People with Disabilities) o Utilization of Special Hiring Authorities § Schedule A § Veterans Preference To assist with the recruitment and retention of individuals with disabilities Smithsonian units also provided the following programing: •Mornings at the Museum: A sensory-friendly program for children, teenagers, and young adults with disabilities. The program included early entry into the museum, facilitated and thematic activities, a take-a-break space, and pre-visit materials like social narratives and sensory maps. •Smithsonian Advancement D&I Initiative Webinar + Discussion: How to Make Virtual Events Accessible to People with Disabilities - One in four Americans has a disability, but few nonprofits are ensuring that their events are welcoming and accessible to these individuals. Program goal was to help create a plan to better include people with disabilities in virtual events and broaden your nonprofit's reach. This webinar persuaded leaders to invest in making online gatherings more accessible, create a plan to improve accessibility at an event — and adapt your budget, and ensure communications materials are accessible and welcoming to donors with disabilities.

2. Pursuant to 29 C.F.R. §1614.203(a)(3), describe the agency's use of hiring authorities that take disability into account (e.g., Schedule A) to recruit PWD and PWTB for positions in the permanent workforce

The Smithsonian used a variety of appointing authorities to hire job applicants to include a special Schedule A (5 C.F.R. 213.3102(u)) appointing authority for persons with qualifying Intellectual Disabilities, Severe Physical Disabilities, or Psychiatric Disabilities. Disabled veterans may also be considered under special hiring programs for veterans with disability ratings from the Department of Veterans Affairs of 30% or more. The Smithsonian fills positions two ways, competitively and non-competitively. All persons who are selected for positions must meet the qualification requirements for which they have been selected and be able to perform the essential duties of the position with or without reasonable accommodation. These positions are posted on the USAJOBS.GOV federal employment portal and other various recruitment outlets as deemed feasible/appropriate by the Institution/Unit/Museum. These candidates are considered solely based on their credentials submitted against the job requirements. The non-competitive process is engaged when a manager has identified a PWD and a position which are compatible. At that point, the recruitment package is prepared and submitted to the Office of Human Resources and processed accordingly.

3. When individuals apply for a position under a hiring authority that takes disability into account (e.g., Schedule A), explain how the agency (1) determines if the individual is eligible for appointment under such authority; and, (2) forwards the individual's application to the relevant hiring officials with an explanation of how and when the individual may be appointed.

An individual hired under this authority (Schedule A) must be ready to perform the job for which they are being considered. This certification is a statement that the individual is likely to succeed in the performance of the duties of the position for which he or she is applying. For instance, the certification of job readiness for an individual applying for a position as an Administrative Assistant or an Accountant may state that the "individual is likely to succeed performing work in an office environment." This certification of job readiness may be obtained from the same individuals that provided the proof of disability. The certification may be on the same

documentation as the proof of disability, or it may be a separate document. The agency determines if the PWD is eligible for appointment under such authority by verifying the Schedule A documentation for job readiness is acceptable from the following entities: a licensed medical professional (e.g., a physician or other medical professional certified by a state, the District of Columbia, or a U.S. territory to practice medicine); a licensed vocational rehabilitation specialist (i.e., state or private); or any Federal agency, state agency, or agency of the District of Columbia or a U.S. territory that issues or provides disability benefits. The HR office reviews the resume of the PWD against the classified position description along with the needs of the organization/unit/museum. This information is verified thoroughly prior to being presented to the hiring manager for position compatibility. Once this process is solidified by the HR Specialist, the documentation is then forwarded to the manager to review the credentials of the PWD, interview, and assess the overall qualifications of each qualified candidate. In addition, requests for reasonable accommodations are processed according to the Smithsonian's procedures. Such accommodations may include the following examples: providing or modifying equipment or devices; providing readers and interpreters; modifying work schedules; adjusting exams, training materials, and position reassignment. An explanation of how and when the PWD may be appointed is provided to each manager at that time. The manager may receive the PWD application via several ways: on a merit promotion certificate or using a standard email system as a password protected document.

4. Has the agency provided training to all hiring managers on the use of hiring authorities that take disability into account (e.g., Schedule A)? If "yes", describe the type(s) of training and frequency. If "no", describe the agency's plan to provide this training.

Answer Yes

The Smithsonian provided a Fundamentals for Supervisor Training on various human resources topics, including hiring persons with disabilities. This training was offered 3 to 4 times per year by the Office of Human Resources (OHR) to all new managers and supervisors. This training is a rigorous 8-hour training class which lasts 3 days by which attendance is mandatory for all 3 days in order to receive a certificate of completion. This training also provides an opportunity for managers and supervisors to discuss in detail all phases of human resources, especially how to recruit using special hiring authorities. The Office of Equal Employment and Supplier Diversity participates and responds to questions about the reasonable accommodations process for individuals with disabilities. Participants receive a binder of appropriate literature and are given contact information for future reference. The Smithsonian also required mandatory EEO Training for Managers and Supervisors. The in-person session for new supervisors is offered 4 to 5 times per Fiscal Year and the refresher training (required every three years) is available online. Both cover the applicable authorities (i.e. ADA, Section 501 of the Rehab Act of 1973) that take disability into account. During FY 2022 Access Smithsonian staff trained multiple SI units' staff, volunteers, and interns on inclusive customer service, best practices, access services, and disability awareness.

## **B. PLAN TO ESTABLISH CONTACTS WITH DISABILITY EMPLOYMENT ORGANIZATIONS**

Describe the agency's efforts to establish and maintain contacts with organizations that assist PWD, including PWTD, in securing and maintaining employment.

During FY 2022, the Smithsonian Institution continued its efforts to establish and maintain contacts with organizations that promote and assist PWD and PWTD in securing and maintaining employment. Some of the Smithsonian's most noteworthy accomplishments in this area during FY 2022 can be found below: Teaching with UDL and Digital Women's History Resources for Accessible Learning: Working collaboratively, the American Women's History Initiative (AWHI) and Smithsonian Office of Educational Technology (OET) hosted a series of educator workshops based on the Universal Design for Learning (UDL) framework for K-12 educators — with an emphasis on educators who teach learners with disabilities. Each workshop focused on the application of a specific UDL framework checkpoint to the teaching of women's history, using resources from the Smithsonian's collections and the Smithsonian Learning Lab. The series consisted of three virtual sessions piloting the program and, later, an in-person session co-led with teacher mentors selected from the virtual session cohort. Upon completion of these multilayered workshops, educators will be able to: identify UDL framework principles, apply specific UDL framework checkpoints in the classroom, demonstrate best practices for the development of accessible classroom content, implement relevant accessibility tools and technologies, evaluate the effectiveness of accessible classroom content, identify and use objects and resources relevant to women's history across the Smithsonian collections, and use the Smithsonian Learning Lab to create accessible classroom content. Participated in Operation Warfighter Internship/Career Fair at Ft. Belvoir. SI representatives provided information on career and internship opportunities for transitioning warriors (military service members) along with sharing information on Veterans Preference and Schedule A hiring authorities. Greater Washington Internship Coalitions: As a member of the GWIC, Access

Smithsonian is dedicated to increasing the number of internship and educational opportunities for individuals with disabilities at SI and in the community. The GWIC meets quarterly. Members regularly participate in outreach events such as affinity-group conferences and internship/career fairs in Washington, DC to promote SI academic programs to diverse audiences

**C. PROGRESSION TOWARDS GOALS (RECRUITMENT AND HIRING)**

1. Using the goals of 12% for PWD and 2% for PWTD as the benchmarks, do triggers exist for PWD and/or PWTD among the new hires in the permanent workforce? If “yes”, please describe the triggers below.

- a. New Hires for Permanent Workforce (PWD) Answer No
- b. New Hires for Permanent Workforce (PWTD) Answer No

For FY22 PWD accounted for 16.81% of new hires and PWTD accounted for 4.31% of new hires, both above the benchmarks.

New Hires	Total (#)	Reportable Disability		Targeted Disability	
		Permanent Workforce (%)	Temporary Workforce (%)	Permanent Workforce (%)	Temporary Workforce (%)
% of Total Applicants					
% of Qualified Applicants					
% of New Hires					

2. Using the qualified applicant pool as the benchmark, do triggers exist for PWD and/or PWTD among the new hires for any of the mission- critical occupations (MCO)? If “yes”, please describe the triggers below. Select “n/a” if the applicant data is not available for your agency, and describe your plan to provide the data in the text box.

- a. New Hires for MCO (PWD) Answer No
- b. New Hires for MCO (PWTD) Answer No

PWTD selections were under the benchmark.

New Hires to Mission-Critical Occupations	Total (#)	Reportable Disability	Targetable Disability
		New Hires (%)	New Hires (%)
Numerical Goal	--	12%	2%

3. Using the relevant applicant pool as the benchmark, do triggers exist for PWD and/or PWTD among the qualified internal applicants for any of the mission-critical occupations (MCO)? If “yes”, please describe the triggers below. Select “n/a” if the applicant data is not available for your agency, and describe your plan to provide the data in the text box.

- a. Qualified Applicants for MCO (PWD) Answer Yes
- b. Qualified Applicants for MCO (PWTD) Answer Yes

Both were below the benchmark

4. Using the qualified applicant pool as the benchmark, do triggers exist for PWD and/or PWTD among employees promoted to any of the mission- critical occupations (MCO)? If “yes”, please describe the triggers below. Select “n/a” if the

applicant data is not available for your agency, and describe your plan to provide the data in the text box.

- a. Promotions for MCO (PWD) Answer Yes
- b. Promotions for MCO (PWTD) Answer Yes

Both were below the benchmark

## Section V: Plan to Ensure Advancement Opportunities for Employees with Disabilities

Pursuant to 29 C.F.R. §1614.203(d)(1)(iii), agencies are required to provide sufficient advancement opportunities for employees with disabilities. Such activities might include specialized training and mentoring programs, career development opportunities, awards programs, promotions, and similar programs that address advancement. In this section, agencies should identify, and provide data on programs designed to ensure advancement opportunities for employees with disabilities.

### A. ADVANCEMENT PROGRAM PLAN

Describe the agency’s plan to ensure PWD, including PWTD, have sufficient opportunities for advancement.

The Smithsonian monitors applicant and selection criteria for career development programs. Access Smithsonian works to ensure the broadest inclusion, in part by implementing Smithsonian Directive 215 that covers accessibility for people with disabilities, including staff. Access Smithsonian in collaboration with units such as OEESD and OHR, provides training for Smithsonian staff about accessibility and disability. Access Smithsonian also works directly with individuals in the disability community as well as groups such as the American Association of People with Disabilities; with other cultural arts institutions such as the Kennedy Center; and with organizations such as the HSC Foundation (a parent organization that supports different levels and stages of care for people with disabilities) to identify opportunities to better serve PWD and PWTD.

### B. CAREER DEVELOPMENT OPPORTUNITES

1. Please describe the career development opportunities that the agency provides to its employees.

**PROGRAM OVERVIEWS:** Emerging Leaders Development Program (ELDP) is a leadership development program for employees who are competitively selected at the GS/IS 11-12. The purpose of this program is to develop a diverse team of employees to be creative and effective “leaders on the line” by developing their leadership and interdisciplinary skills throughout Smithsonian. Palmer Leadership Development Program (PLDP) is a leadership development program for employee who are competitively selected in grades GS13 and 14. The purpose of this unique program is to strengthen a participant’s leadership skills, foster an innovative culture, to increase his/her professional network, and expand the use of organizational best practices. The PLDP goal is to enhance the participant’s understanding of the complexities and breadth of the Smithsonian mission while preparing him/her to address new challenges. Foundations of Professional Development is a professional development program for Smithsonian staff targeting grades 7, 8, 9, and 10. With potential future demographic shifts towards a less experienced workforce, there is a need to create an inclusive pipeline of talent, to encourage retention and to instill a culture of continuous learning as early as possible.

2. In the table below, please provide the data for career development opportunities that require competition and/or supervisory recommendation/ approval to participate.

Career Development Opportunities	Total Participants		PWD		PWTD	
	Applicants (#)	Selectees (#)	Applicants (%)	Selectees (%)	Applicants (%)	Selectees (%)
Internship Programs	0	0	0	0	0	0
Fellowship Programs	0	0	0	0	0	0
Mentoring Programs	0	0	0	0	0	0
Coaching Programs	0	0	0	0	0	0
Training Programs	0	0	0	0	0	0

Career Development Opportunities	Total Participants		PWD		PWTD	
	Applicants (#)	Selectees (#)	Applicants (%)	Selectees (%)	Applicants (%)	Selectees (%)
Detail Programs	0	0	0	0	0	0
Other Career Development Programs	0	0	0	0	0	0

3. Do triggers exist for PWD among the applicants and/or selectees for any of the career development programs? (The appropriate benchmarks are the relevant applicant pool for the applicants and the applicant pool for selectees.) If “yes”, describe the trigger(s) in the text box. Select “n/a” if the applicant data is not available for your agency, and describe your plan to provide the data in the text box.

- a. Applicants (PWD) Answer N/A
- b. Selections (PWD) Answer N/A

No new selections occurred in FY 2022.

4. Do triggers exist for PWTD among the applicants and/or selectees for any of the career development programs? (The appropriate benchmarks are the relevant applicant pool for the applicants and the applicant pool for selectees.) If “yes”, describe the trigger(s) in the text box. Select “n/a” if the applicant data is not available for your agency, and describe your plan to provide the data in the text box.

- a. Applicants (PWTD) Answer N/A
- b. Selections (PWTD) Answer N/A

No new selections occurred in FY 2022.

**C. AWARDS**

1. Using the inclusion rate as the benchmark, does your agency have a trigger involving PWD and/or PWTD for any level of the time-off awards, bonuses, or other incentives? If “yes”, please describe the trigger(s) in the text box.

- a. Awards, Bonuses, & Incentives (PWD) Answer Yes
- b. Awards, Bonuses, & Incentives (PWTD) Answer Yes

Time Off Awards: 1-10 Hours: SI is pleased to report that PWD represented 14.87% of 1–10-hour awards and PWTD represented 16.67% 11-20 Hours: 17.20% were provided to PWD. 11-20 Hours: 16.67% were provided to PWTD. 21-30 Hours: 2.92% were provided to PWD. 21-30 Hours: 3.33 % were provided to PWTD. The Institution is pleased to be above the 2.0 benchmark. 31-40 Hours: 8.16% were provided to PWD. 31-40 Hours: 3.33% were provided to PWTD. Cash Awards: \$500 and Under 19.24% of the awards were provided to PWD. \$500 and Under: 18.89% of the awards were provided to PWTD. \$501-\$999: 20.41% of the awards were provided to PWD. \$501-\$999: 21.11% of the awards were provided to PWTD. \$1000-1999: 42.86% were provided to PWD \$1000-1999: 44.44% were provided to PWTD, which is above the inclusion benchmark \$2000-2999 6.41% PWD and 8.89% PWTD. \$3000-3999: 7.38% PWD and 3.50% PWTD. \$4000-4999: NO PWD or PWTD received award. \$5000 or more: 1.64% PWD and 1.46% PWTD.

Time-Off Awards	Total (#)	Reportable Disability %	Without Reportable Disability %	Targeted Disability %	Without Targeted Disability %
Time-Off Awards 1 - 10 hours: Awards Given	503	14.83	13.99	16.85	14.12
Time-Off Awards 1 - 10 Hours: Total Hours	3950	114.53	110.17	130.34	109.02



Time-Off Awards	Total (#)	Reportable Disability %	Without Reportable Disability %	Targeted Disability %	Without Targeted Disability %
Time-Off Awards 1 - 10 Hours: Average Hours	7	2.03	0.22	7.87	0.00
Time-Off Awards 11 - 20 hours: Awards Given	547	17.44	15.14	16.85	17.65
Time-Off Awards 11 - 20 Hours: Total Hours	9204	297.67	254.03	286.52	301.57
Time-Off Awards 11 - 20 Hours: Average Hours	16	4.94	0.51	19.10	0.00
Time-Off Awards 21 - 30 hours: Awards Given	159	2.91	4.69	3.37	2.75
Time-Off Awards 21 - 30 Hours: Total Hours	3926	69.77	115.97	80.90	65.88
Time-Off Awards 21 - 30 Hours: Average Hours	24	6.98	0.77	26.97	0.00
Time-Off Awards 31 - 40 hours: Awards Given	348	8.14	9.82	3.37	9.80
Time-Off Awards 31 - 40 Hours: Total Hours	13883	337.21	390.53	134.83	407.84
Time-Off Awards 31 - 40 Hours: Average Hours	39	11.92	1.24	44.94	0.39
Time-Off Awards 41 or more Hours: Awards Given	0	0.00	0.00	0.00	0.00
Time-Off Awards 41 or more Hours: Total Hours	0	0.00	0.00	0.00	0.00
Time-Off Awards 41 or more Hours: Average Hours	0	0.00	0.00	0.00	0.00

Cash Awards	Total (#)	Reportable Disability %	Without Reportable Disability %	Targeted Disability %	Without Targeted Disability %
Cash Awards: \$501 - \$999: Awards Given	647	20.35	17.72	21.35	20.00
Cash Awards: \$501 - \$999: Total Amount	490989	15182.27	13491.84	15334.83	15129.02
Cash Awards: \$501 - \$999: Average Amount	758	216.86	24.26	806.74	10.98
Cash Awards: \$1000 - \$1999: Awards Given	1398	43.31	38.57	44.94	42.75
Cash Awards: \$1000 - \$1999: Total Amount	1776095	55668.90	48926.39	61183.15	53744.31
Cash Awards: \$1000 - \$1999: Average Amount	1270	373.55	40.42	1529.21	-29.80
Cash Awards: \$2000 - \$2999: Awards Given	375	6.69	10.97	8.99	5.88
Cash Awards: \$2000 - \$2999: Total Amount	864886	15405.23	25301.24	20441.57	13647.45
Cash Awards: \$2000 - \$2999: Average Amount	2306	669.77	73.54	2555.06	11.76
Cash Awards: \$3000 - \$3999: Awards Given	140	2.03	3.95	3.37	1.57
Cash Awards: \$3000 - \$3999: Total Amount	459585	6641.28	12978.42	11179.78	5057.25
Cash Awards: \$3000 - \$3999: Average Amount	3282	948.55	104.65	3725.84	-20.78
Cash Awards: \$4000 - \$4999: Awards Given	27	0.00	0.86	0.00	0.00
Cash Awards: \$4000 - \$4999: Total Amount	112587	0.00	3589.00	0.00	0.00

Cash Awards	Total (#)	Reportable Disability %	Without Reportable Disability %	Targeted Disability %	Without Targeted Disability %
Cash Awards: \$4000 - \$4999: Average Amount	4169	0.00	132.90	0.00	0.00
Cash Awards: \$5000 or more: Awards Given	73	1.45	2.10	0.00	1.96
Cash Awards: \$5000 or more: Total Amount	433299	8720.93	12521.49	0.00	11764.71
Cash Awards: \$5000 or more: Average Amount	5935	1744.19	189.70	0.00	2352.94

2. Using the inclusion rate as the benchmark, does your agency have a trigger involving PWD and/or PWTD for quality step increases or performance- based pay increases? If “yes”, please describe the trigger(s) in the text box.

- a. Pay Increases (PWD) Answer Yes
- b. Pay Increases (PWTD) Answer No

PWD (6.6 %). PWTD (3.50%).

Other Awards	Total (#)	Reportable Disability %	Without Reportable Disability %	Targeted Disability %	Without Targeted Disability %
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3. If the agency has other types of employee recognition programs, are PWD and/or PWTD recognized disproportionately less than employees without disabilities? (The appropriate benchmark is the inclusion rate.) If “yes”, describe the employee recognition program and relevant data in the text box.

- a. Other Types of Recognition (PWD) Answer N/A
- b. Other Types of Recognition (PWTD) Answer N/A

## D. PROMOTIONS

1. Does your agency have a trigger involving PWD among the qualified internal applicants and/or selectees for promotions to the senior grade levels? (The appropriate benchmarks are the relevant applicant pool for qualified internal applicants and the qualified applicant pool for selectees.) For non-GS pay plans, please use the approximate senior grade levels. If “yes”, describe the trigger(s) in the text box. Select “n/a” if the applicant data is not available for your agency, and describe your plan to provide the data in the text box.

- a. SES
  - i. Qualified Internal Applicants (PWD) Answer No
  - ii. Internal Selections (PWD) Answer No
- b. Grade GS-15
  - i. Qualified Internal Applicants (PWD) Answer Yes
  - ii. Internal Selections (PWD) Answer Yes
- c. Grade GS-14
  - i. Qualified Internal Applicants (PWD) Answer Yes
  - ii. Internal Selections (PWD) Answer Yes
- d. Grade GS-13

- i. Qualified Internal Applicants (PWD) Answer Yes
- ii. Internal Selections (PWD) Answer Yes

There were no qualified internal applicants or selections for GS-13 through GS-15. For SES/equivalent, PWD represented 16% of applications and selections

2. Does your agency have a trigger involving PWT D among the qualified internal applicants and/or selectees for promotions to the senior grade levels? (The appropriate benchmarks are the relevant applicant pool for qualified internal applicants and the qualified applicant pool for selectees.) For non-GS pay plans, please use the approximate senior grade levels. If “yes”, describe the trigger(s) in the text box. Select “n/a” if the applicant data is not available for your agency, and describe your plan to provide the data in the text box.

a. SES

- i. Qualified Internal Applicants (PWT D) Answer No
- ii. Internal Selections (PWT D) Answer No

b. Grade GS-15

- i. Qualified Internal Applicants (PWT D) Answer Yes
- ii. Internal Selections (PWT D) Answer Yes

c. Grade GS-14

- i. Qualified Internal Applicants (PWT D) Answer Yes
- ii. Internal Selections (PWT D) Answer Yes

d. Grade GS-13

- i. Qualified Internal Applicants (PWT D) Answer Yes
- ii. Internal Selections (PWT D) Answer Yes

There were no qualified internal applicants or selections for GS-13 through GS-15. For SES/equivalent, PWT D represented 16% of applications and selections

3. Using the qualified applicant pool as the benchmark, does your agency have a trigger involving PWD among the new hires to the senior grade levels? For non-GS pay plans, please use the approximate senior grade levels. If “yes”, describe the trigger(s) in the text box. Select “n/a” if the applicant data is not available for your agency, and describe your plan to provide the data in the text box.

- a. New Hires to SES (PWD) Answer Yes
- b. New Hires to GS-15 (PWD) Answer Yes
- c. New Hires to GS-14 (PWD) Answer Yes
- d. New Hires to GS-13 (PWD) Answer Yes

No new hires identified as PWD

4. Using the qualified applicant pool as the benchmark, does your agency have a trigger involving PWT D among the new hires to the senior grade levels? For non-GS pay plans, please use the approximate senior grade levels. If “yes”, describe

the trigger(s) in the text box. Select “n/a” if the applicant data is not available for your agency, and describe your plan to provide the data in the text box.

- a. New Hires to SES (PWTD) Answer Yes
- b. New Hires to GS-15 (PWTD) Answer Yes
- c. New Hires to GS-14 (PWTD) Answer Yes
- d. New Hires to GS-13 (PWTD) Answer Yes

No new hires identified as PWTD

5. Does your agency have a trigger involving PWD among the qualified internal applicants and/or selectees for promotions to supervisory positions? (The appropriate benchmarks are the relevant applicant pool for qualified internal applicants and the qualified applicant pool for selectees.) If “yes”, describe the trigger(s) in the text box. Select “n/a” if the applicant data is not available for your agency, and describe your plan to provide the data in the text box.

- a. Executives
  - i. Qualified Internal Applicants (PWD) Answer No
  - ii. Internal Selections (PWD) Answer No
- b. Managers
  - i. Qualified Internal Applicants (PWD) Answer Yes
  - ii. Internal Selections (PWD) Answer Yes
- c. Supervisors
  - i. Qualified Internal Applicants (PWD) Answer Yes
  - ii. Internal Selections (PWD) Answer Yes

There were no qualified internal applicants (PWD) for managers and supervisors. PWD represented 16.6% of Executives selected.

6. Does your agency have a trigger involving PWTD among the qualified internal applicants and/or selectees for promotions to supervisory positions? (The appropriate benchmarks are the relevant applicant pool for qualified internal applicants and the qualified applicant pool for selectees.) If “yes”, describe the trigger(s) in the text box. Select “n/a” if the applicant data is not available for your agency, and describe your plan to provide the data in the text box.

- a. Executives
  - i. Qualified Internal Applicants (PWTD) Answer No
  - ii. Internal Selections (PWTD) Answer No
- b. Managers
  - i. Qualified Internal Applicants (PWTD) Answer Yes
  - ii. Internal Selections (PWTD) Answer Yes
- c. Supervisors
  - i. Qualified Internal Applicants (PWTD) Answer Yes

ii. Internal Selections (PWTD) Answer Yes

PWTD represented 16.6% of Executives selected. No qualified internal applicants for managers or supervisors.

7. Using the qualified applicant pool as the benchmark, does your agency have a trigger involving PWD among the selectees for new hires to supervisory positions? If “yes”, describe the trigger(s) in the text box. Select “n/a” if the applicant data is not available for your agency, and describe your plan to provide the data in the text box.

- a. New Hires for Executives (PWD) Answer Yes
- b. New Hires for Managers (PWD) Answer Yes
- c. New Hires for Supervisors (PWD) Answer Yes

Although there were no new hires in the listed grade levels, there were 51 (16%) new hires of PWD in all grade levels.

8. Using the qualified applicant pool as the benchmark, does your agency have a trigger involving PWTD among the selectees for new hires to supervisory positions? If “yes”, describe the trigger(s) in the text box. Select “n/a” if the applicant data is not available for your agency, and describe your plan to provide the data in the text box.

- a. New Hires for Executives (PWTD) Answer Yes
- b. New Hires for Managers (PWTD) Answer Yes
- c. New Hires for Supervisors (PWTD) Answer Yes

Although there were no new hires in the listed grade levels, there were 10 (3.17%) new hires of PWTD in all grades during FY 2022.

## Section VI: Plan to Improve Retention of Persons with Disabilities

To be model employer for persons with disabilities, agencies must have policies and programs in place to retain employees with disabilities. In this section, agencies should: (1) analyze workforce separation data to identify barriers retaining employees with disabilities; (2) describe efforts to ensure accessibility of technology and facilities; and (3) provide information on the reasonable accommodation program and workplace assistance services.

### A. VOLUNTARY AND INVOLUNTARY SEPARATIONS

1. In this reporting period, did the agency convert all eligible Schedule A employees with a disability into the competitive service after two years of satisfactory service (5 C.F.R. § 213.3102(u)(6)(i))? If “no”, please explain why the agency did not convert all eligible Schedule A employees.

Answer Yes

OEESD in collaboration with OHR notified the appropriate unit HR liaisons and provided lists of eligible employees with a reminder that EEOC requires the Smithsonian to report annually on the conversion of Schedule A employees. Through our collaborative efforts, the Institution continued to work diligently to ensure the conversion of eligible Schedule A employees.

2. Using the inclusion rate as the benchmark, did the percentage of PWD among voluntary and involuntary separations exceed that of persons without disabilities? If “yes”, describe the trigger below.

- a. Voluntary Separations (PWD) Answer No
- b. Involuntary Separations (PWD) Answer No

Seperations	Total #	Reportable Disabilities %	Without Reportable Disabilities %
Permanent Workforce: Reduction in Force	0	0.00	0.00
Permanent Workforce: Removal	15	0.56	0.39
Permanent Workforce: Resignation	96	3.66	2.49
Permanent Workforce: Retirement	127	4.51	3.33
Permanent Workforce: Other Separations	82	3.94	2.04
Permanent Workforce: Total Separations	320	12.68	8.25

3. Using the inclusion rate as the benchmark, did the percentage of PWTD among voluntary and involuntary separations exceed that of persons without targeted disabilities? If “yes”, describe the trigger below.

- a. Voluntary Separations (PWTD) Answer No
- b. Involuntary Separations (PWTD) Answer No

Seperations	Total #	Targeted Disabilities %	Without Targeted Disabilities %
Permanent Workforce: Reduction in Force	0	0.00	0.00
Permanent Workforce: Removal	15	1.12	0.39
Permanent Workforce: Resignation	96	5.62	2.53
Permanent Workforce: Retirement	127	10.11	3.28
Permanent Workforce: Other Separations	82	4.49	2.17
Permanent Workforce: Total Separations	320	21.35	8.36

4. If a trigger exists involving the separation rate of PWD and/or PWTD, please explain why they left the agency using exit interview results and other data sources.

SI has continued to use exit surveys This multi-unit effort will assist the Institution to identify retention related triggers. Exit surveys allow the Smithsonian to continue its efforts in making EEO, diversity and inclusion a top priority and all levels.

**B. ACCESSIBILITY OF TECHNOLOGY AND FACILITIES**

Pursuant to 29 CFR §1614.203(d)(4), federal agencies are required to inform applicants and employees of their rights under Section 508 of the Rehabilitation Act of 1973 (29 U.S.C. § 794(b), concerning the accessibility of agency technology, and the Architectural Barriers Act of 1968 (42 U.S.C. § 4151-4157), concerning the accessibility of agency facilities. In addition, agencies are required to inform individuals where to file complaints if other agencies are responsible for a violation.

- 1. Please provide the internet address on the agency’s public website for its notice explaining employees’ and applicants’ rights under Section 508 of the Rehabilitation Act, including a description of how to file a complaint.

<https://www.si.edu/FAQs/Access> - OEESD is working with OCIO to ensure this announcement meets current EEOC standards in FY23.

- 2. Please provide the internet address on the agency’s public website for its notice explaining employees’ and applicants’ rights under the Architectural Barriers Act, including a description of how to file a complaint.

<https://www.si.edu/Accessibility> <https://airandspace.si.edu/rfp/exhibitions/files/j3-directive-215.pdf> - OEESD is working with

Access Smithsonian to ensure this announcement meets current EEOC standards in FY23.

3. Describe any programs, policies, or practices that the agency has undertaken, or plans on undertaking over the next fiscal year, designed to improve accessibility of agency facilities and/or technology.

During FY 2022 the Office of Equal Employment and Supplier Diversity, in collaboration with Access Smithsonian and the Office of Human Resources delivered a webinar entitled Equal Opportunity for Individuals with Disabilities at the Smithsonian Institution to the Institution's newly formed Disability Employee Resource Group. The webinar Provided information on programs, policies, and procedures to engage and improve the recruitment, hiring and retention of individuals with disabilities. Topics covered included: o Section 501 of the Rehabilitation Act of 1973 o Reasonable Accommodation Process o SD214 (Equal Employment Opportunity Program) o SD215 (Accessibility for People with Disabilities) o Utilization of Special Hiring Authorities § Schedule A § Veterans Preference The Smithsonian has dedicated staff charged with improving accessibility throughout the Institution. The responsibilities include: o Advising on and implementing policy, practices, and procedures related to access for people with disabilities; o Reviewing facility and exhibition designs; o Providing technical assistance; o Conducting outreach to the disability community and other cultural arts organizations; o Providing staff education on disability topics; and o Working with Smithsonian museums and offices to provide direct services, including sign language interpretation, real time captioning, and alternate formats of publications.

### C. REASONABLE ACCOMMODATION PROGRAM

Pursuant to 29 C.F.R. § 1614.203(d)(3), agencies must adopt, post on their public website, and make available to all job applicants and employees, reasonable accommodation procedures.

1. Please provide the average time frame for processing initial requests for reasonable accommodations during the reporting period. (Please do not include previously approved requests with repetitive accommodations, such as interpreting services.)

The average time frame for processing initial requests for reasonable accommodations during FY 2022 was 30.8 days.

2. Describe the effectiveness of the policies, procedures, or practices to implement the agency's reasonable accommodation program. Some examples of an effective program include timely processing requests, timely providing approved accommodations, conducting training for managers and supervisors, and monitoring accommodation requests for trends.

During FY 2022, the Institution provided Smithsonian-wide email announcements regarding Reasonable Accommodation for persons with disabilities. During the pandemic, information on reasonable accommodation and contact information for assistance were provided in COVID-19 announcements. Required EEO training provided employees, managers and supervisors with detailed information on the Reasonable Accommodation process. New employees are provided information on Reasonable Accommodation by representatives from OEESD during New Employee Orientation session that occur bi-weekly. During FY 2022 the Office of Equal Employment and Supplier Diversity, in collaboration with Access Smithsonian and the Office of Human Resources delivered a webinar entitled Equal Opportunity for Individuals with Disabilities at the Smithsonian Institution to the Institution's newly formed Disability Employee Resource Group. The webinar Provided information on programs, policies, and procedures to engage and improve the recruitment, hiring and retention of individuals with disabilities. Topics covered included: o Section 501 of the Rehabilitation Act of 1973 o Reasonable Accommodation Process o SD214 (Equal Employment Opportunity Program) o SD215 (Accessibility for People with Disabilities) o Utilization of Special Hiring Authorities § Schedule A § Veterans Preference

### D. PERSONAL ASSISTANCE SERVICES ALLOWING EMPLOYEES TO PARTICIPATE IN THE WORKPLACE

Pursuant to 29 CFR §1614.203(d)(5), federal agencies, as an aspect of affirmative action, are required to provide personal assistance services (PAS) to employees who need them because of a targeted disability, unless doing so would impose an undue hardship on the agency.

Describe the effectiveness of the policies, procedures, or practices to implement the PAS requirement. Some examples of an effective program include timely processing requests for PAS, timely providing approved services, conducting training for managers and supervisors, and monitoring PAS requests for trends.

The Smithsonian Institution processes requests for personal assistance services (PAS) in accordance with SI procedures.

## Section VII: EEO Complaint and Findings Data

### A. EEO COMPLAINT DATA INVOLVING HARASSMENT

1. During the last fiscal year, did a higher percentage of PWD file a formal EEO complaint alleging harassment, as compared to the governmentwide average?

Answer Yes

2. During the last fiscal year, did any complaints alleging harassment based on disability status result in a finding of discrimination or a settlement agreement?

Answer No

3. If the agency had one or more findings of discrimination alleging harassment based on disability status during the last fiscal year, please describe the corrective measures taken by the agency.

### B. EEO COMPLAINT DATA INVOLVING REASONABLE ACCOMMODATION

1. During the last fiscal year, did a higher percentage of PWD file a formal EEO complaint alleging failure to provide a reasonable accommodation, as compared to the government-wide average?

Answer Yes

2. During the last fiscal year, did any complaints alleging failure to provide reasonable accommodation result in a finding of discrimination or a settlement agreement?

Answer No

3. If the agency had one or more findings of discrimination involving the failure to provide a reasonable accommodation during the last fiscal year, please describe the corrective measures taken by the agency.

## Section VIII: Identification and Removal of Barriers

*Element D of MD-715 requires agencies to conduct a barrier analysis when a trigger suggests that a policy, procedure, or practice may be impeding the employment opportunities of a protected EEO group.*

1. Has the agency identified any barriers (policies, procedures, and/or practices) that affect employment opportunities for PWD and/or PWTD?

Answer Yes

2. Has the agency established a plan to correct the barrier(s) involving PWD and/or PWTD?

Answer Yes

3. Identify each trigger and plan to remove the barrier(s), including the identified barrier(s), objective(s), responsible official(s), planned activities, and, where applicable, accomplishments



<b>Source of the Trigger:</b>		Workforce Data (if so identify the table)			
<b>Specific Workforce Data Table:</b>		Workforce Data Table - B1			
<b>STATEMENT OF CONDITION THAT WAS A TRIGGER FOR A POTENTIAL BARRIER:</b>  Provide a brief narrative describing the condition at issue.  How was the condition recognized as a potential barrier?		Overall underrepresentation of Smithsonian’s PWD workforce (9.64%). This representation is below the EEOC benchmark of 12%, but an improvement from the 8.46% reported in FY21. GS-11 to Senior Level was below the 12% benchmark for representation at 8.29 which is an improvement from 6.3% in FY 21. PWD were below inclusion rate for QSI’s (6.6 %). Time off awards below the inclusion rate: • 21-30 Hours: 2.92% were provided to PWD. • 31-40 Hours: 8.16% were provided to PWD. Cash Awards below the inclusion rate: • \$3000-3999: 7.38% PWD • \$4000-4999: NO PWD or PWTD received award. • \$5000 or more: 1.64% PWD and 1.46% PWTD.			
<b>STATEMENT OF BARRIER GROUPS:</b>		<i>Barrier Group</i> People with Disabilities People with Targeted Disabilities			
<b>Barrier Analysis Process Completed?:</b>		Y			
<b>Barrier(s) Identified?:</b>		Y			
<b>STATEMENT OF IDENTIFIED BARRIER:</b>  Provide a succinct statement of the agency policy, procedure or practice that has been determined to be the barrier of the undesired condition.		<b>Barrier Name</b>	<b>Description of Policy, Procedure, or Practice</b>		
		PWD and PWTD	<ul style="list-style-type: none"> <li>• Low employee turnover rate;</li> <li>• Limited pool of candidates in the highly/best qualified categories;</li> <li>• Limited use of Schedule A authorities and special appointing procedures; and,</li> <li>• Limited availability of mission critical employment opportunities.</li> </ul>		
<b>Objective(s) and Dates for EEO Plan</b>					
<b>Date Initiated</b>	<b>Target Date</b>	<b>Sufficient Funding / Staffing?</b>	<b>Date Modified</b>	<b>Date Completed</b>	<b>Objective Description</b>
09/30/2021	09/30/2022	Yes			Ongoing effort to continue the recruitment and retention strategies that increase opportunities for hiring, developing and retaining PWTD
<b>Responsible Official(s)</b>					
<b>Title</b>		<b>Name</b>		<b>Standards Address The Plan?</b>	
Interim Director, Office of Academic Appointments and Internships (OAAI)		Pamela E. Veenbaas		Yes	
Acting Director, OEESD		Rudy D. Watley		Yes	
Head Diversity Officer / Director, Access Smithsonian		Beth Ziebarth		Yes	
Director, Office of Human Resources		Antonio Guzman		Yes	

<b>Planned Activities Toward Completion of Objective</b>				
<b>Target Date</b>	<b>Planned Activities</b>	<b>Sufficient Staffing &amp; Funding?</b>	<b>Modified Date</b>	<b>Completion Date</b>
09/01/2023	Policy review and dissemination: Continue to review recruitment and hiring policies and procedures to determine if current practices result in barriers to PWD and PWTD.	Yes		
06/01/2023	New Hires: Promote Schedule A appointments <ul style="list-style-type: none"> <li>• Promote management's increased utilization of Schedule A and special appointing authorities.</li> <li>• Inform supervisors and managers of special hiring authorities.</li> <li>• Continued webinars to inform managers of special hiring authorities that target individuals with disabilities</li> </ul>	Yes		
07/01/2023	Academic Appointments : Increase internship program awareness for PWD and PWTD. <ul style="list-style-type: none"> <li>• Advertise targeted internships for Access to Opportunities program.</li> <li>• Utilize DOL WRP Program</li> </ul>	Yes		
09/01/2023	Targeted recruitment: Continue expansion of recruitment initiatives and resources to locate qualified applicants with targeted disabilities. <ul style="list-style-type: none"> <li>• Attend and/or participate in outreach activities, career, and job fairs, etc.</li> <li>• Send vacancy announcements to academic institutions and professional organizations and other appropriate resources.</li> <li>• Network with employee resource groups.</li> <li>• Share best practices for the recruitment and retention of PWD and PWTD.</li> <li>• Issue selecting official advisory letter regarding the use of Schedule A.</li> </ul>	Yes		
09/01/2023	Applicant data collection: Collect and analyze applicant data to identify potential barriers in the recruitment and hiring processes, and revise processes to remedy identified barriers.	Yes		
09/01/2023	Accommodations: Provide and report on reasonable accommodations provided to qualified applicants and employees with disabilities.	Yes		
09/01/2023	Policy review and dissemination: Continue to review recruitment and hiring policies and procedures to determine if current practices result in barriers to PWD and PWTD.	Yes		

<b>Report of Accomplishments</b>	
<b>Fiscal Year</b>	<b>Accomplishment</b>
2022	<ul style="list-style-type: none"> <li>•During FY 2022 the Office of Equal Employment and Supplier Diversity, in collaboration with Access Smithsonian and the Office of Human Resources, delivered a webinar entitled Equal Opportunity for Individuals with Disabilities at the Smithsonian Institution to the Institution’s newly formed Disability Employee Resource Group. The webinar provided information on programs, policies, and procedures to engage and improve the recruitment, hiring and retention of individuals with disabilities. Topics covered included:               <ul style="list-style-type: none"> <li>o Section 501 of the Rehabilitation Act of 1973</li> <li>o Reasonable Accommodation Process</li> <li>o SD214 (Equal Employment Opportunity Program)</li> <li>o SD215 (Accessibility for People with Disabilities)</li> <li>o Utilization of Special Hiring Authorities</li> <li>§ Schedule A</li> <li>§ Veterans Preference</li> </ul> </li>   <li>•During FY 2022, Access Smithsonian trained multiple SI units' staff, volunteers, and interns on inclusive customer service, best practices, access services, and disability awareness. Sessions covered all disability related laws as applied to the Smithsonian.</li>   <li>•The Smithsonian Institution continued to have a presence at recruitment/outreach events that target PWD and PWTDD to include in FY22: Early Career and Internship Fair hosted by American University. Several colleges and universities participated in the event including Johns Hopkins University, University of Maryland, George Washington University, Georgetown University, American University, Howard University and Catholic University.</li>   <li>•Participated in Operation Warfighter Internship/Career Fair at Ft. Belvoir. SI representatives provided information on career and internship opportunities for transitioning warriors (military service members) along with sharing information on Veterans Preference and Schedule A hiring authorities.</li>   <li>•The Institution continued to encourage the use of hiring authorities that allow the noncompetitive appointment of individuals with disabilities, such as Schedule A.</li>   <li>•The Smithsonian American Art Museum (SAAM) continued their America InSight: Verbal Description Tours program. These staff led tours for individuals who are blind or have low vision highlight collections through rich verbal description and sensory experience.</li>   <li>•The National Museum of American History provided visual descriptions for all the exhibition’s media. Of special note—and with support from Smithsonian Accessibility Innovation Fund—we are developing strategies for describing large-scale, immersive media experiences that have multiple images on multiple display surfaces in multiple locations simultaneously. Expert users play a key role in developing descriptions, user interfaces, and navigation strategies.</li>   <li>•Mornings at the Museum: A sensory-friendly program for children, teenagers, and young adults with disabilities. The program includes early entry into the museum, facilitated and thematic activities, a take-a-break space, and pre-visit materials like social narratives and sensory maps.</li>   <li>•Smithsonian Advancement D&amp;I Initiative Webinar + Discussion: How to Make Virtual Events Accessible to People With Disabilities - One in four Americans has a disability, but few nonprofits are ensuring that their events are welcoming and accessible to these individuals. Join us to learn how to create a plan to better include people with disabilities in virtual events and broaden your nonprofit’s reach. This webinar will persuade leaders to invest in making online gatherings more accessible, create a plan to improve accessibility at an event — and adapt your budget, and ensure communications materials are accessible and welcoming to donors with disabilities.</li>   <li>•The Smithsonian provided a Fundamentals for Supervisor Training on various human resources topics, including hiring persons with disabilities. This training is offered 3 to 4 times per year by the Office of Human Resources (OHR) to all new managers and supervisors. This training is a rigorous 8-hour training class which lasts 3 days by which attendance is mandatory for all 3 days in order to receive a certificate of completion. This</li> </ul>

<b>Report of Accomplishments</b>	
<b>Fiscal Year</b>	<b>Accomplishment</b>
	<p>training also provides an opportunity for managers and supervisors to discuss in detail all phases of human resources, especially how to recruit using special hiring authorities. The Office of Equal Employment and Supplier Diversity participates and responds to questions about the reasonable accommodations process for individuals with disabilities. Participants receive a binder of appropriate literature and are given contact information for future reference.</p> <ul style="list-style-type: none"> <li>•The Smithsonian also required mandatory initial and refresher EEO Training for Managers and Supervisors. The session for new supervisors was offered 4 to 5 times per Fiscal Year and the refresher training (required every three years) is available online. Both cover the applicable authorities (i.e. ADA, Section 501 of the Rehab Act of 1973) that take disability into account.</li> <li>•During FY22 NMNH identified and updated accessibility deficiencies on its website.</li> <li>•Teaching with UDL and Digital Women’s History Resources for Accessible Learning: Working collaboratively, the American Women’s History Initiative (AWHI) and Smithsonian Office of Educational Technology (OET) hosted a series of educator workshops based on the Universal Design for Learning (UDL) framework for K–12 educators — with an emphasis on educators who teach learners with disabilities. Each workshop focused on the application of a specific UDL framework checkpoint to the teaching of women’s history, using resources from the Smithsonian’s collections and the Smithsonian Learning Lab. The series consisted of three virtual sessions piloting the program and, later, an in-person session co-led with teacher mentors selected from the virtual session cohort. Upon completion of these multilayered workshops, educators will be able to: identify UDL framework principles, apply specific UDL framework checkpoints in the classroom, demonstrate best practices for the development of accessible classroom content, implement relevant accessibility tools and technologies, evaluate the effectiveness of accessible classroom content, identify and use objects and resources relevant to women’s history across the Smithsonian collections, and use the Smithsonian Learning Lab to create accessible classroom content.</li> <li>•Greater Washington Internship Coalitions: As a member of the GWIC, Access Smithsonian is dedicated to increasing the number of internship and educational opportunities for individuals with disabilities at SI and in the community. The GWIC meets quarterly. Members regularly participate in outreach events such as affinity-group conferences and internship/career fairs in Washington, DC to promote SI academic programs to diverse audiences</li> <li>•During FY 2022, the Institution provided Smithsonian-wide email announcements regarding Reasonable Accommodation for persons with disabilities. During the pandemic, information on reasonable accommodation and contact information for assistance were provided in COVID-19 announcements.</li> <li>•Required EEO training provided employees, managers, and supervisors with detailed information on the Reasonable Accommodation process. New employees are provided information on Reasonable Accommodation by representatives from OEESD during New Employee Orientation session that occur bi-weekly.</li> </ul>

<b>Report of Accomplishments</b>	
<b>Fiscal Year</b>	<b>Accomplishment</b>
2022	<ul style="list-style-type: none"> <li>• PWD in the GS-1 to GS-10 cluster was above the 12% benchmark for representation at 12.7% for FY 22.</li> <li>•PWTD in the GS-1 to GS-10 Cluster was above the 2% benchmark for representation in FY22 (2.74%). For FY 2022 the Smithsonian workforce at the GS-11 to Senior Level was 2.4% PWTD above the benchmark and an improvement from FY21.</li> <li>• For FY22 PWD accounted for 16.81% of new hires and PWTD accounted for 4.31% of new hires, both above the benchmarks.</li> <li>• PWD represented 14.87% of 1–10-hour awards and PWTD represented 16.67%</li> <li>• 11-20 Hours: 17.20% were provided to PWD.</li> <li>• 11-20 Hours: 16.67% were provided to PWTD.</li> <li>• 21-30 Hours: 3.33 % were provided to PWTD.</li> <li>• 31-40 Hours: 3.33% were provided to PWTD.</li> <li>• \$500 and Under: 19.24% of the awards were provided to PWD.</li> <li>• \$500 and Under: 18.89% of the awards were provided to PWTD.</li> <li>• \$501-\$999: 20.41% of the awards were provided to PWD.</li> <li>• \$501-\$999: 21.11% of the awards were provided to PWTD.</li> <li>• \$1000-1999: 42.86% were provided to PWD</li> <li>• \$1000-1999: 44.44% were provided to PWTD</li> <li>• \$2000-2999: 8.89% PWTD</li> <li>• \$3000-3999: 3.50% PWTD.</li> <li>• PWTD represented 3.5% of QSIs, above the benchmark</li> </ul> <p>•During FY22 OEESD in collaboration with OHR and Access Smithsonian developed and delivered presentation on "Expanding Your Diversity Recruitment Strategy through the Workforce Recruitment Program." Session was featured during SI Disability ERG meeting. Resulted in over 75 senior level managers, employees and affiliated persons receiving information on resources available to hire individuals with disabilities.</p>

4. Please explain the factor(s) that prevented the agency from timely completing any of the planned activities.

The Institution continued to embrace EEO diversity and inclusion in all aspects of our operations. Many of the identified triggers and barriers require ongoing efforts to continue each fiscal year and we are encouraged to see improvements as each year passes. The Smithsonian will continue working towards meeting all benchmarks for PWD and PWTD and we thank the EEOC for their continued support

5. For the planned activities that were completed, please describe the actual impact of those activities toward eliminating the barrier(s).

Planned activities for FY 2023 will be analyzed and reported on the FY 2023 MD-715 report.

6. If the planned activities did not correct the trigger(s) and/or barrier(s), please describe how the agency intends to improve the plan for the next fiscal year.

Planned activities from previous reports have yielded improvements throughout SI’s workforce; such as the formation of the Disability Employee Resource Group and establishment of a Head Diversity Office in addition to increased focus on disability inclusion will only amplify the progress the Institution strives to make.