



# DIVERSITY & INCLUSION AT HHS

## “Bringing Together a Diverse, High-Performing Workforce”

FALL 2014 ISSUE

### IN THIS ISSUE

[Special Emphasis Events/In the News](#).....1

[Director’s Corner](#).....3

[CDC Engages Latino Youth Nationwide to Spur Interest in STEMM Fields](#) .....4

[DREAM Program for Disabled Students](#).....5

[HHS Veteran Chat Sessions](#).....6

[Eight HHS Employees Chosen for the 2014 FAPAC Challenge Team Program](#) .....7


[Importance of Performance Management](#).....8

[Workplace Inclusion | Disability Etiquette](#) .....9

[The Federal Employee Viewpoint Survey](#) .....11

[Fostering Career Opportunities for People with Developmental Disabilities at NIH](#) .....12

[A Note from the Editor](#) .....13

*I would like to thank all authors, reviewers, and, especially, you the reader, for making this newsletter possible. If you would like to make comments, suggestions, and/or contribute an article, e-mail Duilio Correa, Diversity and Inclusion at HHS Editor, at [Duilio.Correa@hhs.gov](mailto:Duilio.Correa@hhs.gov). For more information about D&I activities and programs at the Department, visit [HHS.gov](http://HHS.gov), or [MAX.gov](http://MAX.gov) .*

### Special Emphasis Events

By Len Gerald, Office of Human Resources, HHS



Welcome to the Fall 2014 Issue of Diversity and Inclusion at HHS; a quarterly newsletter that showcases efforts to promote diversity and inclusion (D&I) across the U.S. Department of Health and Human Services (HHS). Special Emphasis Events in this Issue, include:

#### Hispanic Heritage Month Celebration

On October 14, 2014, the U.S. Department of Health and Human Services (HHS), in collaboration with the Hispanic Employee Organization (HEO), hosted the 2014 Hispanic Heritage Month Celebration: “A Legacy of History. A Present of Action. A Future of Success”. This Celebration brought together HHS employees and guests to observe and celebrate the tremendous contributions that the Hispanic community has made to continuously forge a more diverse and inclusive society. The keynote speaker was Katherine Archuleta, Director of the Office of Personnel Management (OPM). Ms. Archuleta, a long-time

public servant and champion of federal employees, is the first Latina to head OPM. Director Archuleta shared her professional and personal experiences to encourage the audience to continue moving forward to reach goals and aspirations. There were also renowned guests in attendance that spoke about outreach initiatives, statistics, and interagency programs aimed at increasing Hispanic representation at the Department. The Hubert H. Humphrey Auditorium was filled to capacity, and an additional 165 colleagues joined via Adobe Connect. Needless to say, this celebration was a resounding success at every level.

### **2014 National Disability Employment Awareness Month Commemorative Event**

On Tuesday, October 21, the 2014 National Disability Employment Awareness Month (NDEAM) Commemorative Event took place at the Hubert H. Humphrey Building – Great Hall. This year’s theme was “Expect. Employ. Empower.” Held every October, NDEAM is a national campaign that raises awareness about disability employment issues and celebrates the many and varied contributions of America’s workers with disabilities. HHS also promoted access to both employment and health care for people with disabilities with a featured panel focusing on issues specific to the deaf and hard of hearing, as well as a variety of workshops related to employment and cultural awareness for people with disabilities. The event was streamed-live for those unable to attend, and will be available in the [HHS YouTube Channel](#). Be on the look-out for more information.

### **The Inaugural HHS Diversity Day is on Wednesday, December 10, 2014**

The U.S. Department of Health and Human Services (HHS) Diversity & Inclusion Council, in collaboration with the HHS Employee Resource Group (ERG) Program, cordially invites you to participate in the Inaugural HHS Diversity Day Event that will take place on Wednesday, December 10, 2014, at the Hubert H. Humphrey Building. The goal of Diversity Day is to bring together HHS employees and guests from diverse backgrounds, interests, cultures, and

advance a more comprehensive, integrated, and strategic approach to the HHS Diversity and Inclusion Program. Please visit [MAX.gov](#) to RSVP for the Event. For reasonable accommodations, please contact [diversity@hhs.gov](mailto:diversity@hhs.gov).

---

## **In the News**

### **Diversity Program Consortium at NIH**

The National Institutes of Health (NIH) is investing approximately \$31 million to develop new approaches that engage researchers, especially those from backgrounds underrepresented in biomedical sciences, and prepare them to thrive in the NIH-funded workforce.

*“The biomedical research enterprise must engage all sectors of the population in order to solve the most complex biological problems and discover innovative new ways to improve human health,” said NIH Director, Francis S. Collins, M.D., Ph.D.*

The awards have been made to a geographically diverse group of institutions serving multiple underrepresented populations in biomedical research. To read more about the program, please visit the [NIH site](#).

---

## **Staff Picks**

Learn more about [Management Essentials: Managing a Diverse Team](#).

**The Dynamics of Managing Diversity: A Critical Approach; 3<sup>rd</sup> Ed.** (ISBN: 9780891062554).

# Director's Corner

By Wilfredo Sauri, Director, Data Analytics and Reporting, HHS



Hispanic individuals represent 3.13 percent of the total U.S. Department of Health and Human Services (HHS) workforce, and Hispanic representation at the Department for FY14 (2518) is below FY10 levels (2553). However, at the start of FY15 the HHS Office of Human Resources (OHR) is implementing new strategic outreach and recruitment plans to increase the representation of Hispanic individuals, including a fully funded outreach partnership with the Office of Personnel Management (OPM). This inter-agency partnership will serve as a building block to solidify future efforts in support of the multi-year [HHS Hispanic Employment Strategic Plan \(HESP\)](#).

The Department and its Operating Divisions (OpDivs) are actively working to increase Hispanic representation. Some of these activities include:

- Developing critical partnerships with several national Latino organizations to promote K-12 STEM (science, technology, engineering, mathematics, and medicine) education and careers.
- Targeting outreach to graduate and undergraduate students interested in summer

internships at the National Institutes of Health (NIH), including visits to the main campus, and the Career Coaching Workshop: “Stand Out, Rethink, and Reinvent Your Job Qualifications”.

- Distributing links to HHS job announcements to over 200 stakeholders within Hispanic Serving Institutions (HSIs), National Hispanic organizations, and the HHS Hispanic Employee Organization, on a weekly basis.
- Conducting presentations for the Hispanic Association of Colleges and Universities (HACU) National Internship Program. HACU represents more than 400 colleges and universities committed to Hispanic higher education success in the U.S., Puerto Rico, Latin America, and Spain.
- Facilitating multiple “Find and Apply” workshops at Hispanic Serving Institutions (HSIs), defined in Title V of the Higher Education Act as not-for-profit institutions of higher learning with a full-time equivalent (FTE) undergraduate student enrollment that is at least 25 percent Hispanic.

In addition to the aforementioned efforts, we are in continuous collaboration with other agencies and organizations, such as the HHS Hispanic Employment Organization (HEO), to increase focus on strategic initiatives impacting the HHS Hispanic workforce, create awareness, and provide information to Hispanics/Latinos on how to apply for federal positions and available jobs. Only through our combined efforts can we make a difference.

Stay tuned for more information in the next issue of Diversity and Inclusion at HHS.

# CDC Engages Latino Youth Nationwide to Spur Interest in STEMM Fields

By Glorimar Maldonado, Strategic Programs Office, CDC



Hispanic students are currently the [largest minority group in the public school system](#), representing 23.9 percent, or 1 in 4 students, enrolled in grades pre-K-12; however, [nearly half graduate high school insufficiently prepared for college](#) and must take remedial mathematics and science courses. Of the [24 percent who do enroll in college](#), only [16 percent receive a degree or certificate in a science, technology, engineering, mathematics or medicine \(STEMM\) field](#).

To encourage college STEMM readiness and pursuit, outreach efforts aimed at Hispanics must begin as early as possible so that STEMM career goals are created and sustained throughout the pre-K-16 journey. To ensure that the Centers for Disease Control and Prevention (CDC)/Agency for Toxic Substances and Disease Registry (ATSDR) is doing its part to inspire and expose Hispanic students to its work and to STEMM careers, the Human Resources Office's Strategic Programs Office hosted several K-12 events earlier this year in Miami, New York, and Pharr, TX (Rio Grande Valley). More than 500 students in grades 7-12 took part in the two-hour activities. Participants tried on hazmat suits, spoke with Public Health Associate Program (PHAP) fellows, and participated in team competitions.

Schools were strategically selected based on Hispanic student enrollment and strength of STEMM curriculum. Following a short briefing on CDC, students were divided into two groups, with one group trying on the hazmat suits, and the second competing as teams. Students in the first group danced, jumped, and did push-ups in the hazmat suits. For the team competition, students divided into small groups to review a set of 12 electron microscope photos of pathogens with clues written on the backs of each; teams with the most correct answers in English or Spanish were declared the winners.



According to Melissa Fernandez, Biomedical Academy lead teacher at TERRA Environmental Research Institute, Miami, "The students were very excited that the CDC came to our school. They loved trying on the hazmat suit and the application of epidemiology in the activity you presented. [In fact,] many of my students chose to complete an extra credit assignment from your recommended reading list: some did a real-life comparison of epidemiology and "World War Z" and "The Walking Dead"; others explained the role of the epidemiologist in "Contagion" and the significance and risk of the position; and others researched the [Miami Quarantine Station]. They and I would love for you to come back and present again this year if

possible. Many students had questions about interning or working for the CDC.”

In addition to these self-led K-12 activities, CDC is partnering with Latino STEMM organizations with a pre-K-16 focus. This year, for the first time ever, CDC will conduct employment workshops for the Society for the Advancement of Chicanos and Native Americans in Science (SACNAS); Latinos in Science and Engineering (MAES): Latinos in STEM;

and the Hispanic Association of Colleges and Universities (HACU), with a corresponding public health forum for HACU members.

Further, CDC recently signed a Memorandum of Understanding with the Hispanic Serving Health Professions Schools to promote stronger ties with Latinos entering public health careers.

---

## **DREAM Internship Program for Students with Disabilities**

*By Sheila Monroe, Office of Human Resources, NIH*

In response to Executive Order 13548, *Increasing Federal Employment of Individuals with Disabilities*, the NIH, Eunice Kennedy Shriver National Institute of Child Health and Human Development (NICHD), piloted a summer internship program targeting postsecondary students and recent graduates with disabilities interested in pursuing research or administrative careers at NIH. This internship program is referred to as “DREAM” (Diversity in Research, Executive and Administrative Management).

The DREAM program was established in the Spring of 2013; NICHD initiated a partnership with the Office of Human Resources, Client Services Division, Corporate Recruitment Unit (CRU), to develop an internship program that would expose students to a variety of administrative and research opportunities. The goal of the program is to familiarize these young people with the federal work environment and to provide valuable work experience. NICHD conducted a survey of hiring needs that determined the number of interns needed as well as the positions desired. The internship was structured as a paid, summer-only internship.

CRU identified candidates through the Maryland Division of Rehabilitation (DORS), Workforce Recruitment Program (WRP), Gallaudet University, and other outreach efforts. Selected candidates were hired in the GS 4-5 levels through a number of hiring authorities, including the Pathways Program and Schedule A.

In 2014, NICHD is continuing its partnership with the Corporate Recruitment Unit in hiring six DREAM interns in the following career fields: Health Policy/Analyst, Training Curriculum Administration, Information Technology, and Administration at the GS4 and 5 levels. To date, four DREAM interns have been identified and offered positions. NIH is again exercising a variety of hiring authorities to bring these students on board.

If you are interested in learning how your agency can develop a DREAM internship program, please contact Sheila Monroe, NIH Selective Placement Coordinator, by e-mail at [Monroes@od.nih.gov](mailto:Monroes@od.nih.gov) or by phone at (301) 496-6504.

# HHS Veteran Chat Sessions

By David "Kelly" Williams and Sonya Keeve, Office of Human Resources, HHS



Panel of speakers, from left to right: Mr. Harold Henderson, Mr. James Ham, Mr. Kelly Williams, Mr. Clarence Baker, Mr. Bernard Jenkins

HHS continues to be a forerunner on outreach to our military veteran communities. A major component of that outreach includes monthly Veteran Chat Sessions, which are a flagship communication resource to discussing the most prevalent topics related to transitioning military servicemen/women and veterans throughout the Department. Some of those topics include, but are not limited to, navigating the transition from military service to the federal sector, understanding VA benefits, career mentorship and development, retention strategies, and dispute resolution within the Agency.

Third Quarter of FY14 ended with an outstanding highlight of our very own Associate Deputy Assistant Secretary (ADAS) for the Office of Human Resources, Mrs. Ventris Gibson. During the meeting, Mrs. Gibson chaired a discussion which focused on the Agency's vision on retention, using her personal path to the Senior Executive Service as an example that veterans can succeed in the federal government. She further emphasized her commitment to advancing the HHS veterans' program.

Additionally, fourth Quarter FY14 began with several stories of success from veterans in leadership. Their stories collectively resounded the different transition paths from civilian life to military service and vice versa. The Chat Session

began with an amazing story from Mr. Bernard Jenkins, whose path started as a GS-4 moving furniture underneath the Mary Switzer Building to his current status as a GS-15, Acting Director for the National Capital Region, Office of Human Resources. Mr. Clarence Baker and Mr. Harold Johnson shared personal stories of the important influence a solid family upbringing can have on shaping military service into federal careers. We also heard from Mr. James Hamm, who depicted his journey from serving as a Navy Aviation Ordinance man to now serving as a Director and liaison to the Zambian Government on behalf of the Centers for Disease Control and Prevention (CDC).

These stories, which enrich and motivate us, are just a few of the many that are experienced by our nation's veterans. When we understand the stories of our veterans, we are able to address and build upon those qualities that are crucial to retaining talent that is unique to the veteran community.

Our ability to retain veterans throughout HHS is a necessary pillar to a successful veterans' program. The Veterans Team collected a great number of responses from the survey on retention. This information will be used to better assist the HHS veterans in providing mentorship opportunities. The information is leading the team to create the Veterans Improvement Committee Association (VICA) Charter. The VICA is a new employee resource group for Agency veterans, to include the Commission Corps Officer veterans.

For more information, please contact Kelly Williams by e-mail at [David.Williams@hhs.gov](mailto:David.Williams@hhs.gov), or by phone at (202) 205-9315.

# Eight HHS Employees Chosen to Participate in the 2014 FAPAC Challenge Team Program

By Vanee Komolprasert, Federal Asian Pacific American Council, FDA

The Federal Asian Pacific American Council (FAPAC) is the sponsor of the Challenge Teams Program, with participation from the White House Initiative on Asian Americans and Pacific Islanders (WHIAAPI), the Office of Personnel Management (OPM), and the U.S. Equal Employment Opportunity Commission (EEOC). The Program complements efforts by WHIAAPI and federal agencies to foster career development and advancement for AAPIs in the federal government, per Executive Order 13515, signed by President Obama in 2009, to increase participation of Asian American and Pacific Islanders (AAPI) in federal programs.


This is a cost-neutral, innovative, and experiential training-based program targeted at developing skills for emerging federal leaders. Moreover, participants are given the opportunity to work on critical tasks, without having to leave their agencies on detail assignments or temporary duties.

The participants, working in virtual teams of six, will examine the complex challenges facing the federal government in addressing the needs of the AAPI community, particularly in capacity building, language access, data disaggregation, and workforce diversity. Teams will be expected to provide regular updates to FAPAC and WHIAAPI about ongoing progress, and will be working on a weekly basis to scope and implement a product for delivery within six months. Additionally, the participants will be asked to spend approximately 10-20 hours per month (between 3-5 hours per week) on projects.

Over 180 federal employees from federal agencies submitted applications to the 2014 FAPAC Challenge Team Program, 50 percent of who were HHS employees. Many of them became aware of

the FAPAC and its CTP for the first time. The selection of participants is competitive and is based on key criteria with respect to the activities, accomplishments, and leadership potential. Among the 24 selected participants, eight are HHS employees: Yinan Peng (CDC, Atlanta, Georgia), Jamie Weng (HRSA, Rockville, Maryland), Emily Chou (OIG/HHS, Seattle, Washington), Jason Kwong (OIG/HHS, New York, New York), Eileen Nguyen and Chandni Patel (both from NIH, Bethesda, Maryland), Deepali Doddi (OCR/HHS, Chicago, Illinois), and Yen Hoang (FDA, Silver Spring, Maryland). The kick-off event for the CTP was held on October 14, 2014 at the Office of WHIAAPI, located at the Department of Education in Washington, DC.



FAPAC, a non-profit, non-partisan organization composed of members of diverse ethnicity, represents the interests of over 163,000 Asian Pacific American federal and DC employees. FAPAC's mission is to promote equal employment opportunity and cultural diversity within the federal and DC governments, through education and recognition of outstanding performance. More information about FAPAC membership, activities and events is available at <http://www.fapac.org/> .

# The Importance of Performance Management

By Omonn James-Davis, Office of Human Resources, HHS

The concept of performance management has recently generated quite a buzz across industries in today's workplace, and its influence on the federal government is of no exception. Like the private-sector, the ever-increasing pressures on organizations to remain viable – now more than ever – requires agencies to be more effective and efficient, execute better on business strategy, and do more with less. Given this reality, the Office of Management and Budget (OMB) has tasked agencies to better measure and use performance data in decision-making, as required by the Government Performance Results Modernization Act, the President's Management Agenda, and Office of Personnel Management (OPM) regulations.

The first step in strategically enhancing performance management practices involves assessing and redefining the conventional approaches to performance management. The Society for Human Resource Management (SHRM) Foundation revealed in a recent study that overall attitudes toward performance management are consistently poor—citing a survey in which the majority (70 percent) of managers and employees do not believe that their performance management system effectively establishes goals, provides feedback, and actually improves performance. A possible explanation for these negative perceptions is that people view performance management as serving primarily administrative purposes. According to the SHRM study, these administrative purposes are believed to include “helping managers make pay decisions, providing documentation for the organization to defend itself in court, and enabling the organization to deal with poor performers.”

For agencies, improving the current model begins with recognizing that performance management is more than the end-of-year appraisal. Truly effective performance management requires

regular and ongoing activity, including but not limited to: communicating expectations on a regular basis; providing feedback in real time for all levels of performance; and helping employees develop expertise to perform to the best of their abilities.

Further expounding upon these strategies are organizations like Google, which is renowned for its approach to cultivating a successful performance-based culture. Google highlights the following eight habits of its highly effective managers:

1. Be a good coach.
2. Empower your team and do not micromanage.
3. Express interest in team members' personal success and well-being.
4. Don't be shy; be productive and results-oriented.
5. Communicate and listen to your team.
6. Help your employees with career development.
7. Express a clear vision and strategy for the team.
8. Demonstrate technical skills to better guide and assist the team.

Studies reveal that performance management processes that are reflective of these types of strategies yield higher levels of engagement, retention, and organizational performance.

In response to the directives of governing authorities, and taking into consideration best practices akin to those outlined above, the HHS Office of Human Resources (OHR) is strategically implementing steps to better cultivate a performance-based culture and process through efforts including: communicating performance expectations clearly; promoting continuous communications between supervisors and staff; training and developing employees; rewarding excellent performance; and taking appropriate



actions to address performance deficiencies.

Undoubtedly, managing employee performance is critical to both the employee and the manager. If done properly, it is a system of ongoing two-way communication aimed at the development and empowerment of the employee and the successful

leadership of individual and team performance in support of higher organizational benchmarks. Feel free to e-mail the PM Team, at [OSPMAP@HHS.gov](mailto:OSPMAP@HHS.gov), for questions pertaining to the Performance Management Appraisal Program (PMAP).

---

## Workplace Inclusion | Disability Etiquette

By Marilyn James, Office of Human Resources, HHS, and Kimberly Kirkpatrick, Office of Equity, Diversity and Inclusion, NIH

*The difference between the right word and the almost right word is the difference between lightning and a lightning bug (Mark Twain).*

In order for us to be successful in being inclusive of people with disabilities, we need to be aware of the words and actions we choose when talking to someone with a disability, referring to people with disabilities, and working with individuals with disabilities. We all have unconscious behavior that we need to reflect upon and correct. Disability etiquette is just one way that we can promote an inclusive workplace and create a culture of respect and fairness.

The Disability Rights Movement popularized the expression “disability etiquette” which describes the guidelines for approaching and interacting with people who have disabilities. Appropriate disability etiquette allows everyone to be more comfortable and productive. A basic understanding of disability etiquette can be beneficial to feeling more comfortable when interacting with coworkers, managers, and supervisors who may have a disability. Disability etiquette can also improve professional relationships and help organizations serve customers more efficiently.

Presently, individuals with disabilities are the most unemployed and under-represented group in the workplace. They represent an untapped pool of

potential workers, offering valuable skills, qualifications, and resources to employers.

### Basic Disability Etiquette

- Use people first language; put the person before the disability. For example, do not say a disabled or handicapped; rather say a person with a disability.
- Avoid terms such as "differently abled."
- Be respectful; do not ask questions about a person's disability, unless it is brought up by the individual.
- Help is appreciated, but wait until the offer is accepted. Then ask how you can assist.
- Talk to the person directly, not their interpreter or assistant. Speak up and ask questions when you are unsure of what to do.
- Offer a handshake when introduced to a person with a disability. Do not assume someone who has limited hand use or artificial limbs cannot shake hands; follow their lead.
- Identify yourself and introduce others who are present when interacting with someone who is blind; excuse yourself when you are departing.
- Let a person who is deaf or hard of hearing establish the communication mode, such as lip-reading, sign language, or writing notes.
- Be mindful that service animals are working; never pet or feed service animals.

## **Interview Etiquette**

- Let all applicants know where they can find information on accommodations for an interview or who to contact to request an accommodation.
- Be mindful that interviews should be scheduled at an accessible location.
- Do not assume anything concerning a person's abilities or limitations.


## **Greeting the Interviewee**

- Use a normal tone of voice when welcoming the interviewee. Only raise your voice upon request.
- Always introduce yourself and other interview participants. Offer to shake hands, if appropriate.
- Speak directly to the interviewee instead of any companion, personal attendant, or interpreter.

## **Interviewing**

- Always ask similar questions of all interviewees, regardless of disability. Conduct the interview emphasizing abilities, achievements, and interviewee qualities.
- Omit stereotypes; people with disabilities are not "brave," "courageous," or "heroic" for working, using public transportation, or traveling to a meeting.

## **New Employee Etiquette**

- Once a job offer has been accepted, you can have a discussion with the new employee to identify any accommodations that the employee may need.
- Ensure that new employees know they can request accommodations for use during the onboarding process, as well as, in their new workplace.
- Make sure that new employees are aware of the [Computer/Electronic Accommodations Program](#)  that can provide HHS federal


employees assistive technologies to increase work performance.

- Review physical features of the work environment. If any create potential barriers for new employees with disabilities, make adjustments as necessary.
- Prepare co-workers and supervisors for the arrival of a new employee with a disability, when appropriate.

---

## **Disability Employment Resources**

### **Journal Study**

[Gillies, J. \(2012\). University Graduates with a Disability: The Transition to the Workforce. The Society for Disability Studies, vol. 32, no 3](#) .

### **Virtual Training**

- HHS Disability Cultural Awareness Training (00026834). Delivery Type: FREE Online Training.
- OPM HR University / Course Title: [A Roadmap to Success: Hiring, Retaining and Including People with Disabilities](#) . Delivery Type: FREE Online Training.

The above etiquette tips address a wide range of workplace situations involving employees. However, it does not serve as a comprehensive listing for all disability etiquette strategies. For more information about disability etiquette and awareness, please contact your agency's Disability Program Manager, or contact [Diversity@hhs.gov](mailto:Diversity@hhs.gov).

# The Federal Employee Viewpoint Survey as a Tool for Action Planning

By Elizabeth Miranda-Velez, Office of Human Resources, HHS

The Data Analytics and Reporting (DAR) team, within the Office of Human Resources, plays a vital role in the Federal Employee Viewpoint Survey (FEVS) program management. DAR assists in annual survey plans, manages data deliverables for survey planning and development, provides descriptive and inferential statistical analyses, and releases survey results to HHS customers. On the other hand, the Office of Personnel Management (OPM) manages FEVS data collection and performs descriptive data analysis for federal agencies participating in the survey. OPM provides organizations an overall picture of survey results (i.e., indexes/questions score, trend analysis, strengths vs. weaknesses, demographics of survey respondents, response rates, government-wide benchmarks, etc.).

The Federal Employee Viewpoint Survey (FEVS) measures employees' perceptions of the workforce management; evaluates organizations progress in meeting the Human Capital Assessment and Accountability Framework (HCAAF); and fosters action planning into organizational issues affecting the workforce environment. The survey enables agencies to identify areas where problems have been addressed, as well as areas where improvements are needed. This information assists in determining areas to focus future action planning efforts. Ultimately, the core purpose of the survey is to influence change for the betterment of the federal workforce and thus, services to the public.

The survey provides information to build upon diversity and inclusion data-driven assessments. In 2012, three new demographic items were added to the Federal Employee Viewpoint Survey (FEVS); Veteran Status, the Lesbian, Gay, Bisexual, Transgender (LGBT) Community, and People with

Disabilities. In 2013, OPM created the New IQ Index to assess inclusive intelligence. It comprises five dimensions and twenty questions with the highest correlations to inclusive environments. Furthermore, few custom questions can be added to the survey on an annual basis to gauge perceptions on initiatives, policies, procedures, programs, and other diversity and inclusion management practices.

Undoubtedly, the Federal Employee Viewpoint Survey (FEVS) is a valid and reliable tool for organizational development. However, data collected does not provide detailed information to address the underlying issues of employees' perceptions towards their workplaces and thus, to develop effective action plans. In effect, FEVS is just a part of the whole. Therefore, additional research and data analysis must be conducted to complement the FEVS results (e.g., pre-post spot surveys, exit surveys, historical records, structured interviews, observations, focus groups, HR and EEO data systems, nominal group technique, etc.). Supplemental information will help to capture closer organizational pictures, enhance the understanding on particular matters, and set priorities before taking action based on survey results.

HHS-specific survey information is available on the [HHS Intranet](#). For general information about the Federal Employee Viewpoint Survey, please visit <http://www.fedview.opm.gov/>.

# Fostering Career Opportunities for People with Developmental Disabilities at NIH

By Gretchen Navidi, National Database for Autism Research, NIH



In the world of developmental disorders, including Autism Spectrum Disorder, there are typical distinct fields such as health care delivery, education, and research. However, with the evolution of science and technology, there has been a deeper focus on informatics and data mining. Hence, on few occasions one will find an organization combining more than one of these areas to help improve the lives of individuals affected by developmental disorders, and their families.

The [National Database for Autism Research](#) (NDAR) is an informatics system managed at the National Institute of Mental Health (NIMH) with support from other institutes and centers (ICs) at the National Institutes of Health (NIH). The primary focus of NDAR has been to support Autism Spectrum Disorder (ASD), researchers to deposit data and make that data available to other qualified researchers for data aggregation, secondary analyses, results verification, hypothesis generation, and general discovery. The program has been successful in supporting over 200 grantees, and now boasts available data on over 77,000 research participants, including phenotype data, imaging data, neurosignal data and omics data. The ultimate goal of NDAR has been to accelerate the pace of discovery in the field of ASD

research, while supporting the objective defined by the Interagency Autism Coordinating Committee (IACC), to develop infrastructure to support data sharing and dissemination.

Two years ago, NDAR teamed up with Project SEARCH to provide an internship to an individual with a developmental disability. The program provides classroom instruction along with placement in the work force supported by a job coach with the goal of making a successful transition from school to an independent adult life. The year-long program places an intern in three workplace rotations for a period of about 8 weeks each. During the first rotation, an intern was placed with NDAR. The intern completed office related assignments such as approving NDAR accounts, tracking information, and performing quality control tasks. The placement was so successful that the same intern returned to NDAR for the third rotation of the program. At the end of the internship year, NDAR was able to offer the intern a permanent position, and he is now a federal employee.

While this individual is no longer in the Project SEARCH internship program, he still attends a Job Club on a weekly basis which continues to provide information and instruction on successfully navigating the nuances of the workplace. NDAR also continues to foster the development of the employee by taking a hands-on approach to skill development and encouraging the employee to take advantage of educational opportunities to increase his skill set. To learn more about Project SEARCH, visit <http://www.projectsearch.us/>.

# A Note from the Editor

By Duilio Correa, Diversity and Inclusion at HHS Editor, HHS



According to the U.S. Office of Personnel Management (OPM), workforce diversity is a collection of individual attributes that help agencies achieve organizational goals, both effectively and efficiently. These attributes include gender, race, age, and religion, just to name a few. On the other hand, inclusion is the culture that connects individuals in an organization. Such organizational culture encourages flexibility, fairness, collaboration, and leverages diversity throughout the organization so that employees can participate and contribute to their highest potential.

The original focus of this quarterly newsletter was to inform the HHS community about diversity and inclusion initiatives created, developed, and conducted by the HHS D&I Division. However, after the success of the [Inaugural Issue](#), it was decided to include D&I-related programs, activities, and initiatives throughout the Department and to share and recognize the great work being conducted at the HHS Office of the Secretary (OS), Operating Divisions, and Employee Resource Groups (ERGs). Thus far, OS, the Office for Civil Rights (OCR), Indian Health Service (IHS), National Institutes of Health (NIH), Food and Drug Administration (FDA), Centers for Disease Control and Prevention (CDC), and the Federal Asian Pacific American Council (FAPAC) have contributed multiple articles.

In addition to updates from leadership and outreach managers, the newsletter also covers special emphasis events, such as the June Pride Celebration, Black History Month, Hispanic Heritage Month, Veterans Day, and many more. Furthermore, in the [Summer Issue](#), we featured an employee profile: “From Active Duty to Analytics: Mary’s Journey to the Department”, which chronicled the path of a Marine veteran to the HHS workforce. We hope to have more employee profiles in future issues.

Articles are generally between 450 and 500 words. Contributing an article can be done in just a couple of simple steps:

1. E-mail your topic (note: the topic must be related to diversity and inclusion) to [Duilio.correa@hhs.gov](mailto:Duilio.correa@hhs.gov).
2. Once the article has been cleared by your Office, please title the article and e-mail to [Duilio.correa@hhs.gov](mailto:Duilio.correa@hhs.gov).

In essence, this newsletter, a multi-agency effort, is living testament that, through diversity and inclusion best practices, we can produce high-quality products, achieve outstanding results, and better serve the American public.