

**U.S. Department of Education Chapter of Blacks In
Government (BIG) Report:**

**The Status of the African American Workforce at the U.S.
Department of Education as of the First Quarter of 2013**

By

Wanda E. Gill, Ed.D.

Acknowledgments

This report would not be possible without the assistance of colleagues at the U.S. Department of Education who have worked diligently to provide both information and access to data. Steven Jefferson of the EEOS Office met with me regularly and fulfilled our data requests. Steven was also responsible for securing support for captioning the three 2013 Black History Month dvds during our 2013 Black History Month Program that is cited as an appended ERIC publication. James Nosal of the Budget Office was insightful and helpful in providing ED- wide data on the number of employees by grade for this report. Gary Jones of the ED Chapter of Blacks In Government (BIG) provided editing services. ED members provided caveats and anecdotal references from their primary offices as well as general support for this publication. David Tsuneishi of the National Library of Education provided some of the online resources, including those published online by the Office of Personnel Management (OPM). Another major supporter for this work is the National President of Blacks In Government (BIG), Darlene H. Young, for believing in and supporting the work of this chapter. Similarly, Region XI President, Shirley A. Jones, has been a steadfast supporter of the chapter and has used its publications and website as examples of how other chapters can leave a legacy and footprint for future generations, interested in Black employees at the U.S. Department of Education, their treatment and legacy.

This document is dedicated to the members of the U.S. Department of Education Chapter of Blacks In Government (BIG) who dare to continue to take a stand and work diligently for a positive work climate for all employees, irrespective of race, gender, national origin, sexual preference, or religious affiliation. The document is also dedicated to my family, my loving husband Bruce, daughters Candace and Kimberly and granddaughter Skye. Nana hopes to help make this a better world for you, Skye, so that you are not judged by the color of your skin but as the brilliant and loving child you are.

Wanda E. Gill, Ed.D.

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Introduction

In December 2012, Wanda E. Gill, President of the U.S. Department of Education Chapter of Blacks In Government (BIG) wrote the *U.S. Department of Education Chapter of Blacks In Government (BIG) Report: The Status of the African American Workforce at the U.S. Department of Education in 2013* (ED538186) that is now available through the ERIC Clearinghouse. The report included racial and gender demographic data by grade levels for Pay period 11 in the year 2012 at the U.S. Department of Education in the 4th year of the first term of the Obama Administration. This racial and gender demographic data was compared with a pay period towards the end of the George W. Bush administration and recounted evidence of shortages of African Americans at the SES and senior grade levels. Of particular note were increases in most grade and gender levels during the Obama administration with the exception of decreases in the numbers of White and African American women and increases in both White and African American men. The Report also highlighted implementation of executive orders that impact hiring by race and gender and includes specific recommendations to better track and monitor the implementation of these executive orders. Other national reports were cited that give insight into the status of the African American federal workforce. A case is made for reporting employees' race and gender based on their prevalence in specific geographical areas to more accurately reflect the available workforce by location rather than national demographic figures. The concern is the elimination of Black employees in areas in and around Washington, D.C. and other urban areas to reflect national demographics. In addition to selected White House Executive Orders and Initiatives, the appendices of the Report included the U.S. Department of Education Chapter of BIG's justification for a separate Diversity & Inclusion Office at the U.S. Department of Education and the organization's response and action plan for the White House Initiative on African Americans that was crafted and signed by President Obama. The following were appended to the Report: (1) ED Employee Ethnicity by Gender Data from the Bush Administration; (2) Executive Order 13583; (3) Executive Order--White House Initiative on Educational Excellence for African Americans; (4) ED BIG Submitted Justification for a Diversity & Inclusion Office; and (5) ED BIG Reaction Plan for White House Initiative on African Americans.

The 2012 edition was the first report of its kind by the ED Chapter of Blacks In Government (BIG). Members were very pleased with the report and were encouraging more similar reports. Consequently, the 2013 report concentrates on quarters to better track personnel changes across quarters in this time of sequestration and potential furloughs. At the same time, the 2013 report demonstrates the importance of national data on the Black population in the United States as reported in *The Black Population 2010: 2010 Census Briefs, published by the U.S. Census Bureau*, as a means of demonstrating where agencies and EEO offices secure optimal percentages of employees by race and gender. The data in the 2010 Census Briefs is based on the *2010 Census Redistricting Data (Public Law 94-172) Summary File*, the first to release data on

race including Hispanic origin that was given to each state for the purpose of legislative redistricting. According to the data, Black or African American alone or in combination represented 13.6 % of the total U.S. population, representing a 15.4% change from data reported in 2000. In other words, out of 308.7 million people, 38.9 million were Black. In the Northeast, Black of African American alone or in combination represent 13.0% of the population. In the Midwest, Black of African American alone or in combination represent 11.3% of the U.S. population. In the South, Black of African American alone or in combination represent 20.2% of the population. In the West, Black of African American alone or in combination represent 5.7% of the population. Locally, the Black population represented over 50% of the population of the District of Columbia. In Maryland, Black of African American alone or in combination represented 30.9% of the population. In Virginia, Black of African American alone or in combination made up 20.7% of the population. The regional racial representation of Blacks in the District of Columbia, Maryland and Virginia indicate Blacks are underrepresented at many federal agencies. At the U.S. Department of Education, using the District of Columbia data demonstrating 50% of the population, Black employees are underrepresented, therefore, strategies to curtail the number of Black employees, especially women, are unwarranted. Indeed, the Black population of the District of Columbia decreased by 10% in the same 10 year time frame (2000-2010).

The First Quarter of 2013 report begins with racial and gender data by grade for the permanent and total workforce from the first pay period in 2013 supplied by the EEOS Office. There were a total of 4,299 full- time and part- time employees (intermittent employees were not counted). The budget office provided grade level data by gender in each office for pay period 5. By pay period 5, the total workforce at ED, including full time, part- time and intermittent employees numbered 4,754. The numbers of intermittent employees accounts for the number, 4,754. Additionally, the data supplied by the budget office confirms the data from the EEOS office on full- time and part- time employees. There were a total of 4,299 full and part- time employees by pay period 5, showing no increase in full and part- time employees since the first pay period of the year, suggesting whatever retirements, departures that occurred in the beginning of the second Obama term were filled with new hires.

Workforce Data: Pay Period 1 in 2013

Although workforce data fluctuates between and within pay periods throughout the year due to retirements, hiring, resignations and terminations, the overall employee picture seems to suggest a shrinking workforce over time. Between sequestration that was initiated on March 1, 2013, concerns about continuing budget resolutions, pay freezes and other quality of employment issues faced by federal workers, tensions and stressors are mounting. This document starts with where we currently are at the U.S. Department of Education at the beginning of the Obama Administration and charts the workforce in terms of permanent versus total employees by race

and gender to help determine if the federal workforce is actually shrinking by race and gender within and between groups.

Permanent Workforce versus Total Workforce in Pay Period 1 in 2013

In the first pay period of 2013, the total permanent workforce at the U.S. Department of Education was 3,954 employees compared to **4,299** in the total workforce. Of this number, there were a total of 198 Hispanics who were permanent employees compared to 224 in the total workforce. In the same pay period, there were a total of 2,020 Whites in the permanent workforce compared to 2,228 in the total workforce. Blacks comprised 1,465 of the permanent workforce compared to 1,531 in the total workforce. Asians comprised 209 of the permanent workforce compared to 234 of the total workforce. Native Hawaiian or Other Pacific Islanders comprised 2 of the permanent workforce and 3 of the total workforce. American Indians or Alaska Natives comprised 23 of the permanent workforce compared to 38 of the total workforce. The permanent workforce had 37 permanent employees identifying as members of two or more races compared to 41 of the total workforce. Figure 1 depicts the permanent compared to the total workforce in the first pay period of 2013. Figure 2 depicts the permanent and total workforce by gender. Figures 3, 4, 5, 6, 7, 8 depict, respectively, Black against White, Hispanic against White, Asian against White, Native American against White, Pacific Islander against White, and Employees claiming 2 + Races against White permanent versus total employees in the workforce in Pay Period 1 in 2013.

Figure 1: Race of Permanent Workforce vs. Total Workforce in Pay Period 1 in 2013

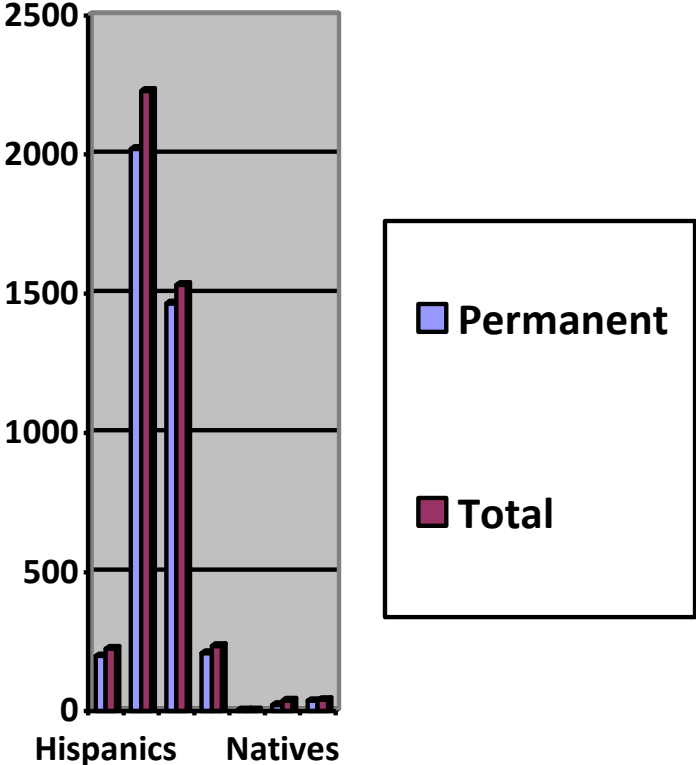


Figure 2. Gender of Permanent Workforce vs. Total Workforce in Pay Period 1 in 2013

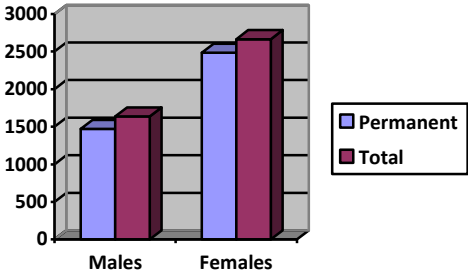


Figure 3. Blacks and Whites in the Permanent Workforce and Total Workforce in Pay Period 1 in 2013

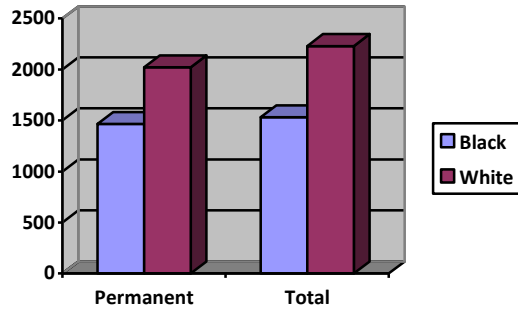


Figure 4. Hispanics and Whites in the Permanent Workforce and Total Workforce in Pay Period 1 in 2013

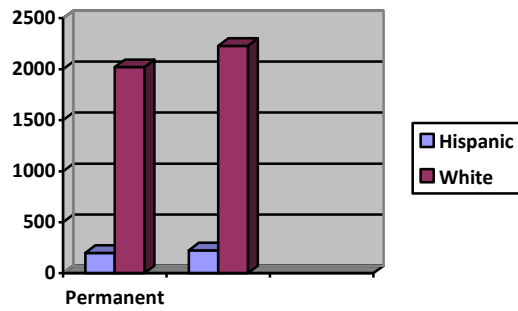


Figure 5. Asians and Whites in the Permanent Workforce and Total Workforce in Pay Period 1 in 2013

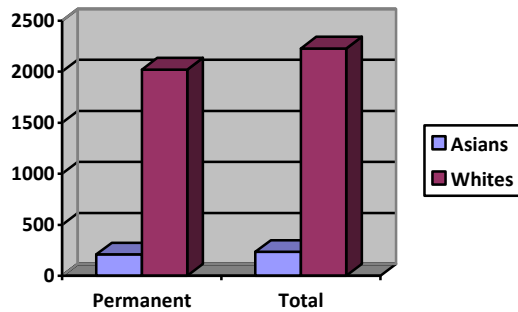


Figure 6. Native Americans and Whites in the Permanent Workforce and Total Workforce in Pay Period 1 in 2013

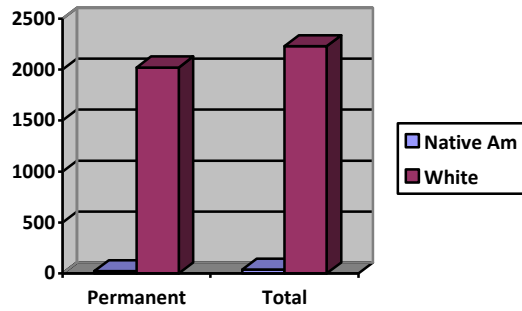


Figure 7. Native Hawaiians and Pacific Islanders and Whites in the Permanent Workforce and Total Workforce in Pay Period 1 in 2013

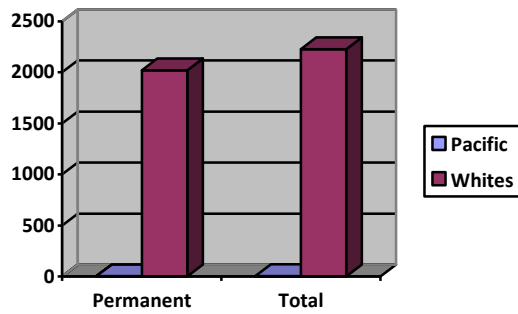
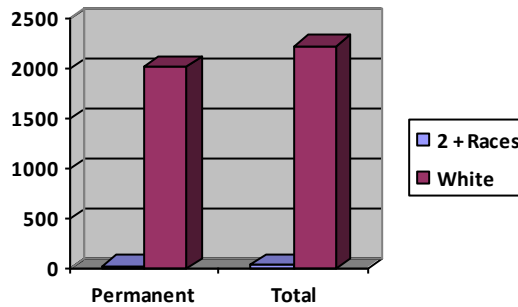


Figure 8. Employees Declaring 2 or More Races and Whites in the Permanent Workforce and Total Workforce in Pay Period 1 in 2013



Budget Office Data for Pay Period 5 in 2013

In response to an inquiry regarding the number of employees by grade, the budget office provided the following distribution of data from Pay Period 5 in 2013. 1/3 of the total population is at the Grade 14/15 levels or higher and 57% is Grade 13 or higher. Data suggests a top loaded agency.

Figure 9. Number and percentage of full time, intermittent and part-time employees at ED

Grades	Full Time	Intermittent	Part-Time	Total	Percent of Total
15	571	1	13	585	12%
14	964	0	29	993	21%
13	1119	24	19	1162	24%
12	815	0	7	822	17%
11	278	0	1	279	6%
10	2	0	0	2	0%
09	147	0	4	151	3%
08	46	0	0	46	1%
07	106	0	4	110	2%
06	16	0	2	18	0%
05	21	1	11	33	1%
04	36	1	22	59	1%
03	13	0	12	25	1%
02	6	0	3	9	0%
01	1	0	1	2	0%
00	337	117	4	458	10%
Total	4478	144	132	4754	100%

Permanent Workforce versus Total Workforce in Pay Period 8 in 2013

Data for Pay Period 8 comes from the *Department of Education Composite Highlights FY 2013, April 6, 2013 (Pay Period 2013-8)*. The ED permanent total workforce of 3,914 employees represents 92% of the total workforce. Of this number, 1,455 (37.2%) are men and 2,459 (62.8%) are women. Of those 1,455 (37.2%) are men and 2,459 (62.6%) are women. Of these, 1,929 (49.3%) are minorities. The temporary workforce of 340 employees represents 8.9% of the workforce. The total workforce is 4,254 (100%).

For pay period 8, 1,985 employees (50.7%) were White; 1,457 (37.2%) were Black; 198 (5.1%) were Hispanic; 210 (5.4%) were Asian; 2 (0.1%) were Native Hawaiian or Other Pacific Islander; 23 (.06%) were American Indian or Alaska Native; 39 (1.0%) reported being two or more races for a total of 3,914 (100%) employees in the total permanent workforce.

Data on gender indicate there were 890 White Males (22.7% of the workforce) and 1,095 White Females (28.0%). There were 376 Black Males (9.7%) and 1,079 Black Females (27.6%). There were 86 Hispanic Males (2.2%) and 112 Hispanic Females (2.9%). There were 77 Asian Males (2.0%) and 133 Asian Females (3.4%). There were no Native Hawaiian or Pacific Islander Males (0.0%) and 2 Native Hawaiian or Pacific Islander Females (0.1%). There were 10 American Indian/Alaska Native Males (0.3%) and 13 American Indian/Alaska Native Females (0.3%). There were 14 male employees who reported themselves as Two or More Races (0.4%) and 25 Female employees who reported themselves as Two or More Races (0.6%). While the total workforce at ED demonstrates diversity among its 3,914 total permanent employees, the decline in the number of White Women and Black Women continues.

The *Department of Education Composite Highlights FY 2013, April 6, 2013 (Pay Period 2013-8)* identifies the U.S. National Civilian Labor Force statistics as targeted benchmarks for the permanent ED workforce. According to this report, the benchmark for White Males is 39.0% or higher than the percentage of ED employees who are White Males (22.7%). Similarly, White Females represent 28.0% of the ED permanent workforce, thereby missing the higher targeted benchmark from the National Civilian Labor Force percentage of 33.7%. According to this report, Black Males compose 9.7% of the ED permanent workforce, a rate double the 4.8% National Civilian Labor Force benchmark. Black Females compose 27.6% of the total ED permanent workforce, almost five times the National Civilian Labor Force used as a benchmark. Amazingly, Hispanic Males represent a mere 2.2% of the ED workforce against a benchmark of 6.2% and Hispanic Females represent 2.9% of the ED workforce against a benchmark of 4.5%. Although Hispanics represent the largest minority group in the country, they are severely underrepresented in the ED workforce. Another amazing fact is that the percentage of Asians, male and female at ED, supersedes their percentages in the National Civilian Labor Force. Asian Males comprise 2.0% of the ED workforce compared to 1.9% in the National Civilian Labor Force. Similarly, Asian Females represent 3.4% of the ED workforce compared to 1.7% in the

National Civilian Labor Force. Although Native Hawaiian or Pacific Islander Males aren't in the ED workforce, they represent 0.1% of the National Civilian Labor Force. Native Hawaiian or Pacific Islander Females at 0.1% are online with their benchmark percentage of 0.1% in the National Civilian Labor Force. Similarly, American Indian/Alaska Native Males and Females, representing 0.3% and 0.3% in the ED workforce represent 0.3% and 0.3% in the comparative benchmark data, respectively. Those ED employees who are Males identifying as Two Or More Races represent 0.4% of the ED workforce compared to 0.9% in the comparative benchmark. Females identifying as Two or More Races at ED represent 0.6% in the ED workforce compared to 0.8% in the benchmark data group.

Figure 10 represents the number of employees by race and gender against the National Civilian Labor Force used by ED as a benchmark.

Figure 10. ED Workforce by Race and Gender Compared to the National Civilian Labor Force from *Department of Education Composite Highlights FY 2013, April 6, 2013 (Pay Period 2013-8)*.

Race, Sex, National Origin (RSNO)	ED Permanent Workforce (%/#)	(Benchmark) National Civilian Labor Force (CLF)₁
White Males (WM)	22.7% (890)	39.0%
White Females (WF)	28.0% (1095)	33.7%
Black Males (BM)	9.7% (378)	4.8%
Black Females (BF)	27.6% (1079)	5.7%
Hispanic Males (HM)	2.2% (86)	6.2%
Hispanic Females (HF)	2.9% (112)	4.5%
Asian Males (AM)	2.0% (77)	1.9%
Asian Females (AF)	3.4% (133)	1.7%
Native Hawaiian or Pacific Islander Males (NH/PIM)	0.0% (0)	0.1%
Native Hawaiian or Pacific Islander Females (NH/PIF)	0.1% (2)	0.1%
American Indian/Alaska Native Males (AIAM)	0.3% (10)	0.3%
American Indian/Alaska Native Females (AIFM)	0.3% (13)	0.3%

Two Or More Races Males (2OMRM)	0.4% (14)	0.9%
Two Or More Races Females (2OMRF)	0.6% (25)	0.8%
Total	100% (3,914)	100%

Figure 11 graphically depicts the actual percentages of White Men and Women Compared to the National Civilian Labor Force benchmarks. The depiction indicates shortages of White Men and White Women at ED when using the national data as a benchmark.

Figure 11: Actual Compared to Benchmarks Percentage of White Males and Females in the ED Permanent Workforce

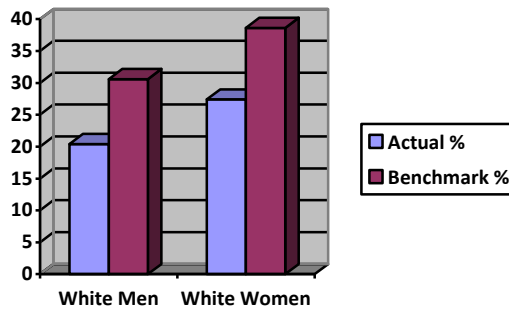


Figure 12 depicts the actual percentages of Black Men and Women Compared to the National Civilian Labor Force benchmarks. Clearly, the percentage of Black Men in the permanent workforce at ED is twice the percentage in the National Civilian Labor Force and the percentage of Black Women at ED is almost five times the percentage in the benchmark.

Figure 12. Actual Compared to Benchmark Percentage of Black Males and Females in the ED Permanent Workforce

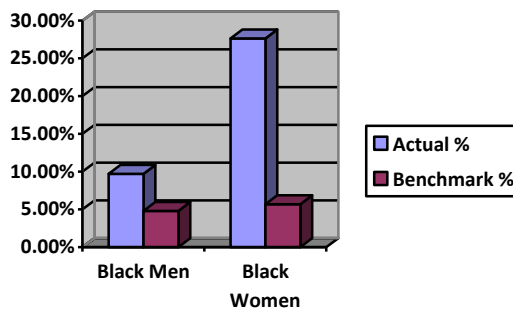


Figure 13 demonstrates the disparity between the actual percentage of Hispanic men and women in the ED permanent workforce and the percentage in the National Civilian Workforce. Clearly the percentages are less than half the percentages of Hispanic males in the National Civilian Labor Force.

Figure 13. Actual Compared to Benchmark Percentage of Hispanic Males and Females in the ED Permanent Workforce

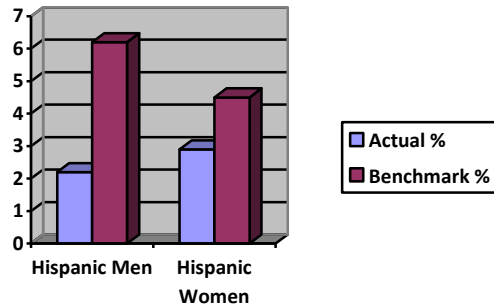
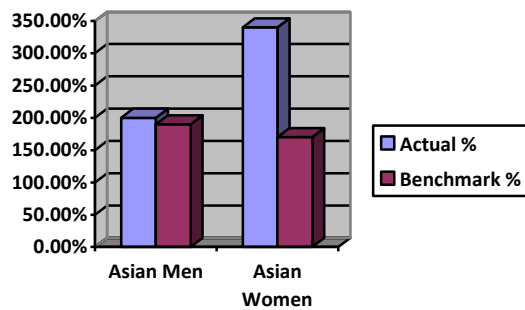


Figure 14 demonstrates that the actual percentages of Asian males and females in the ED permanent workforce supersede their presence in the national civilian labor force. Asian women are at twice their percentage in the national civilian labor force.

Figure 14. Actual Compared to Benchmark Percentage of Asian Males and Females in the ED Permanent Workforce



The choice of National Civilian Labor Force data as comparison benchmarks for racial groups is absurd given the known extremely high levels of unemployment in the Black and Hispanic communities compared to the higher levels of employment for Whites and Asians. For April 2013, the Black unemployment rate was 13.2 % according to the [Bureau of Labor Statistics](#)

[Economic News Release](#). Hispanic unemployment was 9.0%. During the same time period, White unemployment was 6.7% and Asian unemployment was 5.1%

At the same time, the rate of incarceration of Blacks and Hispanics is also higher than the rate of incarceration for Whites and Asians, compounding the effects of this unfair benchmark setup. According to the [National Institute of Justice](#), in quoting data in 2012 from a 2008 Pew study:

Incarceration Rates among Men:

- White men ages 18 or older: 1 in 106
- All men ages 18 or older: 1 in 54
- Hispanic men ages 18 or older: 1 in 36
- Black men ages 18 or older: 1 in 15
- Black men ages 20–34: 1 in 9

Incarceration Rates among Women:

- White women ages 35–39: 1 in 355
- Hispanic women ages 35–39: 1 in 297
- All women ages 35–39: 1 in 265
- Black women ages 35–39: 1 in 100

Clearly, the incarceration rates of Black men are highest among all races of men with 1 out of 9 of all Black men ages 20-34 being incarcerated and 1 in 15 of Black men 18 or older being incarcerated. Similarly, the incarceration of Black females ages 35-39 is the highest of any race of women at 1 out of every 100 being incarcerated. These rates are far more reflective of societal differences in juvenile and adult justice systems which have been documented as overly zealous with it detention and incarceration of Black people. Therefore, the use of employment data for groups that have la is doubly absurd.

In terms of the geographical location, the Black population represented over 50% of the population of the District of Columbia. In Maryland, Blacks represented 30.9% of the population. In Virginia, Blacks made up 20.7% of the population. These geographical statistics fly in the face of any justification with the use of labor force data. The national unemployment rate and the rates of incarceration for Black men and women compound the problem with using national employment data. While working with the EEOS office at ED, we've objected to the use of national civilian workforce data as a benchmark but to no avail. Standardization of this practice across federal agencies suggests a national call for revisionary thinking on benchmarks.

Historical Federal Workforce Data Demonstrating Potential Trends

2011

The federal workforce for all agencies shrank in the first few months from September to December of 2011, according to quarterly reports appearing online under [Data, Analysis and Documentation Employment and Trends December 2011](#). Employees in all agencies totaled 2,793,424. In the United States, there were 2,702,597 employees in December compared to 2,727,851 in September representing a decline of 27,036 employees. In the United States, there were 2,702,597 employees in December compared to 2,727,851 employees in September representing a decrease of 25,254 employees in 2011. In the Washington, D.C.-Maryland-Virginia-West Virginia core based statistical area, there were 368,706 employees in December and 377,373 in September 2011, representing a decline of 8,667 employees.

2008

In looking on the [same website](#) at the data over time starting in 2008 for Blacks against all employees, the following table indicates changes. The number and percentages of Black males have increased in the Obama administration from 132,929 or 6.9% of men in 2008 to 149,701 or 7.1% in 2012. In the same time span, the number and percentage of Black women dropped from 205,720 or 10.6% to 216,895 or 10.3%. At the same time, the number and percentage of total minorities has risen from 637,904 or 33.0% in 2008 to 718,605 or 34.1% in 2012. In this same time period, the total number of federal workers increased from 1,933,909 to 2,110,221.

Figure 10. Number and Percentage of Black Employees Compared to All Employees and Minorities by Gender from 2008-2012

Year	Gender	Total On-Board	All Minorities		Black	
			#	%	#	%
2008	Men	1,076,009	297,002	15.1	132,929	6.9
	Women	857,900	340,902	17.6	205,720	10.6
	Total	1,933,909	637,904	33.0	338,649	17.5
2009	Men	1,131,989	314,033	15.5	140,273	6.9
	Women	898,516	357,208	17.6	214,030	10.5
	Total	2,030,505	671,241	33.1	354,303	17.4
2010	Men	1,174,443	331,768	15.7	148,214	7.0
	Women	928,196	370,262	17.6	220,600	10.5
	Total	2,102,639	702,030	33.3	368,814	17.5
2011	Men	1,198,173	340,958	16.0	149,375	7.0
	Women	930,124	374,094	17.6	218,613	10.3
	Total	2,128,297	715,052	33.6	367,988	17.3
2012	Men	1,191,493	344,435	16.3	149,701	7.1
	Women	918,728	374,170	17.7	216,895	10.3
	Total	2,110,221	718,605	34.1	366,596	17.4

Recommendations

1. Create New Benchmarks Based on Actual Employees' Current Residences

To eliminate the perception of a conscious attempt to decrease the numbers of Black employees at the U.S. Department of Education through the use of a National Civilian Labor Force benchmark, the Secretary would be innovative in leading other agencies to concur that the use of regional data makes more sense, even though a quick fix. A more appropriate solution would be an analysis of addresses of current employees to determine where they live so that the agency can compare the demographics of employee location as substitute benchmarks. In this way, the agency will make better use of available data. While this temporary solution still doesn't account for the high unemployment and incarceration rates among Blacks, it is a start.

2. Recruit from Current Employees' Neighborhoods

While ED has documented needs for specific job categories and publicized shortages of minorities in those categories, it has not done all it can to recruit from current employees' neighborhoods. In Prince George's (P.G.) County, Maryland, Bowie State University, an Historically Black College can provide the agency with employees who are Black with college degrees. Additionally, current and former teachers residing in P.G. County may wish to transition to a government job, thereby adding to the federal workforce. In Washington, D.C., there are two Historically Black Colleges, Howard University and the University of the District of Columbia. Both have graduate as well as undergraduate degree programs and both graduate Black students who could very ably add to the federal workforce.

3. Analyze and Compare Data from the ED Workforce with Other Nearby Agencies like Agriculture, Interior, EPA, Energy, HHS, Justice, and State to determine similarities and Differences in Data Treatment, EEOC Case Processing and Payouts.

It would be beneficial to compare and analyze ED's data treatment, benchmarks, processing and payouts across multiple agencies in search of best practices for potential adoption.

While these three recommendations are by no means finite, they do give an indication of what has been revealed in the first quarter of 2013 and how ED can rectify these inequities.

Appendix A: U.S. Department of Education Employees by Work Schedule, Office and Grade

Email From Budget Office, March 11, 2013

Work Schedule	Bureau Description	Org Description	Grade	Count
F	ADVISORY COUNCILS AND COMMITTEES	ADV COMTE ON STNT FINCMG ASSTN	00	6
F	IMMEDIATE OFFICE OF THE SECRETARY OF EDU	EXECUTIVE MANAGEMENT STAFF	15	7
F	IMMEDIATE OFFICE OF THE SECRETARY OF EDU	EXECUTIVE SECRETARIAT STAFF	15	6
F	IMMEDIATE OFFICE OF THE SECRETARY OF EDU	INTERNATIONAL AFFAIRS OFFICE	15	2
F	IMMEDIATE OFFICE OF THE SECRETARY OF EDU	OFFICE OF EDUCATIONAL TECNLGY	15	2
F	IMMEDIATE OFFICE OF THE SECRETARY OF EDU	OFFICE OF THE SECRETARY	15	9
F	IMMEDIATE OFFICE OF THE SECRETARY OF EDU	CORRESP & COMMUN CONTROL UNIT	14	1
F	IMMEDIATE OFFICE OF THE SECRETARY OF EDU	EXECUTIVE MANAGEMENT STAFF	14	10
F	IMMEDIATE OFFICE OF THE SECRETARY OF EDU	INTERNATIONAL AFFAIRS OFFICE	14	1
F	IMMEDIATE OFFICE OF THE SECRETARY OF EDU	OFFICE OF EDUCATIONAL TECNLGY	14	1
F	IMMEDIATE OFFICE OF THE SECRETARY OF EDU	OFFICE OF THE SECRETARY	14	8
F	IMMEDIATE OFFICE OF THE SECRETARY OF EDU	SCHEDULING & ADVANCE STAFF	14	1
F	IMMEDIATE OFFICE OF THE SECRETARY OF EDU	CORRESP & COMMUN CONTROL UNIT	13	1
F	IMMEDIATE OFFICE OF THE SECRETARY OF EDU	EXECUTIVE MANAGEMENT STAFF	13	6
F	IMMEDIATE OFFICE OF THE SECRETARY OF EDU	EXECUTIVE SECRETARIAT STAFF	13	2
F	IMMEDIATE OFFICE OF THE SECRETARY OF EDU	INTERNATIONAL AFFAIRS OFFICE	13	1
F	IMMEDIATE OFFICE OF THE SECRETARY OF EDU	OFFICE OF THE SECRETARY	13	5
F	IMMEDIATE OFFICE OF THE SECRETARY OF EDU	SCHEDULING & ADVANCE STAFF	13	1
F	IMMEDIATE OFFICE OF THE SECRETARY OF EDU	EXECUTIVE MANAGEMENT STAFF	12	1
F	IMMEDIATE OFFICE OF THE SECRETARY OF EDU	INTERNATIONAL AFFAIRS	12	1

		OFFICE		
F	IMMEDIATE OFFICE OF THE SECRETARY OF EDU	OFFICE OF EDUCATIONAL TECNLGY	12	1
F	IMMEDIATE OFFICE OF THE SECRETARY OF EDU	OFFICE OF THE SECRETARY	12	5
F	IMMEDIATE OFFICE OF THE SECRETARY OF EDU	SCHEDULING & ADVANCE STAFF	12	3
F	IMMEDIATE OFFICE OF THE SECRETARY OF EDU	CORRESP & COMMUN CONTROL UNIT	11	3
F	IMMEDIATE OFFICE OF THE SECRETARY OF EDU	EXECUTIVE SECRETARIAT STAFF	11	1
F	IMMEDIATE OFFICE OF THE SECRETARY OF EDU	OFFICE OF THE SECRETARY	11	5
F	IMMEDIATE OFFICE OF THE SECRETARY OF EDU	SCHEDULING & ADVANCE STAFF	11	2
F	IMMEDIATE OFFICE OF THE SECRETARY OF EDU	EXECUTIVE MANAGEMENT STAFF	10	1
F	IMMEDIATE OFFICE OF THE SECRETARY OF EDU	CORRESP & COMMUN CONTROL UNIT	09	3
F	IMMEDIATE OFFICE OF THE SECRETARY OF EDU	EXECUTIVE MANAGEMENT STAFF	09	2
F	IMMEDIATE OFFICE OF THE SECRETARY OF EDU	INTERNATIONAL AFFAIRS OFFICE	09	2
F	IMMEDIATE OFFICE OF THE SECRETARY OF EDU	OFFICE OF THE SECRETARY	09	2
F	IMMEDIATE OFFICE OF THE SECRETARY OF EDU	EXECUTIVE MANAGEMENT STAFF	07	4
F	IMMEDIATE OFFICE OF THE SECRETARY OF EDU	EXECUTIVE MANAGEMENT STAFF	04	1
F	IMMEDIATE OFFICE OF THE SECRETARY OF EDU	OFFICE OF THE SECRETARY	01	1
F	IMMEDIATE OFFICE OF THE SECRETARY OF EDU	EXECUTIVE MANAGEMENT STAFF	00	1
F	IMMEDIATE OFFICE OF THE SECRETARY OF EDU	EXECUTIVE SECRETARIAT STAFF	00	1
F	IMMEDIATE OFFICE OF THE SECRETARY OF EDU	INTERNATIONAL AFFAIRS OFFICE	00	1
F	IMMEDIATE OFFICE OF THE SECRETARY OF EDU	OFFICE OF EDUCATIONAL TECNLGY	00	2
F	IMMEDIATE OFFICE OF THE SECRETARY OF EDU	OFFICE OF THE SECRETARY	00	2
F	INSTITUTE OF EDUCATION SERVICES	ASSESSMENT DIVISION	15	9
F	INSTITUTE OF EDUCATION SERVICES	DEPUTY FOR ADMIN & POLICY	15	2
F	INSTITUTE OF EDUCATION SERVICES	DEPUTY FOR SCIENCE	15	1
F	INSTITUTE OF EDUCATION SERVICES	EL/SEC & LIBRARY STUDIES DIV	15	3
F	INSTITUTE OF EDUCATION SERVICES	ERLY CHLDHD INTL &	15	6

		CRSCTNG DIV		
F	INSTITUTE OF EDUCATION SERVICES	EVALUATION DIVISION	15	4
F	INSTITUTE OF EDUCATION SERVICES	GRANTS ADMINISTRATION STAFF	15	1
F	INSTITUTE OF EDUCATION SERVICES	KNOWLEDGE UTILIZATION DIVISION	15	2
F	INSTITUTE OF EDUCATION SERVICES	MANAGEMENT OPERATIONS STAFF	15	1
F	INSTITUTE OF EDUCATION SERVICES	NATL CENTER FOR ED STATISTICS	15	3
F	INSTITUTE OF EDUCATION SERVICES	POLICY & SYSTEMS DIVISION	15	1
F	INSTITUTE OF EDUCATION SERVICES	POSTSECONDARY STUDIES DIV	15	3
F	INSTITUTE OF EDUCATION SERVICES	STANDARDS & REVIEW STAFF	15	1
F	INSTITUTE OF EDUCATION SERVICES	TEACHING & LEARNING DIVISION	15	1
F	INSTITUTE OF EDUCATION SERVICES	ASSESSMENT DIVISION	14	4
F	INSTITUTE OF EDUCATION SERVICES	DEPUTY FOR ADMIN & POLICY	14	2
F	INSTITUTE OF EDUCATION SERVICES	EL/SEC & LIBRARY STUDIES DIV	14	5
F	INSTITUTE OF EDUCATION SERVICES	ERLY CHLDHD INTL & CRSCTNG DIV	14	9
F	INSTITUTE OF EDUCATION SERVICES	EVALUATION DIVISION	14	2
F	INSTITUTE OF EDUCATION SERVICES	MANAGEMENT OPERATIONS STAFF	14	1
F	INSTITUTE OF EDUCATION SERVICES	NATL CENTER FOR ED STATISTICS	14	4
F	INSTITUTE OF EDUCATION SERVICES	NTL CTR FOR SPEC ED RESEARCH	14	4
F	INSTITUTE OF EDUCATION SERVICES	OUTREACH & COMMUNICATIONS STAFF	14	1
F	INSTITUTE OF EDUCATION SERVICES	POLICY & SYSTEMS DIVISION	14	1
F	INSTITUTE OF EDUCATION SERVICES	POSTSECONDARY STUDIES DIV	14	4
F	INSTITUTE OF EDUCATION SERVICES	STANDARDS & REVIEW STAFF	14	1
F	INSTITUTE OF EDUCATION SERVICES	TEACHING & LEARNING DIVISION	14	6
F	INSTITUTE OF EDUCATION SERVICES	ASSESSMENT DIVISION	13	8
F	INSTITUTE OF EDUCATION SERVICES	EL/SEC & LIBRARY STUDIES DIV	13	3
F	INSTITUTE OF EDUCATION SERVICES	ERLY CHLDHD INTL & CRSCTNG DIV	13	5

F	INSTITUTE OF EDUCATION SERVICES	EVALUATION DIVISION	13	4
F	INSTITUTE OF EDUCATION SERVICES	GRANTS ADMINISTRATION STAFF	13	3
F	INSTITUTE OF EDUCATION SERVICES	KNOWLEDGE UTILIZATION DIVISION	13	3
F	INSTITUTE OF EDUCATION SERVICES	NATL CENTER FOR ED STATISTICS	13	4
F	INSTITUTE OF EDUCATION SERVICES	POSTSECONDARY STUDIES DIV	13	7
F	INSTITUTE OF EDUCATION SERVICES	ASSESSMENT DIVISION	12	3
F	INSTITUTE OF EDUCATION SERVICES	EL/SEC & LIBRARY STUDIES DIV	12	4
F	INSTITUTE OF EDUCATION SERVICES	INSTITUTE OF EDUCATION SCIENCES	12	1
F	INSTITUTE OF EDUCATION SERVICES	NATL CENTER FOR ED STATISTICS	12	2
F	INSTITUTE OF EDUCATION SERVICES	POLICY & SYSTEMS DIVISION	12	1
F	INSTITUTE OF EDUCATION SERVICES	POSTSECONDARY STUDIES DIV	12	2
F	INSTITUTE OF EDUCATION SERVICES	STANDARDS & REVIEW STAFF	12	1
F	INSTITUTE OF EDUCATION SERVICES	DEPUTY FOR ADMIN & POLICY	11	1
F	INSTITUTE OF EDUCATION SERVICES	GRANTS ADMINISTRATION STAFF	11	1
F	INSTITUTE OF EDUCATION SERVICES	NATL CENTER FOR ED STATISTICS	11	2
F	INSTITUTE OF EDUCATION SERVICES	ASSESSMENT DIVISION	09	1
F	INSTITUTE OF EDUCATION SERVICES	KNOWLEDGE UTILIZATION DIVISION	09	1
F	INSTITUTE OF EDUCATION SERVICES	EL/SEC & LIBRARY STUDIES DIV	00	2
F	INSTITUTE OF EDUCATION SERVICES	ERLY CHLDHD INTL & CRSCTNG DIV	00	1
F	INSTITUTE OF EDUCATION SERVICES	EVALUATION DIVISION	00	2
F	INSTITUTE OF EDUCATION SERVICES	INSTITUTE OF EDUCATION SCIENCES	00	1
F	INSTITUTE OF EDUCATION SERVICES	KNOWLEDGE UTILIZATION DIVISION	00	6
F	INSTITUTE OF EDUCATION SERVICES	NATL CENTER FOR ED RESEARCH	00	1
F	INSTITUTE OF EDUCATION SERVICES	NATL CENTER FOR ED STATISTICS	00	2
F	INSTITUTE OF EDUCATION SERVICES	NATL CTR FOR ED EVAL & REG	00	5

		ASST		
F	INSTITUTE OF EDUCATION SERVICES	NTL CTR FOR SPEC ED RESEARCH	00	1
F	INSTITUTE OF EDUCATION SERVICES	OUTREACH & COMMUNICATIONS STAFF	00	1
F	INSTITUTE OF EDUCATION SERVICES	POLICY & SYSTEMS DIVISION	00	4
F	INSTITUTE OF EDUCATION SERVICES	POSTSECONDARY STUDIES DIV	00	4
F	INSTITUTE OF EDUCATION SERVICES	STANDARDS & REVIEW STAFF	00	3
F	INSTITUTE OF EDUCATION SERVICES	TEACHING & LEARNING DIVISION	00	1
F	NATIONAL ASSESSMENT GOVERNING BOARD	NATL ASSMNT GOVERNING BD	15	2
F	NATIONAL ASSESSMENT GOVERNING BOARD	NATL ASSMNT GOVERNING BD	14	1
F	NATIONAL ASSESSMENT GOVERNING BOARD	NATL ASSMNT GOVERNING BD	13	1
F	NATIONAL ASSESSMENT GOVERNING BOARD	NATL ASSMNT GOVERNING BD	12	1
F	NATIONAL ASSESSMENT GOVERNING BOARD	NATL ASSMNT GOVERNING BD	11	1
F	NATIONAL ASSESSMENT GOVERNING BOARD	NATL ASSMNT GOVERNING BD	00	5
F	OFC OF PLNG, EVAL & PRGM DVPMT COORD BUD	BUDGET EXECN & ADMIV ANLSIS DIV	15	6
F	OFC OF PLNG, EVAL & PRGM DVPMT COORD BUD	BUDGET POLICY & COORD STAFF	15	1
F	OFC OF PLNG, EVAL & PRGM DVPMT COORD BUD	BUDGET SERVICE	15	1
F	OFC OF PLNG, EVAL & PRGM DVPMT COORD BUD	COST ESTIMATION & ANALYSIS DIV	15	8
F	OFC OF PLNG, EVAL & PRGM DVPMT COORD BUD	EL SEC & VOCTL ANALYSIS DIV	15	2
F	OFC OF PLNG, EVAL & PRGM DVPMT COORD BUD	OFC OF PLNG, EVAL & POLICY DEV	15	5
F	OFC OF PLNG, EVAL & PRGM DVPMT COORD BUD	PERFORMANCE INFO MNGT SERVICE	15	4
F	OFC OF PLNG, EVAL & PRGM DVPMT COORD BUD	POLCY & TECHN L ANLSIS SPRT TEAM	15	2
F	OFC OF PLNG, EVAL & PRGM DVPMT COORD BUD	PRE-K/ELEMENTARY TEAM	15	1
F	OFC OF PLNG, EVAL & PRGM DVPMT COORD BUD	SEC/PSTSCNDY CROSSCUTTING TEAM	15	3
F	OFC OF PLNG, EVAL & PRGM DVPMT COORD BUD	SPEC ED REHAB RESCH & PS ANLSIS	15	2

F	OFC OF PLNG, EVAL & PRGM DVPMT COORD BUD	BUDGET EXECN & ADMIV ANLSIS DIV	14	5
F	OFC OF PLNG, EVAL & PRGM DVPMT COORD BUD	BUDGET POLICY & COORD STAFF	14	2
F	OFC OF PLNG, EVAL & PRGM DVPMT COORD BUD	COST ESTIMATION & ANALYSIS DIV	14	4
F	OFC OF PLNG, EVAL & PRGM DVPMT COORD BUD	EL SEC & VOCTL ANALYSIS DIV	14	3
F	OFC OF PLNG, EVAL & PRGM DVPMT COORD BUD	OFC OF PLNG, EVAL & POLICY DEV	14	5
F	OFC OF PLNG, EVAL & PRGM DVPMT COORD BUD	PERFORMANCE INFO MNGT SERVICE	14	2
F	OFC OF PLNG, EVAL & PRGM DVPMT COORD BUD	POLCY & TECHN ANLSIS SPRT TEAM	14	2
F	OFC OF PLNG, EVAL & PRGM DVPMT COORD BUD	POLICY & PROGRAM STUDIES SER	14	1
F	OFC OF PLNG, EVAL & PRGM DVPMT COORD BUD	PRE-K/ELEMENTARY TEAM	14	2
F	OFC OF PLNG, EVAL & PRGM DVPMT COORD BUD	SEC/PSTSCNDY CROSSCUTTING TEAM	14	3
F	OFC OF PLNG, EVAL & PRGM DVPMT COORD BUD	SPEC ED REHAB RESCH & PS ANLSIS	14	2
F	OFC OF PLNG, EVAL & PRGM DVPMT COORD BUD	BUDGET EXECN & ADMIV ANLSIS DIV	13	4
F	OFC OF PLNG, EVAL & PRGM DVPMT COORD BUD	COST ESTIMATION & ANALYSIS DIV	13	1
F	OFC OF PLNG, EVAL & PRGM DVPMT COORD BUD	EL SEC & VOCTL ANALYSIS DIV	13	3
F	OFC OF PLNG, EVAL & PRGM DVPMT COORD BUD	OFC OF PLNG, EVAL & POLICY DEV	13	5
F	OFC OF PLNG, EVAL & PRGM DVPMT COORD BUD	PERFORMANCE INFO MNGT SERVICE	13	5
F	OFC OF PLNG, EVAL & PRGM DVPMT COORD BUD	POLICY & PROGRAM STUDIES SER	13	1
F	OFC OF PLNG, EVAL & PRGM DVPMT COORD BUD	SPEC ED REHAB RESCH & PS ANLSIS	13	4
F	OFC OF PLNG, EVAL & PRGM DVPMT COORD BUD	BUDGET EXECN & ADMIV ANLSIS DIV	12	6
F	OFC OF PLNG, EVAL & PRGM DVPMT COORD BUD	BUDGET POLICY & COORD STAFF	12	1
F	OFC OF PLNG, EVAL & PRGM DVPMT COORD BUD	BUDGET SERVICE	12	1
F	OFC OF PLNG, EVAL & PRGM DVPMT COORD BUD	COST ESTIMATION & ANALYSIS DIV	12	2
F	OFC OF PLNG, EVAL & PRGM DVPMT COORD BUD	OFC OF PLNG, EVAL & POLICY DEV	12	2
F	OFC OF PLNG, EVAL & PRGM DVPMT COORD BUD	PERFORMANCE INFO MNGT SERVICE	12	1

F	OFC OF PLNG, EVAL & PRGM DVPMT COORD BUD	POLICY & PROGRAM STUDIES SER	12	1
F	OFC OF PLNG, EVAL & PRGM DVPMT COORD BUD	PRE-K/ELEMENTARY TEAM	12	2
F	OFC OF PLNG, EVAL & PRGM DVPMT COORD BUD	BUDGET EXECN & ADMIV ANLSIS DIV	11	2
F	OFC OF PLNG, EVAL & PRGM DVPMT COORD BUD	BUDGET POLICY & COORD STAFF	11	1
F	OFC OF PLNG, EVAL & PRGM DVPMT COORD BUD	OFC OF PLNG, EVAL & POLICY DEV	11	1
F	OFC OF PLNG, EVAL & PRGM DVPMT COORD BUD	PERFORMANCE INFO MNGT SERVICE	11	2
F	OFC OF PLNG, EVAL & PRGM DVPMT COORD BUD	PRE-K/ELEMENTARY TEAM	11	1
F	OFC OF PLNG, EVAL & PRGM DVPMT COORD BUD	SEC/PSTSCNDY CROSSCUTTING TEAM	11	1
F	OFC OF PLNG, EVAL & PRGM DVPMT COORD BUD	SPEC ED REHAB RESCH & PS ANLSIS	11	1
F	OFC OF PLNG, EVAL & PRGM DVPMT COORD BUD	OFC OF PLNG, EVAL & POLICY DEV	09	1
F	OFC OF PLNG, EVAL & PRGM DVPMT COORD BUD	PERFORMANCE INFO MNGT SERVICE	09	2
F	OFC OF PLNG, EVAL & PRGM DVPMT COORD BUD	EL SEC & VOCTL ANALYSIS DIV	08	1
F	OFC OF PLNG, EVAL & PRGM DVPMT COORD BUD	OFC OF PLNG, EVAL & POLICY DEV	07	
F	OFC OF PLNG, EVAL & PRGM DVPMT COORD BUD	OFC OF PLNG, EVAL & POLICY DEV	05	
F	OFC OF PLNG, EVAL & PRGM DVPMT COORD BUD	OFC OF PLNG, EVAL & POLICY DEV	04	
F	OFC OF PLNG, EVAL & PRGM DVPMT COORD BUD	BUDGET EXECN & ADMIV ANLSIS DIV	03	
F	OFC OF PLNG, EVAL & PRGM DVPMT COORD BUD	OFC OF PLNG, EVAL & POLICY DEV	03	
F	OFC OF PLNG, EVAL & PRGM DVPMT COORD BUD	BUDGET EXECN & ADMIV ANLSIS DIV	00	
F	OFC OF PLNG, EVAL & PRGM DVPMT COORD BUD	BUDGET SERVICE	00	
F	OFC OF PLNG, EVAL & PRGM DVPMT COORD BUD	COST ESTIMATION & ANALYSIS DIV	00	
F	OFC OF PLNG, EVAL & PRGM DVPMT COORD BUD	EL SEC & VOCTL ANALYSIS DIV	00	
F	OFC OF PLNG, EVAL & PRGM DVPMT COORD BUD	OFC OF PLNG, EVAL & POLICY DEV	00	
F	OFC OF PLNG, EVAL & PRGM DVPMT COORD BUD	PERFORMANCE INFO MNGT SERVICE	00	

F	OFC OF PLNG, EVAL & PRGM DVPMT COORD BUD	POLICY & PROGRAM STUDIES SER	00
F	OFC OF PLNG, EVAL & PRGM DVPMT COORD BUD	SPEC ED REHAB RESCH & PS ANLSIS	00
F	OFFICE FOR CIVIL RIGHTS	BUDGET & PLANNING SUPPORT TEAM	15
F	OFFICE FOR CIVIL RIGHTS	CLEVELAND REGION	15
F	OFFICE FOR CIVIL RIGHTS	CUSTOMER SERVICE & TECNLOGY TEAM	15
F	OFFICE FOR CIVIL RIGHTS	METRO REGION	15
F	OFFICE FOR CIVIL RIGHTS	OFFICE FOR CIVIL RIGHTS	15
F	OFFICE FOR CIVIL RIGHTS	PROGRAM LEGAL GROUP	15
F	OFFICE FOR CIVIL RIGHTS	REGION I (BOSTON)	15
F	OFFICE FOR CIVIL RIGHTS	REGION II (NEW YORK)	15
F	OFFICE FOR CIVIL RIGHTS	REGION III (PHILADELPHIA)	15
F	OFFICE FOR CIVIL RIGHTS	REGION IV (ATLANTA)	15
F	OFFICE FOR CIVIL RIGHTS	REGION IX (SAN FRANCISCO)	15
F	OFFICE FOR CIVIL RIGHTS	REGION V (CHICAGO)	15
F	OFFICE FOR CIVIL RIGHTS	REGION VI (DALLAS)	15
F	OFFICE FOR CIVIL RIGHTS	REGION VII (KANSAS CITY)	15
F	OFFICE FOR CIVIL RIGHTS	REGION VIII (DENVER)	15
F	OFFICE FOR CIVIL RIGHTS	REGION X (SEATTLE)	15
F	OFFICE FOR CIVIL RIGHTS	RESOURCE MANAGEMENT GROUP	15
F	OFFICE FOR CIVIL RIGHTS	TEAM 1	15
F	OFFICE FOR CIVIL RIGHTS	TEAM 3	15
F	OFFICE FOR CIVIL RIGHTS	BUDGET & PLANNING SUPPORT TEAM	14
F	OFFICE FOR CIVIL RIGHTS	CASE RESOLUTION TEAM 1	14
F	OFFICE FOR CIVIL RIGHTS	CASE RESOLUTION TEAM 2	14
F	OFFICE FOR CIVIL RIGHTS	CASE RESOLUTION TEAM 4	14
F	OFFICE FOR CIVIL RIGHTS	CASE RESOLUTION TEAM A	14
F	OFFICE FOR CIVIL RIGHTS	CASE RESOLUTION TEAM AA	14
F	OFFICE FOR CIVIL RIGHTS	CASE RESOLUTION TEAM AAA	14
F	OFFICE FOR CIVIL RIGHTS	CASE RESOLUTION TEAM AAAA	14
F	OFFICE FOR CIVIL RIGHTS	CASE RESOLUTION TEAM B	14
F	OFFICE FOR CIVIL RIGHTS	CASE RESOLUTION TEAM C	14
F	OFFICE FOR CIVIL RIGHTS	CASE RESOLUTION TEAM D	14
F	OFFICE FOR CIVIL RIGHTS	CASE RESOLUTION TEAM E	14
F	OFFICE FOR CIVIL RIGHTS	CASE RESOLUTION TEAM F	14
F	OFFICE FOR CIVIL RIGHTS	CASE RESOLUTION TEAM G	14

F	OFFICE FOR CIVIL RIGHTS	CASE RESOLUTION TEAM H	14
F	OFFICE FOR CIVIL RIGHTS	COMPLIANCE & ENFORCEMENT TEAM2	14
F	OFFICE FOR CIVIL RIGHTS	COMPLIANCE & ENFORCEMENT TEAM3	14
F	OFFICE FOR CIVIL RIGHTS	COMPLIANCE & ENFORCEMENT TEAM4	14
F	OFFICE FOR CIVIL RIGHTS	CUSTOMER SERVICE & TECNLOGY TEAM	14
F	OFFICE FOR CIVIL RIGHTS	METRO REGION	14
F	OFFICE FOR CIVIL RIGHTS	MULTI-FUNCTIONAL TEAM A	14
F	OFFICE FOR CIVIL RIGHTS	MULTI-FUNCTIONAL TEAM C	14
F	OFFICE FOR CIVIL RIGHTS	MULTI-FUNCTIONAL TEAM D	14
F	OFFICE FOR CIVIL RIGHTS	MULTI-FUNCTIONAL TEAM E	14
F	OFFICE FOR CIVIL RIGHTS	MULTI-FUNCTIONL TEAM B	14
F	OFFICE FOR CIVIL RIGHTS	OFFICE FOR CIVIL RIGHTS	14
F	OFFICE FOR CIVIL RIGHTS	PROGRAM LEGAL GROUP	14
F	OFFICE FOR CIVIL RIGHTS	REGION I (BOSTON)	14
F	OFFICE FOR CIVIL RIGHTS	REGION II (NEW YORK)	14
F	OFFICE FOR CIVIL RIGHTS	REGION III (PHILADELPHIA)	14
F	OFFICE FOR CIVIL RIGHTS	REGION IV (ATLANTA)	14
F	OFFICE FOR CIVIL RIGHTS	REGION IX (SAN FRANCISCO)	14
F	OFFICE FOR CIVIL RIGHTS	REGION V (CHICAGO)	14
F	OFFICE FOR CIVIL RIGHTS	REGION VIII (DENVER)	14
F	OFFICE FOR CIVIL RIGHTS	RESOLUTION RESOURCE TEAM	14
F	OFFICE FOR CIVIL RIGHTS	RESOURCE MANAGEMENT GROUP	14
F	OFFICE FOR CIVIL RIGHTS	SELF-DIRECTED TEAM A	14
F	OFFICE FOR CIVIL RIGHTS	SELF-DIRECTED TEAM B	14
F	OFFICE FOR CIVIL RIGHTS	SELF-DIRECTED TEAM C	14
F	OFFICE FOR CIVIL RIGHTS	SELF-DIRECTED TEAM D	14
F	OFFICE FOR CIVIL RIGHTS	TEAM 1	14
F	OFFICE FOR CIVIL RIGHTS	TEAM 2	14
F	OFFICE FOR CIVIL RIGHTS	TEAM 3	14
F	OFFICE FOR CIVIL RIGHTS	TEAM 4	14
F	OFFICE FOR CIVIL RIGHTS	TEAM A	14
F	OFFICE FOR CIVIL RIGHTS	TEAM B	14
F	OFFICE FOR CIVIL RIGHTS	TEAM C	14
F	OFFICE FOR CIVIL RIGHTS	TEAM D	14
F	OFFICE FOR CIVIL RIGHTS	TEAM I	14
F	OFFICE FOR CIVIL RIGHTS	TEAM II	14
F	OFFICE FOR CIVIL RIGHTS	TEAM III	14

F	OFFICE FOR CIVIL RIGHTS	TEAM IV	14
F	OFFICE FOR CIVIL RIGHTS	BUDGET & PLANNING SUPPORT TEAM	13
F	OFFICE FOR CIVIL RIGHTS	CASE RESOLUTION TEAM 1	13
F	OFFICE FOR CIVIL RIGHTS	CASE RESOLUTION TEAM 2	13
F	OFFICE FOR CIVIL RIGHTS	CASE RESOLUTION TEAM 3	13
F	OFFICE FOR CIVIL RIGHTS	CASE RESOLUTION TEAM 4	13
F	OFFICE FOR CIVIL RIGHTS	CASE RESOLUTION TEAM A	13
F	OFFICE FOR CIVIL RIGHTS	CASE RESOLUTION TEAM AA	13
F	OFFICE FOR CIVIL RIGHTS	CASE RESOLUTION TEAM AAA	13
F	OFFICE FOR CIVIL RIGHTS	CASE RESOLUTION TEAM AAAA	13
F	OFFICE FOR CIVIL RIGHTS	CASE RESOLUTION TEAM C	13
F	OFFICE FOR CIVIL RIGHTS	CASE RESOLUTION TEAM D	13
F	OFFICE FOR CIVIL RIGHTS	CASE RESOLUTION TEAM E	13
F	OFFICE FOR CIVIL RIGHTS	CASE RESOLUTION TEAM F	13
F	OFFICE FOR CIVIL RIGHTS	CASE RESOLUTION TEAM G	13
F	OFFICE FOR CIVIL RIGHTS	CASE RESOLUTION TEAM H	13
F	OFFICE FOR CIVIL RIGHTS	COMPLIANCE & ENFORCEMENT TEAM2	13
F	OFFICE FOR CIVIL RIGHTS	COMPLIANCE & ENFORCEMENT TEAM3	13
F	OFFICE FOR CIVIL RIGHTS	COMPLIANCE & ENFORCEMENT TEAM4	13
F	OFFICE FOR CIVIL RIGHTS	CUSTOMER SERVICE & TECNLGY TEAM	13
F	OFFICE FOR CIVIL RIGHTS	HUMAN RESOURCES TEAM	13
F	OFFICE FOR CIVIL RIGHTS	METRO REGION	13
F	OFFICE FOR CIVIL RIGHTS	MULTI-FUNCTIONAL TEAM A	13
F	OFFICE FOR CIVIL RIGHTS	MULTI-FUNCTIONAL TEAM C	13
F	OFFICE FOR CIVIL RIGHTS	MULTI-FUNCTIONAL TEAM D	13
F	OFFICE FOR CIVIL RIGHTS	MULTI-FUNCTIONAL TEAM E	13
F	OFFICE FOR CIVIL RIGHTS	MULTI-FUNCTIONL TEAM B	13
F	OFFICE FOR CIVIL RIGHTS	PROGRAM LEGAL GROUP	13
F	OFFICE FOR CIVIL RIGHTS	REGION II (NEW YORK)	13
F	OFFICE FOR CIVIL RIGHTS	REGION IV (ATLANTA)	13
F	OFFICE FOR CIVIL RIGHTS	REGION VI (DALLAS)	13
F	OFFICE FOR CIVIL RIGHTS	RESOLUTION RESOURCE TEAM	13
F	OFFICE FOR CIVIL RIGHTS	SELF-DIRECTED TEAM A	13
F	OFFICE FOR CIVIL RIGHTS	SELF-DIRECTED TEAM B	13
F	OFFICE FOR CIVIL RIGHTS	SELF-DIRECTED TEAM C	13
F	OFFICE FOR CIVIL RIGHTS	SELF-DIRECTED TEAM D	13
F	OFFICE FOR CIVIL RIGHTS	SERVICE LEADERSHIP TEAM	13

F	OFFICE FOR CIVIL RIGHTS	TEAM 1	13
F	OFFICE FOR CIVIL RIGHTS	TEAM 2	13
F	OFFICE FOR CIVIL RIGHTS	TEAM 3	13
F	OFFICE FOR CIVIL RIGHTS	TEAM 4	13
F	OFFICE FOR CIVIL RIGHTS	TEAM A	13
F	OFFICE FOR CIVIL RIGHTS	TEAM B	13
F	OFFICE FOR CIVIL RIGHTS	TEAM C	13
F	OFFICE FOR CIVIL RIGHTS	TEAM D	13
F	OFFICE FOR CIVIL RIGHTS	TEAM I	13
F	OFFICE FOR CIVIL RIGHTS	TEAM II	13
F	OFFICE FOR CIVIL RIGHTS	TEAM III	13
F	OFFICE FOR CIVIL RIGHTS	TEAM IV	13
F	OFFICE FOR CIVIL RIGHTS	BUDGET & PLANNING SUPPORT TEAM	12
F	OFFICE FOR CIVIL RIGHTS	CASE RESOLUTION TEAM 1	12
F	OFFICE FOR CIVIL RIGHTS	CASE RESOLUTION TEAM 2	12
F	OFFICE FOR CIVIL RIGHTS	CASE RESOLUTION TEAM 4	12
F	OFFICE FOR CIVIL RIGHTS	CASE RESOLUTION TEAM A	12
F	OFFICE FOR CIVIL RIGHTS	CASE RESOLUTION TEAM AA	12
F	OFFICE FOR CIVIL RIGHTS	CASE RESOLUTION TEAM AAA	12
F	OFFICE FOR CIVIL RIGHTS	CASE RESOLUTION TEAM AAAA	12
F	OFFICE FOR CIVIL RIGHTS	CASE RESOLUTION TEAM C	12
F	OFFICE FOR CIVIL RIGHTS	CASE RESOLUTION TEAM D	12
F	OFFICE FOR CIVIL RIGHTS	CASE RESOLUTION TEAM E	12
F	OFFICE FOR CIVIL RIGHTS	CASE RESOLUTION TEAM F	12
F	OFFICE FOR CIVIL RIGHTS	CASE RESOLUTION TEAM G	12
F	OFFICE FOR CIVIL RIGHTS	CASE RESOLUTION TEAM H	12
F	OFFICE FOR CIVIL RIGHTS	CASE SUPPORT TEAM	12
F	OFFICE FOR CIVIL RIGHTS	CLEVELAND REGION	12
F	OFFICE FOR CIVIL RIGHTS	COMPLIANCE & ENFORCEMENT TEAM2	12
F	OFFICE FOR CIVIL RIGHTS	COMPLIANCE & ENFORCEMENT TEAM4	12
F	OFFICE FOR CIVIL RIGHTS	CUSTOMER SERVICE & TECNLOGY TEAM	12
F	OFFICE FOR CIVIL RIGHTS	HUMAN RESOURCES TEAM	12
F	OFFICE FOR CIVIL RIGHTS	METRO REGION	12
F	OFFICE FOR CIVIL RIGHTS	MULTI-FUNCTIONAL TEAM A	12
F	OFFICE FOR CIVIL RIGHTS	MULTI-FUNCTIONAL TEAM C	12
F	OFFICE FOR CIVIL RIGHTS	MULTI-FUNCTIONAL TEAM D	12
F	OFFICE FOR CIVIL RIGHTS	MULTI-FUNCTIONAL TEAM E	12

F	OFFICE FOR CIVIL RIGHTS	MULTI-FUNCTIONL TEAM B	12
F	OFFICE FOR CIVIL RIGHTS	OFFICE FOR CIVIL RIGHTS	12
F	OFFICE FOR CIVIL RIGHTS	REGION I (BOSTON)	12
F	OFFICE FOR CIVIL RIGHTS	REGION III (PHILADELPHIA)	12
F	OFFICE FOR CIVIL RIGHTS	REGION IV (ATLANTA)	12
F	OFFICE FOR CIVIL RIGHTS	REGION IX (SAN FRANCISCO)	12
F	OFFICE FOR CIVIL RIGHTS	REGION V (CHICAGO)	12
F	OFFICE FOR CIVIL RIGHTS	RESOLUTION RESOURCE TEAM	12
F	OFFICE FOR CIVIL RIGHTS	SELF-DIRECTED TEAM A	12
F	OFFICE FOR CIVIL RIGHTS	SELF-DIRECTED TEAM B	12
F	OFFICE FOR CIVIL RIGHTS	SELF-DIRECTED TEAM C	12
F	OFFICE FOR CIVIL RIGHTS	SELF-DIRECTED TEAM D	12
F	OFFICE FOR CIVIL RIGHTS	TEAM 1	12
F	OFFICE FOR CIVIL RIGHTS	TEAM 2	12
F	OFFICE FOR CIVIL RIGHTS	TEAM 3	12
F	OFFICE FOR CIVIL RIGHTS	TEAM A	12
F	OFFICE FOR CIVIL RIGHTS	TEAM B	12
F	OFFICE FOR CIVIL RIGHTS	TEAM D	12
F	OFFICE FOR CIVIL RIGHTS	TEAM I	12
F	OFFICE FOR CIVIL RIGHTS	TEAM II	12
F	OFFICE FOR CIVIL RIGHTS	TEAM III	12
F	OFFICE FOR CIVIL RIGHTS	CASE RESOLUTION TEAM 3	11
F	OFFICE FOR CIVIL RIGHTS	CASE RESOLUTION TEAM E	11
F	OFFICE FOR CIVIL RIGHTS	CASE SUPPORT TEAM	11
F	OFFICE FOR CIVIL RIGHTS	COMPLIANCE & ENFORCEMENT TEAM2	11
F	OFFICE FOR CIVIL RIGHTS	CUSTOMER SERVICE & TECNLOGY TEAM	11
F	OFFICE FOR CIVIL RIGHTS	METRO REGION	11
F	OFFICE FOR CIVIL RIGHTS	MULTI-FUNCTIONAL TEAM A	11
F	OFFICE FOR CIVIL RIGHTS	REGION II (NEW YORK)	11
F	OFFICE FOR CIVIL RIGHTS	REGION IV (ATLANTA)	11
F	OFFICE FOR CIVIL RIGHTS	REGION VIII (DENVER)	11
F	OFFICE FOR CIVIL RIGHTS	REGION X (SEATTLE)	11
F	OFFICE FOR CIVIL RIGHTS	TEAM C	11
F	OFFICE FOR CIVIL RIGHTS	TEAM D	11
F	OFFICE FOR CIVIL RIGHTS	TEAM I	11
F	OFFICE FOR CIVIL RIGHTS	TEAM IV	11
F	OFFICE FOR CIVIL RIGHTS	CUSTOMER SERVICE & TECNLOGY TEAM	09
F	OFFICE FOR CIVIL RIGHTS	OFFICE FOR CIVIL RIGHTS	09

F	OFFICE FOR CIVIL RIGHTS	REGION I (BOSTON)	09
F	OFFICE FOR CIVIL RIGHTS	REGION VII (KANSAS CITY)	09
F	OFFICE FOR CIVIL RIGHTS	REGION VIII (DENVER)	09
F	OFFICE FOR CIVIL RIGHTS	TEAM 3	09
F	OFFICE FOR CIVIL RIGHTS	TEAM 4	09
F	OFFICE FOR CIVIL RIGHTS	TEAM A	09
F	OFFICE FOR CIVIL RIGHTS	TEAM C	09
F	OFFICE FOR CIVIL RIGHTS	TEAM D	09
F	OFFICE FOR CIVIL RIGHTS	CUSTOMER SERVICE & TECNLOGY TEAM	08
F	OFFICE FOR CIVIL RIGHTS	CASE RESOLUTION TEAM 1	07
F	OFFICE FOR CIVIL RIGHTS	CASE RESOLUTION TEAM A	07
F	OFFICE FOR CIVIL RIGHTS	CASE RESOLUTION TEAM AA	07
F	OFFICE FOR CIVIL RIGHTS	CLEVELAND REGION	07
F	OFFICE FOR CIVIL RIGHTS	CUSTOMER SERVICE & TECNLOGY TEAM	07
F	OFFICE FOR CIVIL RIGHTS	HUMAN RESOURCES TEAM	07
F	OFFICE FOR CIVIL RIGHTS	MULTI-FUNCTIONAL TEAM A	07
F	OFFICE FOR CIVIL RIGHTS	MULTI-FUNCTIONAL TEAM D	07
F	OFFICE FOR CIVIL RIGHTS	MULTI-FUNCTIONL TEAM B	07
F	OFFICE FOR CIVIL RIGHTS	REGION III (PHILADELPHIA)	07
F	OFFICE FOR CIVIL RIGHTS	REGION IV (ATLANTA)	07
F	OFFICE FOR CIVIL RIGHTS	REGION VI (DALLAS)	07
F	OFFICE FOR CIVIL RIGHTS	RESOLUTION RESOURCE TEAM	07
F	OFFICE FOR CIVIL RIGHTS	SELF-DIRECTED TEAM C	07
F	OFFICE FOR CIVIL RIGHTS	TEAM 1	07
F	OFFICE FOR CIVIL RIGHTS	TEAM 2	07
F	OFFICE FOR CIVIL RIGHTS	TEAM 3	07
F	OFFICE FOR CIVIL RIGHTS	TEAM A	07
F	OFFICE FOR CIVIL RIGHTS	TEAM D	07
F	OFFICE FOR CIVIL RIGHTS	TEAM III	07
F	OFFICE FOR CIVIL RIGHTS	METRO REGION	06
F	OFFICE FOR CIVIL RIGHTS	PROGRAM LEGAL GROUP	05
F	OFFICE FOR CIVIL RIGHTS	REGION II (NEW YORK)	05
F	OFFICE FOR CIVIL RIGHTS	SELF-DIRECTED TEAM A	05
F	OFFICE FOR CIVIL RIGHTS	CASE RESOLUTION TEAM G	04
F	OFFICE FOR CIVIL RIGHTS	CLEVELAND REGION	04
F	OFFICE FOR CIVIL RIGHTS	OFFICE FOR CIVIL RIGHTS	04
F	OFFICE FOR CIVIL RIGHTS	REGION I (BOSTON)	04
F	OFFICE FOR CIVIL RIGHTS	REGION VIII (DENVER)	04
F	OFFICE FOR CIVIL RIGHTS	TEAM 1	04

F	OFFICE FOR CIVIL RIGHTS	TEAM B	04
F	OFFICE FOR CIVIL RIGHTS	TEAM D	04
F	OFFICE FOR CIVIL RIGHTS	OFFICE FOR CIVIL RIGHTS	00
F	OFFICE OF COMMUNICATIONS AND OUTREACH	COMMUNICATION DEVELOPMENT	15
F	OFFICE OF COMMUNICATIONS AND OUTREACH	EDITORIAL POLICY PUBL & PRINT TEAM	15
F	OFFICE OF COMMUNICATIONS AND OUTREACH	INTERGOVERNMENTAL AFFAIRS	15
F	OFFICE OF COMMUNICATIONS AND OUTREACH	OCO REGION IV	15
F	OFFICE OF COMMUNICATIONS AND OUTREACH	OCO REGIONAL OPERATIONS	15
F	OFFICE OF COMMUNICATIONS AND OUTREACH	OFC OF COMMUNICATIONS & OUTREACH	15
F	OFFICE OF COMMUNICATIONS AND OUTREACH	OUTREACH & EXTERNAL AFFAIRS	15
F	OFFICE OF COMMUNICATIONS AND OUTREACH	WEB TEAM	15
F	OFFICE OF COMMUNICATIONS AND OUTREACH	COMMUNICATION DEVELOPMENT	14
F	OFFICE OF COMMUNICATIONS AND OUTREACH	COMMUNICATION SERVICES	14
F	OFFICE OF COMMUNICATIONS AND OUTREACH	CREATIVE SERVICES TEAM	14
F	OFFICE OF COMMUNICATIONS AND OUTREACH	EDITORIAL POLICY PUBL & PRINT TEAM	14
F	OFFICE OF COMMUNICATIONS AND OUTREACH	EVENTS SERVICES TEAM	14
F	OFFICE OF COMMUNICATIONS AND OUTREACH	EXHIBITS & AGENCY-WIDE OUTREACH TEAM	14
F	OFFICE OF COMMUNICATIONS AND OUTREACH	INFORMATION RESOURCES CENTER	14
F	OFFICE OF COMMUNICATIONS AND OUTREACH	INTERGOVERNMENTAL AFFAIRS	14
F	OFFICE OF COMMUNICATIONS AND OUTREACH	MEDIA RELATIONS	14
F	OFFICE OF COMMUNICATIONS AND OUTREACH	OCO REGION III	14
F	OFFICE OF COMMUNICATIONS AND OUTREACH	OCO REGION VIII	14
F	OFFICE OF COMMUNICATIONS AND OUTREACH	OCO REGIONAL OPERATIONS	14
F	OFFICE OF COMMUNICATIONS AND OUTREACH	OFC OF COMMUNICATIONS & OUTREACH	14
F	OFFICE OF COMMUNICATIONS AND OUTREACH	RECOGNITION PROGRAMS TEAM	14
F	OFFICE OF COMMUNICATIONS AND OUTREACH	WEB TEAM	14
F	OFFICE OF COMMUNICATIONS AND OUTREACH	CREATIVE SERVICES TEAM	13
F	OFFICE OF COMMUNICATIONS AND OUTREACH	EVENTS SERVICES TEAM	13
F	OFFICE OF COMMUNICATIONS AND OUTREACH	INFORMATION RESOURCES CENTER	13
F	OFFICE OF COMMUNICATIONS AND OUTREACH	INTERGOVERNMENTAL AFFAIRS	13
F	OFFICE OF COMMUNICATIONS AND OUTREACH	OCO REGION IV	13
F	OFFICE OF COMMUNICATIONS AND OUTREACH	OCO REGION VII	13
F	OFFICE OF COMMUNICATIONS AND OUTREACH	OCO REGIONAL OPERATIONS	13

F	OFFICE OF COMMUNICATIONS AND OUTREACH	OFC OF COMMUNICATIONS & OUTREACH	13
F	OFFICE OF COMMUNICATIONS AND OUTREACH	OUTREACH & EXTERNAL AFFAIRS	13
F	OFFICE OF COMMUNICATIONS AND OUTREACH	RECOGNITION PROGRAMS TEAM	13
F	OFFICE OF COMMUNICATIONS AND OUTREACH	SPECIAL PROJECTS	13
F	OFFICE OF COMMUNICATIONS AND OUTREACH	SRR REGION V	13
F	OFFICE OF COMMUNICATIONS AND OUTREACH	COMMUNICATION SERVICES	12
F	OFFICE OF COMMUNICATIONS AND OUTREACH	EDITORIAL POLICY PUBL & PRINT TEAM	12
F	OFFICE OF COMMUNICATIONS AND OUTREACH	EVENTS SERVICES TEAM	12
F	OFFICE OF COMMUNICATIONS AND OUTREACH	INFORMATION RESOURCES CENTER	12
F	OFFICE OF COMMUNICATIONS AND OUTREACH	INTERGOVERNMENTAL AFFAIRS	12
F	OFFICE OF COMMUNICATIONS AND OUTREACH	OCO REGION I	12
F	OFFICE OF COMMUNICATIONS AND OUTREACH	OCO REGION IV	12
F	OFFICE OF COMMUNICATIONS AND OUTREACH	OCO REGION IX	12
F	OFFICE OF COMMUNICATIONS AND OUTREACH	OCO REGION VII	12
F	OFFICE OF COMMUNICATIONS AND OUTREACH	OCO REGIONAL OPERATIONS	12
F	OFFICE OF COMMUNICATIONS AND OUTREACH	OFC OF COMMUNICATIONS & OUTREACH	12
F	OFFICE OF COMMUNICATIONS AND OUTREACH	OUTREACH & EXTERNAL AFFAIRS	12
F	OFFICE OF COMMUNICATIONS AND OUTREACH	SRR REGION V	12
F	OFFICE OF COMMUNICATIONS AND OUTREACH	WEB TEAM	12
F	OFFICE OF COMMUNICATIONS AND OUTREACH	EDITORIAL POLICY PUBL & PRINT TEAM	11
F	OFFICE OF COMMUNICATIONS AND OUTREACH	INFORMATION RESOURCES CENTER	11
F	OFFICE OF COMMUNICATIONS AND OUTREACH	INTERGOVERNMENTAL AFFAIRS	11
F	OFFICE OF COMMUNICATIONS AND OUTREACH	OCO REGION IV	11
F	OFFICE OF COMMUNICATIONS AND OUTREACH	OCO REGION VII	11
F	OFFICE OF COMMUNICATIONS AND OUTREACH	OCO REGION VIII	11
F	OFFICE OF COMMUNICATIONS AND OUTREACH	OCO REGION X	11
F	OFFICE OF COMMUNICATIONS AND OUTREACH	OFC OF COMMUNICATIONS & OUTREACH	11
F	OFFICE OF COMMUNICATIONS AND OUTREACH	SRR REGION II	11
F	OFFICE OF COMMUNICATIONS AND OUTREACH	WEB TEAM	11
F	OFFICE OF COMMUNICATIONS AND OUTREACH	OUTREACH & EXTERNAL AFFAIRS	09
F	OFFICE OF COMMUNICATIONS AND OUTREACH	SRR REGION II	09
F	OFFICE OF COMMUNICATIONS AND OUTREACH	OFC OF COMMUNICATIONS & OUTREACH	08
F	OFFICE OF COMMUNICATIONS AND OUTREACH	EXHIBITS & AGENCY-WIDE OUTREACH TEAM	07

F	OFFICE OF COMMUNICATIONS AND OUTREACH	OCO REGION III	07
F	OFFICE OF COMMUNICATIONS AND OUTREACH	OCO REGIONAL OPERATIONS	07
F	OFFICE OF COMMUNICATIONS AND OUTREACH	OUTREACH & EXTERNAL AFFAIRS	07
F	OFFICE OF COMMUNICATIONS AND OUTREACH	OCO REGIONAL OPERATIONS	06
F	OFFICE OF COMMUNICATIONS AND OUTREACH	COMMUNICATION SERVICES	05
F	OFFICE OF COMMUNICATIONS AND OUTREACH	EDITORIAL POLICY PUBL & PRINT TEAM	04
F	OFFICE OF COMMUNICATIONS AND OUTREACH	MEDIA RELATIONS	04
F	OFFICE OF COMMUNICATIONS AND OUTREACH	OCO REGION II	04
F	OFFICE OF COMMUNICATIONS AND OUTREACH	OCO REGIONAL OPERATIONS	04
F	OFFICE OF COMMUNICATIONS AND OUTREACH	COMMUNICATION SERVICES	03
F	OFFICE OF COMMUNICATIONS AND OUTREACH	EDITORIAL POLICY PUBL & PRINT TEAM	03
F	OFFICE OF COMMUNICATIONS AND OUTREACH	EXHIBITS & AGENCY-WIDE OUTREACH TEAM	03
F	OFFICE OF COMMUNICATIONS AND OUTREACH	INTERGOVERNMENTAL AFFAIRS	03
F	OFFICE OF COMMUNICATIONS AND OUTREACH	OFC OF COMMUNICATIONS & OUTREACH	03
F	OFFICE OF COMMUNICATIONS AND OUTREACH	OUTREACH & EXTERNAL AFFAIRS	03
F	OFFICE OF COMMUNICATIONS AND OUTREACH	RECOGNITION PROGRAMS TEAM	03
F	OFFICE OF COMMUNICATIONS AND OUTREACH	COMMUNICATION SERVICES	00
F	OFFICE OF COMMUNICATIONS AND OUTREACH	OFC OF COMMUNICATIONS & OUTREACH	00
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	ACADEMIC IMPROVEMENT GROUP	15
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	ACDEMC IMPR & TEACHER QUALITY PROG	15
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	AUDIT RESOLUTION GROUP	15
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	EXECUTIVE OFFICE	15
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	HEALTHY STUDENTS GROUP	15
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	HIGH SCHOOL GROUP	15
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	IMPACT AID PROGRAMS	15
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	INSTRUCTIONAL CHANGE GROUP	15
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	OFC OF EL & SEC ED	15
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	OFC OF SAFE AND HEATHLY STUDENTS	15
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	OFFICE OF EARLY LEARNING	15
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	OFFICE OF INDIAN EDUCATION	15
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	OFFICE OF MIGRANT EDUCATION	15
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	OFFICE OF SCHOOL TURNAROUND	15

F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	POLICY COORDINATION GROUP	15
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	PROGRAM GROUP 1	15
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	PROGRAM GROUP 2	15
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	RURAL AND FLEXIBILITY PROGRAM GRP	15
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	SAFE & SUPPORTIVE SCHOOLS GROUP	15
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	SCHOOL SUPPORT AND RURAL PROGRAMS	15
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	STDS, ASSMNT, & ACCTBLY GROUP	15
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	TEACHER QUALITY GROUP	15
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	TEAM 1	15
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	TEAM 2	15
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	TECHNICAL ASSISTANCE PROG GROUP	15
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	TITLE III STATE FORMULA GRANTS GRP	15
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	ACADEMIC IMPROVEMENT GROUP	14
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	ACDEMC IMPR & TEACHER QUALITY PROG	14
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	EXECUTIVE OFFICE	14
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	HEALTHY STUDENTS GROUP	14
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	HIGH SCHOOL GROUP	14
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	INSTRUCTIONAL CHANGE GROUP	14
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	MANAGEMENT SUPPORT UNIT	14
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	OFC OF EL & SEC ED	14
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	OFFICE OF EARLY LEARNING	14
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	OFFICE OF INDIAN EDUCATION	14
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	OFFICE OF SCHOOL TURNAROUND	14
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	POLICY COORDINATION GROUP	14
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	PROGRAM GROUP 1	14
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	PROGRAM GROUP 2	14
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	RURAL AND FLEXIBILITY PROGRAM GRP	14
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	SAFE & SUPPORTIVE SCHOOLS GROUP	14
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	SCHOOL SUPPORT AND RURAL PROGRAMS	14
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	SCHOOL SUPPORT PROGRAM GROUP	14

F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	STDS, ASSMNT, & ACCTBLY GROUP	14
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	TEACHER QUALITY GROUP	14
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	TEAM 1	14
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	TEAM 2	14
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	TITLE III STATE FORMULA GRANTS GRP	14
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	ACADEMIC IMPROVEMENT GROUP	13
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	AUDIT RESOLUTION GROUP	13
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	CENTER FOR SCHOOL PREPAREDNESS	13
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	EXECUTIVE OFFICE	13
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	HEALTHY STUDENTS GROUP	13
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	HIGH SCHOOL GROUP	13
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	IMPACT AID PROGRAMS	13
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	INSTRUCTIONAL CHANGE GROUP	13
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	MANAGEMENT SUPPORT UNIT	13
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	OFFICE OF EARLY LEARNING	13
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	OFFICE OF SCHOOL TURNAROUND	13
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	PROGRAM GROUP 1	13
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	PROGRAM GROUP 2	13
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	RURAL AND FLEXIBILITY PROGRAM GRP	13
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	SAFE & SUPPORTIVE SCHOOLS GROUP	13
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	TEACHER QUALITY GROUP	13
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	TEAM 2	13
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	TITLE III STATE FORMULA GRANTS GRP	13
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	ACADEMIC IMPROVEMENT GROUP	12
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	CENTER FOR SCHOOL PREPAREDNESS	12
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	EXECUTIVE OFFICE	12
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	HEALTHY STUDENTS GROUP	12
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	HIGH SCHOOL GROUP	12
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	INSTRUCTIONAL CHANGE GROUP	12
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	MANAGEMENT SUPPORT UNIT	12
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	OFC OF EL & SEC ED	12

F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	OFFICE OF EARLY LEARNING	12
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	OFFICE OF INDIAN EDUCATION	12
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	OFFICE OF SCHOOL TURNAROUND	12
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	POLICY COORDINATION GROUP	12
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	PROGRAM GROUP 1	12
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	PROGRAM GROUP 2	12
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	RURAL AND FLEXIBILITY PROGRAM GRP	12
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	SAFE & SUPPORTIVE SCHOOLS GROUP	12
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	SCHOOL SUPPORT AND RURAL PROGRAMS	12
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	SCHOOL SUPPORT PROGRAM GROUP	12
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	STNT ACHIEVEMENT & SCH ACCTABILITY	12
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	TEACHER QUALITY GROUP	12
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	TEAM 1	12
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	TEAM 2	12
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	TECHNICAL ASSISTANCE PROG GROUP	12
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	TITLE III STATE FORMULA GRANTS GRP	12
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	AUDIT RESOLUTION GROUP	11
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	EXECUTIVE OFFICE	11
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	HIGH SCHOOL GROUP	11
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	INSTRUCTIONAL CHANGE GROUP	11
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	MANAGEMENT SUPPORT UNIT	11
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	OFC OF EL & SEC ED	11
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	OFFICE OF SCHOOL TURNAROUND	11
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	POLICY COORDINATION GROUP	11
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	PROGRAM GROUP 1	11
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	PROGRAM GROUP 2	11
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	RURAL AND FLEXIBILITY PROGRAM GRP	11
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	SCHOOL SUPPORT AND RURAL PROGRAMS	11
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	TEAM 1	11
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	TEAM 2	11
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	TECHNICAL ASSISTANCE PROG	11

		GROUP	
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	TITLE III STATE FORMULA GRANTS GRP	11
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	EXECUTIVE OFFICE	09
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	IMPACT AID PROGRAMS	09
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	OFC OF EL & SEC ED	09
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	OFFICE OF MIGRANT EDUCATION	09
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	OFFICE OF SCHOOL TURNAROUND	09
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	PROGRAM GROUP 1	09
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	PROGRAM GROUP 2	09
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	SCHOOL SUPPORT AND RURAL PROGRAMS	09
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	STNT ACHIEVEMENT & SCH ACCTABILITY	09
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	TEAM 2	09
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	TECHNICAL ASSISTANCE PROG GROUP	09
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	OFC OF SAFE AND HEATHLY STUDENTS	08
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	OFFICE OF EARLY LEARNING	08
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	OFFICE OF SCHOOL TURNAROUND	08
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	SCHOOL SUPPORT PROGRAM GROUP	08
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	ACDEMC IMPR & TEACHER QUALITY PROG	07
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	EXECUTIVE OFFICE	07
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	PROGRAM GROUP 1	07
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	RURAL AND FLEXIBILITY PROGRAM GRP	07
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	STDS, ASSMNT, & ACCTBLY GROUP	07
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	STNT ACHIEVEMENT & SCH ACCTABILITY	07
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	PROGRAM GROUP 1	06
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	OFC OF EL & SEC ED	04
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	OFC OF EL & SEC ED	00
F	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	STNT ACHIEVEMENT & SCH ACCTABILITY	00
F	OFFICE OF ENGLISH LANGUAGE ACQUISITION,	CONTNUATION & PROF DEV GRANTS DIV	15
F	OFFICE OF ENGLISH LANGUAGE ACQUISITION,	OFC OF ENG LNG ACQUIS	15

F	OFFICE OF ENGLISH LANGUAGE ACQUISITION,	CONTNUATION & PROF DEV GRANTS DIV	14
F	OFFICE OF ENGLISH LANGUAGE ACQUISITION,	SPECIAL INITIATIVES DIVISION	14
F	OFFICE OF ENGLISH LANGUAGE ACQUISITION,	CONTNUATION & PROF DEV GRANTS DIV	13
F	OFFICE OF ENGLISH LANGUAGE ACQUISITION,	SPECIAL INITIATIVES DIVISION	13
F	OFFICE OF ENGLISH LANGUAGE ACQUISITION,	CONTNUATION & PROF DEV GRANTS DIV	12
F	OFFICE OF ENGLISH LANGUAGE ACQUISITION,	SPECIAL INITIATIVES DIVISION	12
F	OFFICE OF ENGLISH LANGUAGE ACQUISITION,	CONTNUATION & PROF DEV GRANTS DIV	11
F	OFFICE OF ENGLISH LANGUAGE ACQUISITION,	SPECIAL INITIATIVES DIVISION	10
F	OFFICE OF ENGLISH LANGUAGE ACQUISITION,	OFC OF ENG LNG ACQUIS	08
F	OFFICE OF ENGLISH LANGUAGE ACQUISITION,	OFC OF ENG LNG ACQUIS	07
F	OFFICE OF ENGLISH LANGUAGE ACQUISITION,	OFC OF ENG LNG ACQUIS	05
F	OFFICE OF ENGLISH LANGUAGE ACQUISITION,	OFC OF ENG LNG ACQUIS	00
F	OFFICE OF INNOVATION AND IMPROVEMENT	CHARTER SCHOOL PROGRAMS	15
F	OFFICE OF INNOVATION AND IMPROVEMENT	EXECUTIVE OFFICE STAFF	15
F	OFFICE OF INNOVATION AND IMPROVEMENT	IMPROVEMENT PROGRAMS	15
F	OFFICE OF INNOVATION AND IMPROVEMENT	INVESTING IN INNOVATION	15
F	OFFICE OF INNOVATION AND IMPROVEMENT	OFC OF INNOVATION & IMPROVEMENT	15
F	OFFICE OF INNOVATION AND IMPROVEMENT	OFFICE OF NON-PUBLIC EDUCATION	15
F	OFFICE OF INNOVATION AND IMPROVEMENT	PARENTAL OPTIONS AND INFORMATION	15
F	OFFICE OF INNOVATION AND IMPROVEMENT	TEACHER QUALITY PROGRAMS	15
F	OFFICE OF INNOVATION AND IMPROVEMENT	TECHNOLOGY IN EDUCATION PROGRAMS	15
F	OFFICE OF INNOVATION AND IMPROVEMENT	CHARTER SCHOOL PROGRAMS	14
F	OFFICE OF INNOVATION AND IMPROVEMENT	IMPROVEMENT PROGRAMS	14
F	OFFICE OF INNOVATION AND IMPROVEMENT	INVESTING IN INNOVATION	14
F	OFFICE OF INNOVATION AND IMPROVEMENT	OFC OF INNOVATION & IMPROVEMENT	14
F	OFFICE OF INNOVATION AND IMPROVEMENT	OFFICE OF NON-PUBLIC EDUCATION	14
F	OFFICE OF INNOVATION AND IMPROVEMENT	PARENTAL OPTIONS AND INFORMATION	14
F	OFFICE OF INNOVATION AND IMPROVEMENT	TEACHER QUALITY PROGRAMS	14
F	OFFICE OF INNOVATION AND IMPROVEMENT	CHARTER SCHOOL PROGRAMS	13
F	OFFICE OF INNOVATION AND IMPROVEMENT	EXECUTIVE OFFICE STAFF	13
F	OFFICE OF INNOVATION AND IMPROVEMENT	IMPROVEMENT PROGRAMS	13
F	OFFICE OF INNOVATION AND IMPROVEMENT	OFC OF INNOVATION &	13

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F	OFFICE OF INNOVATION AND IMPROVEMENT	OFFICE OF NON-PUBLIC EDUCATION	13
F	OFFICE OF INNOVATION AND IMPROVEMENT	PARENTAL OPTIONS AND INFORMATION	13
F	OFFICE OF INNOVATION AND IMPROVEMENT	TEACHER QUALITY PROGRAMS	13
F	OFFICE OF INNOVATION AND IMPROVEMENT	CHARTER SCHOOL PROGRAMS	12
F	OFFICE OF INNOVATION AND IMPROVEMENT	EXECUTIVE OFFICE STAFF	12
F	OFFICE OF INNOVATION AND IMPROVEMENT	IMPROVEMENT PROGRAMS	12
F	OFFICE OF INNOVATION AND IMPROVEMENT	INVESTING IN INNOVATION	12
F	OFFICE OF INNOVATION AND IMPROVEMENT	OFC OF INNOVATION & IMPROVEMENT	12
F	OFFICE OF INNOVATION AND IMPROVEMENT	OFFICE OF NON-PUBLIC EDUCATION	12
F	OFFICE OF INNOVATION AND IMPROVEMENT	PARENTAL OPTIONS AND INFORMATION	12
F	OFFICE OF INNOVATION AND IMPROVEMENT	TEACHER QUALITY PROGRAMS	12
F	OFFICE OF INNOVATION AND IMPROVEMENT	TECHNOLOGY IN EDUCATION PROGRAMS	12
F	OFFICE OF INNOVATION AND IMPROVEMENT	CHARTER SCHOOL PROGRAMS	11
F	OFFICE OF INNOVATION AND IMPROVEMENT	EXECUTIVE OFFICE STAFF	11
F	OFFICE OF INNOVATION AND IMPROVEMENT	IMPROVEMENT PROGRAMS	11
F	OFFICE OF INNOVATION AND IMPROVEMENT	INVESTING IN INNOVATION	11
F	OFFICE OF INNOVATION AND IMPROVEMENT	OFC OF INNOVATION & IMPROVEMENT	11
F	OFFICE OF INNOVATION AND IMPROVEMENT	PARENTAL OPTIONS AND INFORMATION	11
F	OFFICE OF INNOVATION AND IMPROVEMENT	TEACHER QUALITY PROGRAMS	11
F	OFFICE OF INNOVATION AND IMPROVEMENT	CHARTER SCHOOL PROGRAMS	09
F	OFFICE OF INNOVATION AND IMPROVEMENT	OFC OF INNOVATION & IMPROVEMENT	09
F	OFFICE OF INNOVATION AND IMPROVEMENT	EXECUTIVE OFFICE STAFF	07
F	OFFICE OF INNOVATION AND IMPROVEMENT	CHARTER SCHOOL PROGRAMS	05
F	OFFICE OF INNOVATION AND IMPROVEMENT	IMPROVEMENT PROGRAMS	05
F	OFFICE OF INNOVATION AND IMPROVEMENT	EXECUTIVE OFFICE STAFF	03
F	OFFICE OF INNOVATION AND IMPROVEMENT	OFC OF INNOVATION & IMPROVEMENT	00
F	OFFICE OF INSPECTOR GENERAL	ATLANTA AUDIT REGION	15
F	OFFICE OF INSPECTOR GENERAL	ATLANTA INVESTIGATION REGION	15
F	OFFICE OF INSPECTOR GENERAL	AUDIT SERVICES	15
F	OFFICE OF INSPECTOR GENERAL	BOSTON/NEW YORK INVESTN REGION	15

F	OFFICE OF INSPECTOR GENERAL	CHICAGO/KC AUDIT REGION	15
F	OFFICE OF INSPECTOR GENERAL	CHICAGO/KC INVESTIGATION REGION	15
F	OFFICE OF INSPECTOR GENERAL	COMPUTER ASSISTED ASSMNT TECH DIV	15
F	OFFICE OF INSPECTOR GENERAL	DALLAS AUDIT REGION	15
F	OFFICE OF INSPECTOR GENERAL	DALLAS INVESTIGATION REGION	15
F	OFFICE OF INSPECTOR GENERAL	EVALUATION & INSPECTION STAFF	15
F	OFFICE OF INSPECTOR GENERAL	FINANCIAL AUDIT TEAM	15
F	OFFICE OF INSPECTOR GENERAL	GENERAL OPERATIONS TEAM	15
F	OFFICE OF INSPECTOR GENERAL	INFO TECH AUD & CCIS	15
F	OFFICE OF INSPECTOR GENERAL	INFO TECHNOLOGY AUDIT DIVISION	15
F	OFFICE OF INSPECTOR GENERAL	INTERNAL OPERATIONS AUDIT TEAM	15
F	OFFICE OF INSPECTOR GENERAL	INVESTIGATION SERVICES	15
F	OFFICE OF INSPECTOR GENERAL	LONG BEACH/SEA INVESTIGATION REG	15
F	OFFICE OF INSPECTOR GENERAL	MANAGEMENT SERVICES STAFF	15
F	OFFICE OF INSPECTOR GENERAL	NEW YORK/BOSTON AUDIT REGION	15
F	OFFICE OF INSPECTOR GENERAL	NON-FEDERAL AUDIT TEAM	15
F	OFFICE OF INSPECTOR GENERAL	OFC OF INSPECTOR GENERAL	15
F	OFFICE OF INSPECTOR GENERAL	PHILADELPHIA AUDIT REGION	15
F	OFFICE OF INSPECTOR GENERAL	QUALITY AND INTEGRITY GROUP	15
F	OFFICE OF INSPECTOR GENERAL	SACRAMENTO/SEATTLE AUDIT REGION	15
F	OFFICE OF INSPECTOR GENERAL	SFA ADVISORY ASSISTANCE TEAM	15
F	OFFICE OF INSPECTOR GENERAL	ST & LOC ADVISORY ASSTNC TEAM	15
F	OFFICE OF INSPECTOR GENERAL	TECHNOLOGY CRIMES DIVISION	15
F	OFFICE OF INSPECTOR GENERAL	WASH/PHILA INVESTIGATION REGION	15
F	OFFICE OF INSPECTOR GENERAL	ATLANTA AUDIT REGION	14
F	OFFICE OF INSPECTOR GENERAL	ATLANTA INVESTIGATION REGION	14
F	OFFICE OF INSPECTOR GENERAL	AUDIT SERVICES	14
F	OFFICE OF INSPECTOR GENERAL	BOSTON/NEW YORK INVESTN REGION	14
F	OFFICE OF INSPECTOR GENERAL	BUDGET & PROCUREMENT SERV TEAM	14
F	OFFICE OF INSPECTOR GENERAL	CHICAGO/KC AUDIT REGION	14

F	OFFICE OF INSPECTOR GENERAL	CHICAGO/KC INVESTIGATION REGION	14
F	OFFICE OF INSPECTOR GENERAL	COMPUTER ASSISTED ASSMNT TECH DIV	14
F	OFFICE OF INSPECTOR GENERAL	DALLAS AUDIT REGION	14
F	OFFICE OF INSPECTOR GENERAL	DALLAS INVESTIGATION REGION	14
F	OFFICE OF INSPECTOR GENERAL	EVALUATION & INSPECTION STAFF	14
F	OFFICE OF INSPECTOR GENERAL	FINANCIAL AUDIT TEAM	14
F	OFFICE OF INSPECTOR GENERAL	GENERAL OPERATIONS TEAM	14
F	OFFICE OF INSPECTOR GENERAL	INFO TECHNOLOGY AUDIT DIVISION	14
F	OFFICE OF INSPECTOR GENERAL	INTERNAL OPERATIONS AUDIT TEAM	14
F	OFFICE OF INSPECTOR GENERAL	INVESTIGATION SERVICES	14
F	OFFICE OF INSPECTOR GENERAL	IT SERVICES TEAM	14
F	OFFICE OF INSPECTOR GENERAL	KANSAS CITY AUDIT DUTY STATION	14
F	OFFICE OF INSPECTOR GENERAL	LONG BEACH/SEA INVESTIGATION REG	14
F	OFFICE OF INSPECTOR GENERAL	MANAGEMENT SERVICES STAFF	14
F	OFFICE OF INSPECTOR GENERAL	NEW YORK/BOSTON AUDIT REGION	14
F	OFFICE OF INSPECTOR GENERAL	OFC OF INSPECTOR GENERAL	14
F	OFFICE OF INSPECTOR GENERAL	PHILADELPHIA AUDIT REGION	14
F	OFFICE OF INSPECTOR GENERAL	QUALITY AND INTEGRITY GROUP	14
F	OFFICE OF INSPECTOR GENERAL	SACRAMENTO/SEATTLE AUDIT REGION	14
F	OFFICE OF INSPECTOR GENERAL	SFA ADVISORY ASSISTANCE TEAM	14
F	OFFICE OF INSPECTOR GENERAL	ST & LOC ADVISORY ASSTNC TEAM	14
F	OFFICE OF INSPECTOR GENERAL	TALENT AND FACILITIES MANAGEMENT TEAM	14
F	OFFICE OF INSPECTOR GENERAL	TECHNOLOGY CRIMES DIVISION	14
F	OFFICE OF INSPECTOR GENERAL	WASH/PHILA INVESTIGATION REGION	14
F	OFFICE OF INSPECTOR GENERAL	ATLANTA AUDIT REGION	13
F	OFFICE OF INSPECTOR GENERAL	ATLANTA INVESTIGATION REGION	13
F	OFFICE OF INSPECTOR GENERAL	BOSTON/NEW YORK INVESTN REGION	13
F	OFFICE OF INSPECTOR GENERAL	BUDGET & PROCUREMENT SERV TEAM	13

F	OFFICE OF INSPECTOR GENERAL	CHICAGO/KC AUDIT REGION	13
F	OFFICE OF INSPECTOR GENERAL	CHICAGO/KC INVESTIGATION REGION	13
F	OFFICE OF INSPECTOR GENERAL	COMPUTER ASSISTED ASSMNT TECH DIV	13
F	OFFICE OF INSPECTOR GENERAL	DALLAS AUDIT REGION	13
F	OFFICE OF INSPECTOR GENERAL	DALLAS INVESTIGATION REGION	13
F	OFFICE OF INSPECTOR GENERAL	EVALUATION & INSPECTION STAFF	13
F	OFFICE OF INSPECTOR GENERAL	FINANCIAL AUDIT TEAM	13
F	OFFICE OF INSPECTOR GENERAL	GENERAL OPERATIONS TEAM	13
F	OFFICE OF INSPECTOR GENERAL	INFO TECHNOLOGY AUDIT DIVISION	13
F	OFFICE OF INSPECTOR GENERAL	INTERNAL OPERATIONS AUDIT TEAM	13
F	OFFICE OF INSPECTOR GENERAL	INVESTIGATION SERVICES	13
F	OFFICE OF INSPECTOR GENERAL	KANSAS CITY AUDIT DUTY STATION	13
F	OFFICE OF INSPECTOR GENERAL	LONG BEACH/SEA INVESTIGATION REG	13
F	OFFICE OF INSPECTOR GENERAL	NEW YORK/BOSTON AUDIT REGION	13
F	OFFICE OF INSPECTOR GENERAL	NON-FEDERAL AUDIT TEAM	13
F	OFFICE OF INSPECTOR GENERAL	OFC OF INSPECTOR GENERAL	13
F	OFFICE OF INSPECTOR GENERAL	PHILADELPHIA AUDIT REGION	13
F	OFFICE OF INSPECTOR GENERAL	SACRAMENTO/SEATTLE AUDIT REGION	13
F	OFFICE OF INSPECTOR GENERAL	SFA ADVISORY ASSISTANCE TEAM	13
F	OFFICE OF INSPECTOR GENERAL	ST & LOC ADVISORY ASSTNC TEAM	13
F	OFFICE OF INSPECTOR GENERAL	TALENT AND FACILITIES MANAGEMENT TEAM	13
F	OFFICE OF INSPECTOR GENERAL	TECHNOLOGY CRIMES DIVISION	13
F	OFFICE OF INSPECTOR GENERAL	WASH/PHILA INVESTIGATION REGION	13
F	OFFICE OF INSPECTOR GENERAL	ATLANTA AUDIT REGION	12
F	OFFICE OF INSPECTOR GENERAL	ATLANTA INVESTIGATION REGION	12
F	OFFICE OF INSPECTOR GENERAL	BOSTON/NEW YORK INVESTN REGION	12
F	OFFICE OF INSPECTOR GENERAL	BUDGET & PROCUREMENT SERV TEAM	12
F	OFFICE OF INSPECTOR GENERAL	CHICAGO/KC AUDIT REGION	12

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F	OFFICE OF INSPECTOR GENERAL	DALLAS AUDIT REGION	12
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F	OFFICE OF INSPECTOR GENERAL	EVALUATION & INSPECTION STAFF	12
F	OFFICE OF INSPECTOR GENERAL	GENERAL OPERATIONS TEAM	12
F	OFFICE OF INSPECTOR GENERAL	INFO TECHNOLOGY AUDIT DIVISION	12
F	OFFICE OF INSPECTOR GENERAL	INTERNAL OPERATIONS AUDIT TEAM	12
F	OFFICE OF INSPECTOR GENERAL	INVESTIGATION SERVICES	12
F	OFFICE OF INSPECTOR GENERAL	IT SERVICES TEAM	12
F	OFFICE OF INSPECTOR GENERAL	KANSAS CITY AUDIT DUTY STATION	12
F	OFFICE OF INSPECTOR GENERAL	LONG BEACH/SEA INVESTIGATION REG	12
F	OFFICE OF INSPECTOR GENERAL	NEW YORK/BOSTON AUDIT REGION	12
F	OFFICE OF INSPECTOR GENERAL	OFC OF INSPECTOR GENERAL	12
F	OFFICE OF INSPECTOR GENERAL	PHILADELPHIA AUDIT REGION	12
F	OFFICE OF INSPECTOR GENERAL	SACRAMENTO/SEATTLE AUDIT REGION	12
F	OFFICE OF INSPECTOR GENERAL	TECHNOLOGY CRIMES DIVISION	12
F	OFFICE OF INSPECTOR GENERAL	WASH/PHILA INVESTIGATION REGION	12
F	OFFICE OF INSPECTOR GENERAL	ATLANTA AUDIT REGION	11
F	OFFICE OF INSPECTOR GENERAL	ATLANTA INVESTIGATION REGION	11
F	OFFICE OF INSPECTOR GENERAL	CHICAGO/KC AUDIT REGION	11
F	OFFICE OF INSPECTOR GENERAL	DALLAS AUDIT REGION	11
F	OFFICE OF INSPECTOR GENERAL	DALLAS INVESTIGATION REGION	11
F	OFFICE OF INSPECTOR GENERAL	INTERNAL OPERATIONS AUDIT TEAM	11
F	OFFICE OF INSPECTOR GENERAL	KANSAS CITY AUDIT DUTY STATION	11
F	OFFICE OF INSPECTOR GENERAL	NEW YORK/BOSTON AUDIT REGION	11
F	OFFICE OF INSPECTOR GENERAL	PHILADELPHIA AUDIT REGION	11
F	OFFICE OF INSPECTOR GENERAL	SACRAMENTO/SEATTLE AUDIT REGION	11
F	OFFICE OF INSPECTOR GENERAL	TALENT AND FACILITIES MANAGEMENT TEAM	11
F	OFFICE OF INSPECTOR GENERAL	ATLANTA AUDIT REGION	09

F	OFFICE OF INSPECTOR GENERAL	ATLANTA INVESTIGATION REGION	09
F	OFFICE OF INSPECTOR GENERAL	AUDIT SERVICES	09
F	OFFICE OF INSPECTOR GENERAL	CHICAGO/KC AUDIT REGION	09
F	OFFICE OF INSPECTOR GENERAL	CHICAGO/KC INVESTIGATION REGION	09
F	OFFICE OF INSPECTOR GENERAL	INTERNAL OPERATIONS AUDIT TEAM	09
F	OFFICE OF INSPECTOR GENERAL	KANSAS CITY AUDIT DUTY STATION	09
F	OFFICE OF INSPECTOR GENERAL	LONG BEACH/SEA INVESTIGATION REG	09
F	OFFICE OF INSPECTOR GENERAL	MANAGEMENT SERVICES STAFF	09
F	OFFICE OF INSPECTOR GENERAL	NEW YORK/BOSTON AUDIT REGION	09
F	OFFICE OF INSPECTOR GENERAL	SACRAMENTO/SEATTLE AUDIT REGION	09
F	OFFICE OF INSPECTOR GENERAL	TALENT AND FACILITIES MANAGEMENT TEAM	09
F	OFFICE OF INSPECTOR GENERAL	TECHNOLOGY CRIMES DIVISION	09
F	OFFICE OF INSPECTOR GENERAL	BOSTON/NEW YORK INVESTN REGION	08
F	OFFICE OF INSPECTOR GENERAL	MANAGEMENT SERVICES STAFF	08
F	OFFICE OF INSPECTOR GENERAL	EVALUATION & INSPECTION STAFF	07
F	OFFICE OF INSPECTOR GENERAL	KANSAS CITY AUDIT DUTY STATION	07
F	OFFICE OF INSPECTOR GENERAL	PHILADELPHIA AUDIT REGION	07
F	OFFICE OF INSPECTOR GENERAL	WASH/PHILA INVESTIGATION REGION	07
F	OFFICE OF INSPECTOR GENERAL	BUDGET & PROCUREMENT SERV TEAM	05
F	OFFICE OF INSPECTOR GENERAL	IT SERVICES TEAM	04
F	OFFICE OF INSPECTOR GENERAL	OFC OF INSPECTOR GENERAL	02
F	OFFICE OF INSPECTOR GENERAL	AUDIT SERVICES	00
F	OFFICE OF INSPECTOR GENERAL	EVAL, INSPECTION & MNGT SERVICES	00
F	OFFICE OF INSPECTOR GENERAL	INFO TECH AUD & CCIS	00
F	OFFICE OF INSPECTOR GENERAL	INVESTIGATION SERVICES	00
F	OFFICE OF INSPECTOR GENERAL	OFC OF INSPECTOR GENERAL	00
F	OFFICE OF LEGISLATION AND CONGRESSIONAL	OFC LEGSLTN & CONGRES AFFAIRS	15
F	OFFICE OF LEGISLATION AND CONGRESSIONAL	OFC LEGSLTN & CONGRES AFFAIRS	13

F	OFFICE OF LEGISLATION AND CONGRESSIONAL	OFC LEGSLTN & CONGRES AFFAIRS	12
F	OFFICE OF LEGISLATION AND CONGRESSIONAL	OFC LEGSLTN & CONGRES AFFAIRS	09
F	OFFICE OF LEGISLATION AND CONGRESSIONAL	OFC LEGSLTN & CONGRES AFFAIRS	08
F	OFFICE OF LEGISLATION AND CONGRESSIONAL	OFC LEGSLTN & CONGRES AFFAIRS	05
F	OFFICE OF LEGISLATION AND CONGRESSIONAL	OFC LEGSLTN & CONGRES AFFAIRS	04
F	OFFICE OF MANAGEMENT	ALTERNATIVE DISPUTE RESOLUTION CENTER	15
F	OFFICE OF MANAGEMENT	CUSTOMER SERVICES DIVISION A	15
F	OFFICE OF MANAGEMENT	EQUAL EMPLOYMENT OPPORTUNITY SER	15
F	OFFICE OF MANAGEMENT	EXECUTIVE OFFICE	15
F	OFFICE OF MANAGEMENT	EXECUTIVE RESOURCES DIVISION	15
F	OFFICE OF MANAGEMENT	FACILITIES SERVICES	15
F	OFFICE OF MANAGEMENT	FAMILY POLICY COMPLIANCE DIVISION	15
F	OFFICE OF MANAGEMENT	FOIA SERVICE CENTER	15
F	OFFICE OF MANAGEMENT	HC PLANNING, POLICY & ACCT STAFF	15
F	OFFICE OF MANAGEMENT	HUMAN CAPITAL & CLIENT SERVICES	15
F	OFFICE OF MANAGEMENT	INFO COLLECTION CLEARANCE DIV	15
F	OFFICE OF MANAGEMENT	MANAGEMENT SERVICES	15
F	OFFICE OF MANAGEMENT	OFFICE OF HEARINGS & APPEALS	15
F	OFFICE OF MANAGEMENT	OFFICE OF MANAGEMENT	15
F	OFFICE OF MANAGEMENT	PERSONNEL & EMERGENCY PREPAREDNESS DI	15
F	OFFICE OF MANAGEMENT	PHYSICAL & LAW ENFCMNT DIV	15
F	OFFICE OF MANAGEMENT	PRIVACY SAFEGAURDS DIVISION	15
F	OFFICE OF MANAGEMENT	PRIVACY, INFO AND RECORDS MANAGEMENT	15
F	OFFICE OF MANAGEMENT	RECORDS & DOCUMENTS MANGMT DIVISION	15
F	OFFICE OF MANAGEMENT	SECURITY SERVICES	15
F	OFFICE OF MANAGEMENT	TALENT RECRUITMENT & HIRING DIV	15
F	OFFICE OF MANAGEMENT	WORKFORCE RELATIONS DIVISION	15
F	OFFICE OF MANAGEMENT	ALTERNATIVE DISPUTE	14

		RESOLUTION CENTER	
F	OFFICE OF MANAGEMENT	CUSTOMER SERVICES DIVISION A	14
F	OFFICE OF MANAGEMENT	CUSTOMER SERVICES DIVISION B	14
F	OFFICE OF MANAGEMENT	EMPLOYEE & LABOR RELATIONS BRANCH	14
F	OFFICE OF MANAGEMENT	EQUAL EMPLOYMENT OPPORTUNITY SER	14
F	OFFICE OF MANAGEMENT	EXECUTIVE OFFICE	14
F	OFFICE OF MANAGEMENT	EXECUTIVE RESOURCES DIVISION	14
F	OFFICE OF MANAGEMENT	FACILITIES SERVICES	14
F	OFFICE OF MANAGEMENT	FAMILY POLICY COMPLIANCE DIVISION	14
F	OFFICE OF MANAGEMENT	FEDERAL REAL PROPERTY	14
F	OFFICE OF MANAGEMENT	FEDERAL REAL PROPERTY STAFF	14
F	OFFICE OF MANAGEMENT	FOIA SERVICE CENTER	14
F	OFFICE OF MANAGEMENT	HC INFORMATION SERVICES STAFF	14
F	OFFICE OF MANAGEMENT	HC PLANNING, POLICY & ACCT STAFF	14
F	OFFICE OF MANAGEMENT	HEADQUARTERS CLIENT SERVICES BR	14
F	OFFICE OF MANAGEMENT	INFO COLLECTION CLEARANCE DIV	14
F	OFFICE OF MANAGEMENT	LEARNING & DEVELOPMENT DIVISION	14
F	OFFICE OF MANAGEMENT	MANAGEMENT SERVICES	14
F	OFFICE OF MANAGEMENT	OFFICE OF HEARINGS & APPEALS	14
F	OFFICE OF MANAGEMENT	OFFICE OF HIGHER EDUC APPEALS	14
F	OFFICE OF MANAGEMENT	OFFICE OF MANAGEMENT	14
F	OFFICE OF MANAGEMENT	PERFORMANCE MANAGEMENT BRANCH	14
F	OFFICE OF MANAGEMENT	PERSONNEL & EMERGENCY PREPAREDNESS DI	14
F	OFFICE OF MANAGEMENT	PRIVACY SAFEGAURDS DIVISION	14
F	OFFICE OF MANAGEMENT	PRIVACY, INFO AND RECORDS MANAGEMENT	14
F	OFFICE OF MANAGEMENT	SECURITY SERVICES	14
F	OFFICE OF MANAGEMENT	SUPPORT SERVICES DIVISION	14
F	OFFICE OF MANAGEMENT	TALENT RECRUITMENT & HIRING DIV	14
F	OFFICE OF MANAGEMENT	WESTERN REGION CLIENT SERVICES BR	14
F	OFFICE OF MANAGEMENT	CUSTOMER SERVICES DIVISION A	13

F	OFFICE OF MANAGEMENT	CUSTOMER SERVICES DIVISION B	13
F	OFFICE OF MANAGEMENT	EMPLOYEE & LABOR RELATIONS BRANCH	13
F	OFFICE OF MANAGEMENT	EQUAL EMPLOYMENT OPPORTUNITY SER	13
F	OFFICE OF MANAGEMENT	EXECUTIVE OFFICE	13
F	OFFICE OF MANAGEMENT	FACILITIES SERVICES	13
F	OFFICE OF MANAGEMENT	FAMILY POLICY COMPLIANCE DIVISION	13
F	OFFICE OF MANAGEMENT	FEDERAL REAL PROPERTY	13
F	OFFICE OF MANAGEMENT	FOIA SERVICE CENTER	13
F	OFFICE OF MANAGEMENT	HEADQUARTERS CLIENT SERVICES BR	13
F	OFFICE OF MANAGEMENT	HUMAN CAPITAL & CLIENT SERVICES	13
F	OFFICE OF MANAGEMENT	INFO COLLECTION CLEARANCE DIV	13
F	OFFICE OF MANAGEMENT	LEARNING & DEVELOPMENT DIVISION	13
F	OFFICE OF MANAGEMENT	PERFORMANCE MANAGEMENT BRANCH	13
F	OFFICE OF MANAGEMENT	PERSONNEL & EMERGENCY PREPAREDNESS DI	13
F	OFFICE OF MANAGEMENT	PHYSICAL & LAW ENFCMNT DIV	13
F	OFFICE OF MANAGEMENT	RECORDS & DOCUMENTS MANGMT DIVISION	13
F	OFFICE OF MANAGEMENT	SUPPORT SERVICES DIVISION	13
F	OFFICE OF MANAGEMENT	TALENT RECRUITMENT & HIRING DIV	13
F	OFFICE OF MANAGEMENT	TRANSPORTATION SERVICES DIVISION	13
F	OFFICE OF MANAGEMENT	WESTERN REGION CLIENT SERVICES BR	13
F	OFFICE OF MANAGEMENT	CUSTOMER SERVICES DIVISION A	12
F	OFFICE OF MANAGEMENT	CUSTOMER SERVICES DIVISION B	12
F	OFFICE OF MANAGEMENT	EASTERN REGION CLIENT SERVICES BR	12
F	OFFICE OF MANAGEMENT	EMPLOYEE & LABOR RELATIONS BRANCH	12
F	OFFICE OF MANAGEMENT	EQUAL EMPLOYMENT OPPORTUNITY SER	12
F	OFFICE OF MANAGEMENT	EXECUTIVE OFFICE	12
F	OFFICE OF MANAGEMENT	EXECUTIVE RESOURCES DIVISION	12
F	OFFICE OF MANAGEMENT	FACILITIES SERVICES	12

F	OFFICE OF MANAGEMENT	FOIA SERVICE CENTER	12
F	OFFICE OF MANAGEMENT	HEADQUARTERS CLIENT SERVICES BR	12
F	OFFICE OF MANAGEMENT	LEARNING & DEVELOPMENT DIVISION	12
F	OFFICE OF MANAGEMENT	OFFICE OF MANAGEMENT	12
F	OFFICE OF MANAGEMENT	PERFORMANCE MANAGEMENT BRANCH	12
F	OFFICE OF MANAGEMENT	PERSONNEL & EMERGENCY PREPAREDNESS DI	12
F	OFFICE OF MANAGEMENT	PHYSICAL & LAW ENFORCEMENT DIV	12
F	OFFICE OF MANAGEMENT	RECORDS & DOCUMENTS MANAGEMENT DIVISION	12
F	OFFICE OF MANAGEMENT	SUPPORT SERVICES DIVISION	12
F	OFFICE OF MANAGEMENT	TRANSPORTATION SERVICES DIVISION	12
F	OFFICE OF MANAGEMENT	WESTERN REGION CLIENT SERVICES BR	12
F	OFFICE OF MANAGEMENT	WORKFORCE RELATIONS DIVISION	12
F	OFFICE OF MANAGEMENT	EQUAL EMPLOYMENT OPPORTUNITY SER	11
F	OFFICE OF MANAGEMENT	EXECUTIVE OFFICE	11
F	OFFICE OF MANAGEMENT	FAMILY POLICY COMPLIANCE DIVISION	11
F	OFFICE OF MANAGEMENT	HC INFORMATION SERVICES STAFF	11
F	OFFICE OF MANAGEMENT	HC PLANNING, POLICY & ACCT STAFF	11
F	OFFICE OF MANAGEMENT	HEADQUARTERS CLIENT SERVICES BR	11
F	OFFICE OF MANAGEMENT	HUMAN CAPITAL & CLIENT SERVICES	11
F	OFFICE OF MANAGEMENT	INFO COLLECTION CLEARANCE DIV	11
F	OFFICE OF MANAGEMENT	OFFICE OF HEARINGS & APPEALS	11
F	OFFICE OF MANAGEMENT	PERFORMANCE MANAGEMENT BRANCH	11
F	OFFICE OF MANAGEMENT	PERSONNEL & EMERGENCY PREPAREDNESS DI	11
F	OFFICE OF MANAGEMENT	PRIVACY, INFO AND RECORDS MANAGEMENT	11
F	OFFICE OF MANAGEMENT	RECORDS & DOCUMENTS MANAGEMENT DIVISION	11
F	OFFICE OF MANAGEMENT	EXECUTIVE RESOURCES DIVISION	09

F	OFFICE OF MANAGEMENT	FAMILY POLICY COMPLIANCE DIVISION	09
F	OFFICE OF MANAGEMENT	PERFORMANCE MANAGEMENT BRANCH	09
F	OFFICE OF MANAGEMENT	PERSONNEL & EMERGENCY PREPAREDNESS DI	09
F	OFFICE OF MANAGEMENT	TALENT RECRUITMENT & HIRING DIV	09
F	OFFICE OF MANAGEMENT	OFFICE OF HEARINGS & APPEALS	08
F	OFFICE OF MANAGEMENT	TRANSPORTATION SERVICES DIVISION	08
F	OFFICE OF MANAGEMENT	EASTERN REGION CLIENT SERVICES BR	06
F	OFFICE OF MANAGEMENT	FOIA SERVICE CENTER	06
F	OFFICE OF MANAGEMENT	TRANSPORTATION SERVICES DIVISION	06
F	OFFICE OF MANAGEMENT	PERSONNEL & EMERGENCY PREPAREDNESS DI	05
F	OFFICE OF MANAGEMENT	PRIVACY, INFO AND RECORDS MANAGEMENT	05
F	OFFICE OF MANAGEMENT	OFFICE OF CHIEF ADMIN LAW JDG	03
F	OFFICE OF MANAGEMENT	CVL RHTS REVWG AUTHORITY STAFF	00
F	OFFICE OF MANAGEMENT	HUMAN CAPITAL & CLIENT SERVICES	00
F	OFFICE OF MANAGEMENT	OFFICE OF HIGHER EDUC APPEALS	00
F	OFFICE OF MANAGEMENT	OFFICE OF MANAGEMENT	00
F	OFFICE OF MANAGEMENT	PRIVACY, INFO AND RECORDS MANAGEMENT	00
F	OFFICE OF MANAGEMENT	SECURITY SERVICES	00
F	OFFICE OF POSTSECONDARY EDUCATION	ACCREDITATION GROUP	15
F	OFFICE OF POSTSECONDARY EDUCATION	EXECUTIVE OFFICE	15
F	OFFICE OF POSTSECONDARY EDUCATION	FIPSE	15
F	OFFICE OF POSTSECONDARY EDUCATION	HIGHER ED PRGMS	15
F	OFFICE OF POSTSECONDARY EDUCATION	INSTITUTIONAL GROUP A	15
F	OFFICE OF POSTSECONDARY EDUCATION	INSTITUTIONAL GROUP C	15
F	OFFICE OF POSTSECONDARY EDUCATION	INSTITUTIONAL PROG DVPMT GROUP	15
F	OFFICE OF POSTSECONDARY EDUCATION	INSTITUTIONAL SERVICE	15
F	OFFICE OF POSTSECONDARY EDUCATION	INTERNATIONAL STUDIES GROUP	15
F	OFFICE OF POSTSECONDARY EDUCATION	INTL & FOREIGN LANGUAGE ED	15

F	OFFICE OF POSTSECONDARY EDUCATION	OFC OF PSTSCNDY ED	15
F	OFFICE OF POSTSECONDARY EDUCATION	POLCY COORD DVPMT & ACCRD SERVICE	15
F	OFFICE OF POSTSECONDARY EDUCATION	POLICY ANALYSIS & FORECASTING GR	15
F	OFFICE OF POSTSECONDARY EDUCATION	POLICY COORDINATION GROUP	15
F	OFFICE OF POSTSECONDARY EDUCATION	POLICY DEVELOPMENT GROUP	15
F	OFFICE OF POSTSECONDARY EDUCATION	POLICY, PLANNING, & INNOVATION	15
F	OFFICE OF POSTSECONDARY EDUCATION	STRATEGIC INITIATIVES GROUP	15
F	OFFICE OF POSTSECONDARY EDUCATION	STRATEGIC PLANNING GROUP	15
F	OFFICE OF POSTSECONDARY EDUCATION	STUDENT GROUP A	15
F	OFFICE OF POSTSECONDARY EDUCATION	STUDENT GROUP B	15
F	OFFICE OF POSTSECONDARY EDUCATION	STUDENT GROUP C	15
F	OFFICE OF POSTSECONDARY EDUCATION	STUDENT PROGRAMS DVPMT GROUP	15
F	OFFICE OF POSTSECONDARY EDUCATION	STUDENT SERVICE	15
F	OFFICE OF POSTSECONDARY EDUCATION	ACCREDITATION GROUP	14
F	OFFICE OF POSTSECONDARY EDUCATION	ADVANCED TRAINING & RESEARCH GR	14
F	OFFICE OF POSTSECONDARY EDUCATION	EXECUTIVE OFFICE	14
F	OFFICE OF POSTSECONDARY EDUCATION	FIPSE	14
F	OFFICE OF POSTSECONDARY EDUCATION	HIGHER ED PRGMS	14
F	OFFICE OF POSTSECONDARY EDUCATION	INSTITUTIONAL GROUP B	14
F	OFFICE OF POSTSECONDARY EDUCATION	INSTITUTIONAL GROUP C	14
F	OFFICE OF POSTSECONDARY EDUCATION	INSTITUTIONAL PROG DVPMT GROUP	14
F	OFFICE OF POSTSECONDARY EDUCATION	INSTITUTIONAL SERVICE	14
F	OFFICE OF POSTSECONDARY EDUCATION	INTERNATIONAL STUDIES GROUP	14
F	OFFICE OF POSTSECONDARY EDUCATION	INTL & FOREIGN LANGUAGE ED	14
F	OFFICE OF POSTSECONDARY EDUCATION	POLICY ANALYSIS & FORECASTING GR	14
F	OFFICE OF POSTSECONDARY EDUCATION	POLICY COORDINATION GROUP	14
F	OFFICE OF POSTSECONDARY EDUCATION	POLICY DEVELOPMENT GROUP	14
F	OFFICE OF POSTSECONDARY EDUCATION	POLICY, PLANNING, & INNOVATION	14
F	OFFICE OF POSTSECONDARY EDUCATION	STRATEGIC PLANNING GROUP	14
F	OFFICE OF POSTSECONDARY EDUCATION	STRTGC PLNG ANLSIS & INITIATV SER	14
F	OFFICE OF POSTSECONDARY EDUCATION	STUDENT GROUP A	14
F	OFFICE OF POSTSECONDARY EDUCATION	STUDENT GROUP B	14
F	OFFICE OF POSTSECONDARY EDUCATION	STUDENT GROUP C	14

F	OFFICE OF POSTSECONDARY EDUCATION	STUDENT PROGRAMS DVPMT GROUP	14
F	OFFICE OF POSTSECONDARY EDUCATION	STUDENT SERVICE	14
F	OFFICE OF POSTSECONDARY EDUCATION	ACCREDITATION GROUP	13
F	OFFICE OF POSTSECONDARY EDUCATION	EXECUTIVE OFFICE	13
F	OFFICE OF POSTSECONDARY EDUCATION	FIPSE	13
F	OFFICE OF POSTSECONDARY EDUCATION	HIGHER ED PRGMS	13
F	OFFICE OF POSTSECONDARY EDUCATION	INSTITUTIONAL GROUP A	13
F	OFFICE OF POSTSECONDARY EDUCATION	INSTITUTIONAL GROUP B	13
F	OFFICE OF POSTSECONDARY EDUCATION	INSTITUTIONAL GROUP C	13
F	OFFICE OF POSTSECONDARY EDUCATION	INSTITUTIONAL PROG DVPMT GROUP	13
F	OFFICE OF POSTSECONDARY EDUCATION	INSTITUTIONAL SERVICE	13
F	OFFICE OF POSTSECONDARY EDUCATION	INTERNATIONAL STUDIES GROUP	13
F	OFFICE OF POSTSECONDARY EDUCATION	INTL & FOREIGN LANGUAGE ED	13
F	OFFICE OF POSTSECONDARY EDUCATION	OFC OF PSTSCNDY ED	13
F	OFFICE OF POSTSECONDARY EDUCATION	POLICY COORDINATION GROUP	13
F	OFFICE OF POSTSECONDARY EDUCATION	STRATEGIC INITIATIVES GROUP	13
F	OFFICE OF POSTSECONDARY EDUCATION	STRATEGIC PLANNING GROUP	13
F	OFFICE OF POSTSECONDARY EDUCATION	STUDENT GROUP A	13
F	OFFICE OF POSTSECONDARY EDUCATION	STUDENT GROUP B	13
F	OFFICE OF POSTSECONDARY EDUCATION	STUDENT GROUP C	13
F	OFFICE OF POSTSECONDARY EDUCATION	STUDENT SERVICE	13
F	OFFICE OF POSTSECONDARY EDUCATION	ACCREDITATION GROUP	12
F	OFFICE OF POSTSECONDARY EDUCATION	ADVANCED TRAINING & RESEARCH GR	12
F	OFFICE OF POSTSECONDARY EDUCATION	FIPSE	12
F	OFFICE OF POSTSECONDARY EDUCATION	HIGHER ED PRGMS	12
F	OFFICE OF POSTSECONDARY EDUCATION	INSTITUTIONAL GROUP A	12
F	OFFICE OF POSTSECONDARY EDUCATION	INSTITUTIONAL GROUP B	12
F	OFFICE OF POSTSECONDARY EDUCATION	INSTITUTIONAL GROUP C	12
F	OFFICE OF POSTSECONDARY EDUCATION	INTERNATIONAL STUDIES GROUP	12
F	OFFICE OF POSTSECONDARY EDUCATION	INTL & FOREIGN LANGUAGE ED	12
F	OFFICE OF POSTSECONDARY EDUCATION	OFC OF PSTSCNDY ED	12
F	OFFICE OF POSTSECONDARY EDUCATION	POLCY COORD DVPMT & ACCRD SERVICE	12
F	OFFICE OF POSTSECONDARY EDUCATION	POLICY ANALYSIS & FORECASTING GR	12
F	OFFICE OF POSTSECONDARY EDUCATION	POLICY COORDINATION GROUP	12
F	OFFICE OF POSTSECONDARY EDUCATION	STRATEGIC INITIATIVES GROUP	12

F	OFFICE OF POSTSECONDARY EDUCATION	STUDENT GROUP A	12
F	OFFICE OF POSTSECONDARY EDUCATION	STUDENT GROUP B	12
F	OFFICE OF POSTSECONDARY EDUCATION	STUDENT GROUP C	12
F	OFFICE OF POSTSECONDARY EDUCATION	STUDENT PROGRAMS DVPMT GROUP	12
F	OFFICE OF POSTSECONDARY EDUCATION	ACCREDITATION GROUP	11
F	OFFICE OF POSTSECONDARY EDUCATION	EXECUTIVE OFFICE	11
F	OFFICE OF POSTSECONDARY EDUCATION	FIPSE	11
F	OFFICE OF POSTSECONDARY EDUCATION	INSTITUTIONAL GROUP A	11
F	OFFICE OF POSTSECONDARY EDUCATION	INSTITUTIONAL GROUP C	11
F	OFFICE OF POSTSECONDARY EDUCATION	INTERNATIONAL STUDIES GROUP	11
F	OFFICE OF POSTSECONDARY EDUCATION	POLICY COORDINATION GROUP	11
F	OFFICE OF POSTSECONDARY EDUCATION	POLICY, PLANNING, & INNOVATION	11
F	OFFICE OF POSTSECONDARY EDUCATION	STRATEGIC INITIATIVES GROUP	11
F	OFFICE OF POSTSECONDARY EDUCATION	STUDENT GROUP A	11
F	OFFICE OF POSTSECONDARY EDUCATION	STUDENT GROUP B	11
F	OFFICE OF POSTSECONDARY EDUCATION	STUDENT GROUP C	11
F	OFFICE OF POSTSECONDARY EDUCATION	STUDENT PROGRAMS DVPMT GROUP	11
F	OFFICE OF POSTSECONDARY EDUCATION	EXECUTIVE OFFICE	09
F	OFFICE OF POSTSECONDARY EDUCATION	INSTITUTIONAL GROUP A	09
F	OFFICE OF POSTSECONDARY EDUCATION	INSTITUTIONAL SERVICE	09
F	OFFICE OF POSTSECONDARY EDUCATION	INTERNATIONAL STUDIES GROUP	09
F	OFFICE OF POSTSECONDARY EDUCATION	STRATEGIC PLANNING GROUP	09
F	OFFICE OF POSTSECONDARY EDUCATION	STUDENT GROUP B	09
F	OFFICE OF POSTSECONDARY EDUCATION	STUDENT SERVICE	09
F	OFFICE OF POSTSECONDARY EDUCATION	HIGHER ED PRGMS	08
F	OFFICE OF POSTSECONDARY EDUCATION	INSTITUTIONAL GROUP B	08
F	OFFICE OF POSTSECONDARY EDUCATION	EXECUTIVE OFFICE	07
F	OFFICE OF POSTSECONDARY EDUCATION	INSTITUTIONAL GROUP C	07
F	OFFICE OF POSTSECONDARY EDUCATION	INSTITUTIONAL SERVICE	07
F	OFFICE OF POSTSECONDARY EDUCATION	STUDENT SERVICE	07
F	OFFICE OF POSTSECONDARY EDUCATION	STUDENT GROUP A	06
F	OFFICE OF POSTSECONDARY EDUCATION	OFC OF PSTSCNDY ED	04
F	OFFICE OF POSTSECONDARY EDUCATION	FIPSE	00
F	OFFICE OF POSTSECONDARY EDUCATION	HIGHER ED PRGMS	00
F	OFFICE OF POSTSECONDARY EDUCATION	INSTITUTIONAL GROUP B	00
F	OFFICE OF POSTSECONDARY EDUCATION	INSTITUTIONAL SERVICE	00
F	OFFICE OF POSTSECONDARY EDUCATION	OFC OF PSTSCNDY ED	00

F	OFFICE OF POSTSECONDARY EDUCATION	POLCY COORD DVPMT & ACCRD SERVICE	00
F	OFFICE OF POSTSECONDARY EDUCATION	POLICY, PLANNING, & INNOVATION	00
F	OFFICE OF POSTSECONDARY EDUCATION	STATE SERVICE	00
F	OFFICE OF SPECIAL EDUCATION AND REHABILI	DATA COLLECTION & ANALYSIS UNIT	15
F	OFFICE OF SPECIAL EDUCATION AND REHABILI	FISCAL UNIT	15
F	OFFICE OF SPECIAL EDUCATION AND REHABILI	GRANT AND CONTRACT SERVICES TEAM	15
F	OFFICE OF SPECIAL EDUCATION AND REHABILI	INDEPENDENT LIVING UNIT	15
F	OFFICE OF SPECIAL EDUCATION AND REHABILI	MANAGEMENT AND SUPPORT STAFF	15
F	OFFICE OF SPECIAL EDUCATION AND REHABILI	MONITORNG & STATE IMP PLNG DIV	15
F	OFFICE OF SPECIAL EDUCATION AND REHABILI	NATL INST ON DISAB & REHAB RES	15
F	OFFICE OF SPECIAL EDUCATION AND REHABILI	POLICY AND PLANNING STAFF	15
F	OFFICE OF SPECIAL EDUCATION AND REHABILI	PROGRAM SUPPORT SERVICES GROUP	15
F	OFFICE OF SPECIAL EDUCATION AND REHABILI	PROGRAM SUPPORT STAFF	15
F	OFFICE OF SPECIAL EDUCATION AND REHABILI	PROGRAM, BUDGET & EVAL DIV	15
F	OFFICE OF SPECIAL EDUCATION AND REHABILI	RESEARCH SCIENCES DIVISION	15
F	OFFICE OF SPECIAL EDUCATION AND REHABILI	RESEARCH TO PRACTICE DIVISION	15
F	OFFICE OF SPECIAL EDUCATION AND REHABILI	SERVICE PROGRAMS UNIT	15
F	OFFICE OF SPECIAL EDUCATION AND REHABILI	ST MONTRG & PROG IMPRMNT DIV	15
F	OFFICE OF SPECIAL EDUCATION AND REHABILI	TECHNICAL ASSISTANCE UNIT	15
F	OFFICE OF SPECIAL EDUCATION AND REHABILI	TRAINING & SERVICE PROGRAMS DIV	15
F	OFFICE OF SPECIAL EDUCATION AND REHABILI	TRAINING PROGRAMS UNIT	15
F	OFFICE OF SPECIAL EDUCATION AND REHABILI	VR PROGRAM UNIT	15
F	OFFICE OF SPECIAL EDUCATION AND REHABILI	COMMUN & CUSTOMER SERVICE TEAM	14
F	OFFICE OF SPECIAL EDUCATION AND REHABILI	DATA COLLECTION & ANALYSIS UNIT	14
F	OFFICE OF SPECIAL EDUCATION AND REHABILI	FISCAL UNIT	14
F	OFFICE OF SPECIAL EDUCATION AND REHABILI	MANAGEMENT AND SUPPORT STAFF	14
F	OFFICE OF SPECIAL EDUCATION AND REHABILI	MONITORNG & STATE IMP PLNG DIV	14
F	OFFICE OF SPECIAL EDUCATION AND REHABILI	OFC OF SPECL ED & REHAB SERVS	14

F	OFFICE OF SPECIAL EDUCATION AND REHABILI	POLICY AND PLANNING STAFF	14
F	OFFICE OF SPECIAL EDUCATION AND REHABILI	PROGRAM SUPPORT STAFF	14
F	OFFICE OF SPECIAL EDUCATION AND REHABILI	PROGRAM, BUDGET & EVAL DIV	14
F	OFFICE OF SPECIAL EDUCATION AND REHABILI	RESEARCH SCIENCES DIVISION	14
F	OFFICE OF SPECIAL EDUCATION AND REHABILI	RESEARCH TO PRACTICE DIVISION	14
F	OFFICE OF SPECIAL EDUCATION AND REHABILI	SERVICE PROGRAMS UNIT	14
F	OFFICE OF SPECIAL EDUCATION AND REHABILI	ST MONTRG & PROG IMPRMNT DIV	14
F	OFFICE OF SPECIAL EDUCATION AND REHABILI	TECHNICAL ASSISTANCE UNIT	14
F	OFFICE OF SPECIAL EDUCATION AND REHABILI	TRAINING PROGRAMS UNIT	14
F	OFFICE OF SPECIAL EDUCATION AND REHABILI	VR PROGRAM UNIT	14
F	OFFICE OF SPECIAL EDUCATION AND REHABILI	DATA COLLECTION & ANALYSIS UNIT	13
F	OFFICE OF SPECIAL EDUCATION AND REHABILI	FISCAL UNIT	13
F	OFFICE OF SPECIAL EDUCATION AND REHABILI	GRANT AND CONTRACT SERVICES TEAM	13
F	OFFICE OF SPECIAL EDUCATION AND REHABILI	INDEPENDENT LIVING UNIT	13
F	OFFICE OF SPECIAL EDUCATION AND REHABILI	MANAGEMENT AND SUPPORT STAFF	13
F	OFFICE OF SPECIAL EDUCATION AND REHABILI	MONITORNG & STATE IMP PLNG DIV	13
F	OFFICE OF SPECIAL EDUCATION AND REHABILI	OFC OF SPECL ED & REHAB SERVS	13
F	OFFICE OF SPECIAL EDUCATION AND REHABILI	PROGRAM SUPPORT SERVICES GROUP	13
F	OFFICE OF SPECIAL EDUCATION AND REHABILI	PROGRAM SUPPORT STAFF	13
F	OFFICE OF SPECIAL EDUCATION AND REHABILI	PROGRAM, BUDGET & EVAL DIV	13
F	OFFICE OF SPECIAL EDUCATION AND REHABILI	RESEARCH TO PRACTICE DIVISION	13
F	OFFICE OF SPECIAL EDUCATION AND REHABILI	SERVICE PROGRAMS UNIT	13
F	OFFICE OF SPECIAL EDUCATION AND REHABILI	TECHNICAL ASSISTANCE UNIT	13
F	OFFICE OF SPECIAL EDUCATION AND REHABILI	TRAINING & SERVICE PROGRAMS DIV	13
F	OFFICE OF SPECIAL EDUCATION AND REHABILI	TRAINING PROGRAMS UNIT	13
F	OFFICE OF SPECIAL EDUCATION AND REHABILI	VR PROGRAM UNIT	13
F	OFFICE OF SPECIAL EDUCATION AND REHABILI	COMMUN & CUSTOMER SERVICE TEAM	12
F	OFFICE OF SPECIAL EDUCATION AND REHABILI	DATA COLLECTION & ANALYSIS UNIT	12
F	OFFICE OF SPECIAL EDUCATION AND REHABILI	GRANT AND CONTRACT SERVICES TEAM	12
F	OFFICE OF SPECIAL EDUCATION AND REHABILI	INDEPENDENT LIVING UNIT	12

F	OFFICE OF SPECIAL EDUCATION AND REHABILI	MANAGEMENT AND SUPPORT STAFF	12
F	OFFICE OF SPECIAL EDUCATION AND REHABILI	MONITORNG & STATE IMP PLNG DIV	12
F	OFFICE OF SPECIAL EDUCATION AND REHABILI	PROGRAM SUPPORT SERVICES GROUP	12
F	OFFICE OF SPECIAL EDUCATION AND REHABILI	PROGRAM SUPPORT STAFF	12
F	OFFICE OF SPECIAL EDUCATION AND REHABILI	RESEARCH SCIENCES DIVISION	12
F	OFFICE OF SPECIAL EDUCATION AND REHABILI	RESEARCH TO PRACTICE DIVISION	12
F	OFFICE OF SPECIAL EDUCATION AND REHABILI	TRAINING PROGRAMS UNIT	12
F	OFFICE OF SPECIAL EDUCATION AND REHABILI	COMMUN & CUSTOMER SERVICE TEAM	11
F	OFFICE OF SPECIAL EDUCATION AND REHABILI	FISCAL UNIT	11
F	OFFICE OF SPECIAL EDUCATION AND REHABILI	GRANT AND CONTRACT SERVICES TEAM	11
F	OFFICE OF SPECIAL EDUCATION AND REHABILI	INDEPENDENT LIVING UNIT	11
F	OFFICE OF SPECIAL EDUCATION AND REHABILI	MONITORNG & STATE IMP PLNG DIV	11
F	OFFICE OF SPECIAL EDUCATION AND REHABILI	OFC OF SPECL ED & REHAB SERVS	11
F	OFFICE OF SPECIAL EDUCATION AND REHABILI	OFFICE OF SPECIAL ED PROGRAMS	11
F	OFFICE OF SPECIAL EDUCATION AND REHABILI	POLICY AND PLANNING STAFF	11
F	OFFICE OF SPECIAL EDUCATION AND REHABILI	PROGRAM SUPPORT SERVICES GROUP	11
F	OFFICE OF SPECIAL EDUCATION AND REHABILI	PROGRAM SUPPORT STAFF	11
F	OFFICE OF SPECIAL EDUCATION AND REHABILI	PROGRAM, BUDGET & EVAL DIV	11
F	OFFICE OF SPECIAL EDUCATION AND REHABILI	RESEARCH TO PRACTICE DIVISION	11
F	OFFICE OF SPECIAL EDUCATION AND REHABILI	SERVICE PROGRAMS UNIT	11
F	OFFICE OF SPECIAL EDUCATION AND REHABILI	TRAINING PROGRAMS UNIT	11
F	OFFICE OF SPECIAL EDUCATION AND REHABILI	GRANT AND CONTRACT SERVICES TEAM	09
F	OFFICE OF SPECIAL EDUCATION AND REHABILI	NATL INST ON DISAB & REHAB RES	09
F	OFFICE OF SPECIAL EDUCATION AND REHABILI	PROGRAM, BUDGET & EVAL DIV	09
F	OFFICE OF SPECIAL EDUCATION AND REHABILI	REHAB SERVS ADMIN	09
F	OFFICE OF SPECIAL EDUCATION AND REHABILI	ST MONTRG & PROG IMPRMNT DIV	09
F	OFFICE OF SPECIAL EDUCATION AND REHABILI	COMMUN & CUSTOMER SERVICE TEAM	08
F	OFFICE OF SPECIAL EDUCATION AND REHABILI	RESEARCH TO PRACTICE DIVISION	08

F	OFFICE OF SPECIAL EDUCATION AND REHABILI	MONITORNG & STATE IMP PLNG DIV	07
F	OFFICE OF SPECIAL EDUCATION AND REHABILI	PROGRAM SUPPORT SERVICES GROUP	07
F	OFFICE OF SPECIAL EDUCATION AND REHABILI	PROGRAM SUPPORT STAFF	07
F	OFFICE OF SPECIAL EDUCATION AND REHABILI	RESEARCH TO PRACTICE DIVISION	07
F	OFFICE OF SPECIAL EDUCATION AND REHABILI	SERVICE PROGRAMS UNIT	07
F	OFFICE OF SPECIAL EDUCATION AND REHABILI	ST MONTRG & PROG IMPRMNT DIV	07
F	OFFICE OF SPECIAL EDUCATION AND REHABILI	TECHNICAL ASSISTANCE UNIT	07
F	OFFICE OF SPECIAL EDUCATION AND REHABILI	VR PROGRAM UNIT	07
F	OFFICE OF SPECIAL EDUCATION AND REHABILI	PROGRAM SUPPORT SERVICES GROUP	05
F	OFFICE OF SPECIAL EDUCATION AND REHABILI	GRANT AND CONTRACT SERVICES TEAM	04
F	OFFICE OF SPECIAL EDUCATION AND REHABILI	OFC OF SPECL ED & REHAB SERVS	04
F	OFFICE OF SPECIAL EDUCATION AND REHABILI	PROGRAM SUPPORT SERVICES GROUP	04
F	OFFICE OF SPECIAL EDUCATION AND REHABILI	PROGRAM SUPPORT STAFF	02
F	OFFICE OF SPECIAL EDUCATION AND REHABILI	NATL INST ON DISAB & REHAB RES	00
F	OFFICE OF SPECIAL EDUCATION AND REHABILI	OFC OF SPECL ED & REHAB SERVS	00
F	OFFICE OF SPECIAL EDUCATION AND REHABILI	OFFICE OF SPECIAL ED PROGRAMS	00
F	OFFICE OF SPECIAL EDUCATION AND REHABILI	REHAB SERVS ADMIN	00
F	OFFICE OF SPECIAL EDUCATION AND REHABILI	RESEARCH SCIENCES DIVISION	00
F	OFFICE OF THE CHIEF FINANCIAL OFFICER	ACCOUNTS PAYABLE GROUP	15
F	OFFICE OF THE CHIEF FINANCIAL OFFICER	ACCOUNTS RECEIVABLE GROUP	15
F	OFFICE OF THE CHIEF FINANCIAL OFFICER	CONTRACT & ACQUISITIONS MGMT	15
F	OFFICE OF THE CHIEF FINANCIAL OFFICER	EDUCATION SCIENCES GROUP	15
F	OFFICE OF THE CHIEF FINANCIAL OFFICER	EXECUTIVE OFFICE	15
F	OFFICE OF THE CHIEF FINANCIAL OFFICER	FINCL IMP & POST AUDIT OPS	15
F	OFFICE OF THE CHIEF FINANCIAL OFFICER	FINCL MANAGEMENT OPERATIONS	15
F	OFFICE OF THE CHIEF FINANCIAL OFFICER	GENERAL ACCOUNTING GROUP	15
F	OFFICE OF THE CHIEF FINANCIAL OFFICER	INDIRECT COST GROUP	15
F	OFFICE OF THE CHIEF FINANCIAL OFFICER	INTERNAL CONTROLS EVALUATION GRP	15
F	OFFICE OF THE CHIEF FINANCIAL OFFICER	OFC OF CHF FINCL OFCR	15
F	OFFICE OF THE CHIEF FINANCIAL OFFICER	OPERATIONS CONTRACTS	15

		GROUP	
F	OFFICE OF THE CHIEF FINANCIAL OFFICER	PERFORMANCE & LOGISTICS GROUP	15
F	OFFICE OF THE CHIEF FINANCIAL OFFICER	POST AUDIT GROUP	15
F	OFFICE OF THE CHIEF FINANCIAL OFFICER	PROGRAM CONTRACTS GROUP	15
F	OFFICE OF THE CHIEF FINANCIAL OFFICER	REPORTING & ANALYSIS GROUP	15
F	OFFICE OF THE CHIEF FINANCIAL OFFICER	ACCOUNTS PAYABLE GROUP	14
F	OFFICE OF THE CHIEF FINANCIAL OFFICER	ACCOUNTS RECEIVABLE GROUP	14
F	OFFICE OF THE CHIEF FINANCIAL OFFICER	CONTRACT & ACQUISITIONS MGMT	14
F	OFFICE OF THE CHIEF FINANCIAL OFFICER	EDUCATION SCIENCES GROUP	14
F	OFFICE OF THE CHIEF FINANCIAL OFFICER	EXECUTIVE OFFICE	14
F	OFFICE OF THE CHIEF FINANCIAL OFFICER	GENERAL ACCOUNTING GROUP	14
F	OFFICE OF THE CHIEF FINANCIAL OFFICER	INDIRECT COST GROUP	14
F	OFFICE OF THE CHIEF FINANCIAL OFFICER	INTERNAL CONTROLS EVALUATION GRP	14
F	OFFICE OF THE CHIEF FINANCIAL OFFICER	OPERATIONS CONTRACTS GROUP	14
F	OFFICE OF THE CHIEF FINANCIAL OFFICER	PERFORMANCE & LOGISTICS GROUP	14
F	OFFICE OF THE CHIEF FINANCIAL OFFICER	POST AUDIT GROUP	14
F	OFFICE OF THE CHIEF FINANCIAL OFFICER	PROGRAM CONTRACTS GROUP	14
F	OFFICE OF THE CHIEF FINANCIAL OFFICER	REPORTING & ANALYSIS GROUP	14
F	OFFICE OF THE CHIEF FINANCIAL OFFICER	ACCOUNTS RECEIVABLE GROUP	13
F	OFFICE OF THE CHIEF FINANCIAL OFFICER	EDUCATION SCIENCES GROUP	13
F	OFFICE OF THE CHIEF FINANCIAL OFFICER	EXECUTIVE OFFICE	13
F	OFFICE OF THE CHIEF FINANCIAL OFFICER	FINCL IMP & POST AUDIT OPS	13
F	OFFICE OF THE CHIEF FINANCIAL OFFICER	GENERAL ACCOUNTING GROUP	13
F	OFFICE OF THE CHIEF FINANCIAL OFFICER	INDIRECT COST GROUP	13
F	OFFICE OF THE CHIEF FINANCIAL OFFICER	INTERNAL CONTROLS EVALUATION GRP	13
F	OFFICE OF THE CHIEF FINANCIAL OFFICER	OPERATIONS CONTRACTS GROUP	13
F	OFFICE OF THE CHIEF FINANCIAL OFFICER	PERFORMANCE & LOGISTICS GROUP	13
F	OFFICE OF THE CHIEF FINANCIAL OFFICER	POST AUDIT GROUP	13
F	OFFICE OF THE CHIEF FINANCIAL OFFICER	PROGRAM CONTRACTS GROUP	13
F	OFFICE OF THE CHIEF FINANCIAL OFFICER	REPORTING & ANALYSIS GROUP	13
F	OFFICE OF THE CHIEF FINANCIAL OFFICER	ACCOUNTS PAYABLE GROUP	12
F	OFFICE OF THE CHIEF FINANCIAL OFFICER	ACCOUNTS RECEIVABLE GROUP	12
F	OFFICE OF THE CHIEF FINANCIAL OFFICER	EDUCATION SCIENCES GROUP	12
F	OFFICE OF THE CHIEF FINANCIAL OFFICER	EXECUTIVE OFFICE	12

F	OFFICE OF THE CHIEF FINANCIAL OFFICER	GENERAL ACCOUNTING GROUP	12
F	OFFICE OF THE CHIEF FINANCIAL OFFICER	OPERATIONS CONTRACTS GROUP	12
F	OFFICE OF THE CHIEF FINANCIAL OFFICER	PERFORMANCE & LOGISTICS GROUP	12
F	OFFICE OF THE CHIEF FINANCIAL OFFICER	POST AUDIT GROUP	12
F	OFFICE OF THE CHIEF FINANCIAL OFFICER	PROGRAM CONTRACTS GROUP	12
F	OFFICE OF THE CHIEF FINANCIAL OFFICER	REPORTING & ANALYSIS GROUP	12
F	OFFICE OF THE CHIEF FINANCIAL OFFICER	EDUCATION SCIENCES GROUP	11
F	OFFICE OF THE CHIEF FINANCIAL OFFICER	EXECUTIVE OFFICE	11
F	OFFICE OF THE CHIEF FINANCIAL OFFICER	OPERATIONS CONTRACTS GROUP	11
F	OFFICE OF THE CHIEF FINANCIAL OFFICER	PERFORMANCE & LOGISTICS GROUP	11
F	OFFICE OF THE CHIEF FINANCIAL OFFICER	PROGRAM CONTRACTS GROUP	11
F	OFFICE OF THE CHIEF FINANCIAL OFFICER	ACCOUNTS RECEIVABLE GROUP	09
F	OFFICE OF THE CHIEF FINANCIAL OFFICER	CONTRACT & ACQUISITIONS MGMT	09
F	OFFICE OF THE CHIEF FINANCIAL OFFICER	GENERAL ACCOUNTING GROUP	09
F	OFFICE OF THE CHIEF FINANCIAL OFFICER	INDIRECT COST GROUP	09
F	OFFICE OF THE CHIEF FINANCIAL OFFICER	INTERNAL CONTROLS EVALUATION GRP	09
F	OFFICE OF THE CHIEF FINANCIAL OFFICER	PERFORMANCE & LOGISTICS GROUP	09
F	OFFICE OF THE CHIEF FINANCIAL OFFICER	PROGRAM CONTRACTS GROUP	09
F	OFFICE OF THE CHIEF FINANCIAL OFFICER	CONTRACT & ACQUISITIONS MGMT	08
F	OFFICE OF THE CHIEF FINANCIAL OFFICER	ACCOUNTS RECEIVABLE GROUP	07
F	OFFICE OF THE CHIEF FINANCIAL OFFICER	CONTRACT & ACQUISITIONS MGMT	07
F	OFFICE OF THE CHIEF FINANCIAL OFFICER	INDIRECT COST GROUP	07
F	OFFICE OF THE CHIEF FINANCIAL OFFICER	ACCOUNTS PAYABLE GROUP	04
F	OFFICE OF THE CHIEF FINANCIAL OFFICER	GENERAL ACCOUNTING GROUP	04
F	OFFICE OF THE CHIEF FINANCIAL OFFICER	GENERAL ACCOUNTING GROUP	03
F	OFFICE OF THE CHIEF FINANCIAL OFFICER	CONTRACT & ACQUISITIONS MGMT	00
F	OFFICE OF THE CHIEF FINANCIAL OFFICER	FINCL MANAGEMENT OPERATIONS	00
F	OFFICE OF THE CHIEF FINANCIAL OFFICER	OFC OF CHF FINCL OFCR	00
F	OFFICE OF THE CHIEF INFORMATION OFFICER	CYBER DEFENSE TEAM	15
F	OFFICE OF THE CHIEF INFORMATION OFFICER	DEVELOPMENT SERVICES TEAM	15
F	OFFICE OF THE CHIEF INFORMATION OFFICER	FINANCIAL SYSTEMS SUPPORT TEAM	15

F	OFFICE OF THE CHIEF INFORMATION OFFICER	FINANCIAL SYSTEMS TRANSACTION TEAM	15
F	OFFICE OF THE CHIEF INFORMATION OFFICER	FUNCTIONAL APPLICATIONS TEAM	15
F	OFFICE OF THE CHIEF INFORMATION OFFICER	INFORMATION ASSURANCE SERVICES	15
F	OFFICE OF THE CHIEF INFORMATION OFFICER	INFORMATION TECHNOLOGY PROGRAMS	15
F	OFFICE OF THE CHIEF INFORMATION OFFICER	INFORMATION TECHNOLOGY SERVICES	15
F	OFFICE OF THE CHIEF INFORMATION OFFICER	INVESTMENT & ACQUISITION MGMT TEAM	15
F	OFFICE OF THE CHIEF INFORMATION OFFICER	NETWORK SERVICES TEAM	15
F	OFFICE OF THE CHIEF INFORMATION OFFICER	OFC OF THE CHIEF INFO OFFICER	15
F	OFFICE OF THE CHIEF INFORMATION OFFICER	OPERATIONAL SERVICES TEAM	15
F	OFFICE OF THE CHIEF INFORMATION OFFICER	POLICY AND PLANNING TEAM	15
F	OFFICE OF THE CHIEF INFORMATION OFFICER	PROJECT MANAGEMENT TEAM	15
F	OFFICE OF THE CHIEF INFORMATION OFFICER	SECURITY ENGINEERING TEAM	15
F	OFFICE OF THE CHIEF INFORMATION OFFICER	SYSMS OPERANS & MAINTENANCE TEAM	15
F	OFFICE OF THE CHIEF INFORMATION OFFICER	CYBER DEFENSE TEAM	14
F	OFFICE OF THE CHIEF INFORMATION OFFICER	DEVELOPMENT SERVICES TEAM	14
F	OFFICE OF THE CHIEF INFORMATION OFFICER	FINANCIAL SYSTEMS SERVICES	14
F	OFFICE OF THE CHIEF INFORMATION OFFICER	FINANCIAL SYSTEMS SUPPORT TEAM	14
F	OFFICE OF THE CHIEF INFORMATION OFFICER	FINANCIAL SYSTEMS TRANSACTION TEAM	14
F	OFFICE OF THE CHIEF INFORMATION OFFICER	FUNCTIONAL APPLICATIONS TEAM	14
F	OFFICE OF THE CHIEF INFORMATION OFFICER	INFORMATION ASSURANCE SERVICES	14
F	OFFICE OF THE CHIEF INFORMATION OFFICER	INFORMATION TECHNOLOGY SERVICES	14
F	OFFICE OF THE CHIEF INFORMATION OFFICER	INVESTMENT & ACQUISITION MGMT TEAM	14
F	OFFICE OF THE CHIEF INFORMATION OFFICER	NETWORK SERVICES TEAM	14
F	OFFICE OF THE CHIEF INFORMATION OFFICER	OFC OF THE CHIEF INFO OFFICER	14
F	OFFICE OF THE CHIEF INFORMATION OFFICER	OPERATIONAL SERVICES TEAM	14
F	OFFICE OF THE CHIEF INFORMATION OFFICER	POLICY AND PLANNING TEAM	14
F	OFFICE OF THE CHIEF INFORMATION OFFICER	PROJECT MANAGEMENT TEAM	14
F	OFFICE OF THE CHIEF INFORMATION OFFICER	SECURITY ENGINEERING TEAM	14
F	OFFICE OF THE CHIEF INFORMATION OFFICER	SYSMS OPERANS & MAINTENANCE TEAM	14
F	OFFICE OF THE CHIEF INFORMATION OFFICER	CYBER DEFENSE TEAM	13

F	OFFICE OF THE CHIEF INFORMATION OFFICER	DEVELOPMENT SERVICES TEAM	13
F	OFFICE OF THE CHIEF INFORMATION OFFICER	FINANCIAL SYSTEMS SERVICES	13
F	OFFICE OF THE CHIEF INFORMATION OFFICER	FINANCIAL SYSTEMS SUPPORT TEAM	13
F	OFFICE OF THE CHIEF INFORMATION OFFICER	FINANCIAL SYSTEMS TRANSACTION TEAM	13
F	OFFICE OF THE CHIEF INFORMATION OFFICER	FUNCTIONAL APPLICATIONS TEAM	13
F	OFFICE OF THE CHIEF INFORMATION OFFICER	INFORMATION TECHNOLOGY PROGRAMS	13
F	OFFICE OF THE CHIEF INFORMATION OFFICER	INVESTMENT & ACQUISITION MGMT TEAM	13
F	OFFICE OF THE CHIEF INFORMATION OFFICER	OPERATIONAL SERVICES TEAM	13
F	OFFICE OF THE CHIEF INFORMATION OFFICER	POLICY AND PLANNING TEAM	13
F	OFFICE OF THE CHIEF INFORMATION OFFICER	SYSMS OPERANS & MAINTENANCE TEAM	13
F	OFFICE OF THE CHIEF INFORMATION OFFICER	CYBER DEFENSE TEAM	12
F	OFFICE OF THE CHIEF INFORMATION OFFICER	FINANCIAL SYSTEMS SERVICES	12
F	OFFICE OF THE CHIEF INFORMATION OFFICER	FINANCIAL SYSTEMS SUPPORT TEAM	12
F	OFFICE OF THE CHIEF INFORMATION OFFICER	FINANCIAL SYSTEMS TRANSACTION TEAM	12
F	OFFICE OF THE CHIEF INFORMATION OFFICER	FUNCTIONAL APPLICATIONS TEAM	12
F	OFFICE OF THE CHIEF INFORMATION OFFICER	NETWORK SERVICES TEAM	12
F	OFFICE OF THE CHIEF INFORMATION OFFICER	OPERATIONAL SERVICES TEAM	12
F	OFFICE OF THE CHIEF INFORMATION OFFICER	CYBER DEFENSE TEAM	11
F	OFFICE OF THE CHIEF INFORMATION OFFICER	FINANCIAL SYSTEMS TRANSACTION TEAM	11
F	OFFICE OF THE CHIEF INFORMATION OFFICER	FINANCIAL SYSTEMS SERVICES	09
F	OFFICE OF THE CHIEF INFORMATION OFFICER	FUNCTIONAL APPLICATIONS TEAM	09
F	OFFICE OF THE CHIEF INFORMATION OFFICER	INFORMATION TECHNOLOGY SERVICES	09
F	OFFICE OF THE CHIEF INFORMATION OFFICER	SYSMS OPERANS & MAINTENANCE TEAM	09
F	OFFICE OF THE CHIEF INFORMATION OFFICER	FINANCIAL SYSTEMS SERVICES	08
F	OFFICE OF THE CHIEF INFORMATION OFFICER	INFORMATION ASSURANCE SERVICES	07
F	OFFICE OF THE CHIEF INFORMATION OFFICER	INFORMATION TECHNOLOGY SERVICES	07
F	OFFICE OF THE CHIEF INFORMATION OFFICER	OPERATIONAL SERVICES TEAM	07
F	OFFICE OF THE CHIEF INFORMATION OFFICER	OFC OF THE CHIEF INFO OFFICER	06
F	OFFICE OF THE CHIEF INFORMATION OFFICER	OFC OF THE CHIEF INFO OFFICER	04

F	OFFICE OF THE CHIEF INFORMATION OFFICER	FINANCIAL SYSTEMS SERVICES	00
F	OFFICE OF THE CHIEF INFORMATION OFFICER	INFORMATION ASSURANCE SERVICES	00
F	OFFICE OF THE CHIEF INFORMATION OFFICER	INFORMATION TECHNOLOGY PROGRAMS	00
F	OFFICE OF THE CHIEF INFORMATION OFFICER	INFORMATION TECHNOLOGY SERVICES	00
F	OFFICE OF THE CHIEF INFORMATION OFFICER	OFC OF THE CHIEF INFO OFFICER	00
F	OFFICE OF THE DEPUTY SECRETARY OF EDUCAT	GRANTS POLICIES AND PROCEDURES TEAM	15
F	OFFICE OF THE DEPUTY SECRETARY OF EDUCAT	IMPLEMENTATION SUPPORT UNIT	15
F	OFFICE OF THE DEPUTY SECRETARY OF EDUCAT	MANAGEMENT IMPROVEMENT TEAM	15
F	OFFICE OF THE DEPUTY SECRETARY OF EDUCAT	OFC OF THE DEPUTY SECRETARY	15
F	OFFICE OF THE DEPUTY SECRETARY OF EDUCAT	PROGRAM RISK MNGMENT & MONTORING TEAM	15
F	OFFICE OF THE DEPUTY SECRETARY OF EDUCAT	RISK MANAGEMENT SERVICE	15
F	OFFICE OF THE DEPUTY SECRETARY OF EDUCAT	GRANTS POLICIES AND PROCEDURES TEAM	14
F	OFFICE OF THE DEPUTY SECRETARY OF EDUCAT	IMPLEMENTATION SUPPORT UNIT	14
F	OFFICE OF THE DEPUTY SECRETARY OF EDUCAT	MANAGEMENT IMPROVEMENT TEAM	14
F	OFFICE OF THE DEPUTY SECRETARY OF EDUCAT	PROGRAM RISK MNGMENT & MONTORING TEAM	14
F	OFFICE OF THE DEPUTY SECRETARY OF EDUCAT	RISK MANAGEMENT SERVICE	14
F	OFFICE OF THE DEPUTY SECRETARY OF EDUCAT	GRANTS POLICIES AND PROCEDURES TEAM	13
F	OFFICE OF THE DEPUTY SECRETARY OF EDUCAT	IMPLEMENTATION SUPPORT UNIT	13
F	OFFICE OF THE DEPUTY SECRETARY OF EDUCAT	OFC OF THE DEPUTY SECRETARY	13
F	OFFICE OF THE DEPUTY SECRETARY OF EDUCAT	OFFICE OF SMALL & DISADVNTGE BUSINESS	13
F	OFFICE OF THE DEPUTY SECRETARY OF EDUCAT	PROGRAM RISK MNGMENT & MONTORING TEAM	13
F	OFFICE OF THE DEPUTY SECRETARY OF EDUCAT	IMPLEMENTATION SUPPORT UNIT	12
F	OFFICE OF THE DEPUTY SECRETARY OF EDUCAT	OFC OF THE DEPUTY SECRETARY	12
F	OFFICE OF THE DEPUTY SECRETARY OF EDUCAT	OFFICE OF SMALL & DISADVNTGE BUSINESS	12
F	OFFICE OF THE DEPUTY SECRETARY OF EDUCAT	PROGRAM RISK MNGMENT & MONTORING TEAM	12
F	OFFICE OF THE DEPUTY SECRETARY OF EDUCAT	IMPLEMENTATION SUPPORT UNIT	11

F	OFFICE OF THE DEPUTY SECRETARY OF EDUCAT	OFC OF THE DEPUTY SECRETARY	11
F	OFFICE OF THE DEPUTY SECRETARY OF EDUCAT	OFC OF THE DEPUTY SECRETARY	09
F	OFFICE OF THE DEPUTY SECRETARY OF EDUCAT	PROGRAM RISK MNGMENT & MONTORING TEAM	09
F	OFFICE OF THE DEPUTY SECRETARY OF EDUCAT	OFC OF THE DEPUTY SECRETARY	07
F	OFFICE OF THE DEPUTY SECRETARY OF EDUCAT	OFFICE OF SMALL & DISADVNTGE BUSINESS	07
F	OFFICE OF THE DEPUTY SECRETARY OF EDUCAT	PROGRAM RISK MNGMENT & MONTORING TEAM	04
F	OFFICE OF THE DEPUTY SECRETARY OF EDUCAT	RISK MANAGEMENT SERVICE	04
F	OFFICE OF THE DEPUTY SECRETARY OF EDUCAT	OFC OF THE DEPUTY SECRETARY	02
F	OFFICE OF THE DEPUTY SECRETARY OF EDUCAT	IMPLEMENTATION SUPPORT UNIT	00
F	OFFICE OF THE DEPUTY SECRETARY OF EDUCAT	OFC OF THE DEPUTY SECRETARY	00
F	OFFICE OF THE DEPUTY SECRETARY OF EDUCAT	RISK MANAGEMENT SERVICE	00
F	OFFICE OF THE GENERAL COUNSEL	BUSN & ADMIN LAW DIVISION	15
F	OFFICE OF THE GENERAL COUNSEL	EDUCATION PROGRAM DIVISION	15
F	OFFICE OF THE GENERAL COUNSEL	EDUCNL EQUITY & RESEARCH DIV	15
F	OFFICE OF THE GENERAL COUNSEL	ETHICS DIVISION	15
F	OFFICE OF THE GENERAL COUNSEL	LEGISLATIVE COUNSEL DIVISION	15
F	OFFICE OF THE GENERAL COUNSEL	OFC OF THE GENERAL COUNSEL	15
F	OFFICE OF THE GENERAL COUNSEL	PSTSCNDY EDUCATION DIVISION	15
F	OFFICE OF THE GENERAL COUNSEL	REGULATORY SERVICES DIVISION	15
F	OFFICE OF THE GENERAL COUNSEL	BUSN & ADMIN LAW DIVISION	14
F	OFFICE OF THE GENERAL COUNSEL	EDUCATION PROGRAM DIVISION	14
F	OFFICE OF THE GENERAL COUNSEL	EDUCNL EQUITY & RESEARCH DIV	14
F	OFFICE OF THE GENERAL COUNSEL	ETHICS DIVISION	14
F	OFFICE OF THE GENERAL COUNSEL	LEGISLATIVE COUNSEL DIVISION	14
F	OFFICE OF THE GENERAL COUNSEL	PSTSCNDY EDUCATION DIVISION	14
F	OFFICE OF THE GENERAL COUNSEL	REGULATORY SERVICES DIVISION	14
F	OFFICE OF THE GENERAL COUNSEL	BUSN & ADMIN LAW DIVISION	13
F	OFFICE OF THE GENERAL COUNSEL	EDUCNL EQUITY & RESEARCH DIV	13
F	OFFICE OF THE GENERAL COUNSEL	ETHICS DIVISION	13
F	OFFICE OF THE GENERAL COUNSEL	LEGISLATIVE COUNSEL DIVISION	13
F	OFFICE OF THE GENERAL COUNSEL	OFC OF THE GENERAL COUNSEL	13
F	OFFICE OF THE GENERAL COUNSEL	REGULATORY SERVICES DIVISION	13
F	OFFICE OF THE GENERAL COUNSEL	BUSN & ADMIN LAW DIVISION	12
F	OFFICE OF THE GENERAL COUNSEL	EDUCATION PROGRAM DIVISION	12
F	OFFICE OF THE GENERAL COUNSEL	EDUCNL EQUITY & RESEARCH	12

		DIV	
F	OFFICE OF THE GENERAL COUNSEL	ETHICS DIVISION	12
F	OFFICE OF THE GENERAL COUNSEL	ETHICS, REG., & LEGISLATIVE SERV	12
F	OFFICE OF THE GENERAL COUNSEL	REGULATORY SERVICES DIVISION	12
F	OFFICE OF THE GENERAL COUNSEL	REGULATORY SERVICES DIVISION	11
F	OFFICE OF THE GENERAL COUNSEL	EDUCNL EQUITY & RESEARCH DIV	09
F	OFFICE OF THE GENERAL COUNSEL	ETHICS DIVISION	09
F	OFFICE OF THE GENERAL COUNSEL	ETHICS, REG., & LEGISLATIVE SERV	09
F	OFFICE OF THE GENERAL COUNSEL	OFC OF THE GENERAL COUNSEL	09
F	OFFICE OF THE GENERAL COUNSEL	PROGRAM SERVICE	09
F	OFFICE OF THE GENERAL COUNSEL	BUSN & ADMIN LAW DIVISION	08
F	OFFICE OF THE GENERAL COUNSEL	EDUCATION PROGRAM DIVISION	08
F	OFFICE OF THE GENERAL COUNSEL	PSTSCNDY EDUCATION DIVISION	08
F	OFFICE OF THE GENERAL COUNSEL	LEGISLATIVE COUNSEL DIVISION	07
F	OFFICE OF THE GENERAL COUNSEL	BUSN & ADMIN LAW DIVISION	00
F	OFFICE OF THE GENERAL COUNSEL	DEPARTMENTAL LAW AND POSTSECONDARY SE	00
F	OFFICE OF THE GENERAL COUNSEL	EDUCATION PROGRAM DIVISION	00
F	OFFICE OF THE GENERAL COUNSEL	EDUCNL EQUITY & RESEARCH DIV	00
F	OFFICE OF THE GENERAL COUNSEL	ETHICS DIVISION	00
F	OFFICE OF THE GENERAL COUNSEL	ETHICS, REG., & LEGISLATIVE SERV	00
F	OFFICE OF THE GENERAL COUNSEL	LEGISLATIVE COUNSEL DIVISION	00
F	OFFICE OF THE GENERAL COUNSEL	OFC OF THE GENERAL COUNSEL	00
F	OFFICE OF THE GENERAL COUNSEL	PROGRAM SERVICE	00
F	OFFICE OF THE GENERAL COUNSEL	PSTSCNDY EDUCATION DIVISION	00
F	OFFICE OF THE UNDER SECRETARY (OUS)	ASIAN AM & PACIFIC ISLANDERS STF	15
F	OFFICE OF THE UNDER SECRETARY (OUS)	CENTER FOR FAITH-BASED AND NGHBRHD PA	15
F	OFFICE OF THE UNDER SECRETARY (OUS)	OFC OF THE UNDER SECRETARY	15
F	OFFICE OF THE UNDER SECRETARY (OUS)	WHI HSE INITIATIVE ON EDUC EXCELNC HI	15
F	OFFICE OF THE UNDER SECRETARY (OUS)	WHI INITIATV ON HISTCLY BLACK COLL &	15
F	OFFICE OF THE UNDER SECRETARY (OUS)	ASIAN AM & PACIFIC ISLANDERS STF	14
F	OFFICE OF THE UNDER SECRETARY (OUS)	CENTER FOR FAITH-BASED AND NGHBRHD PA	14

F	OFFICE OF THE UNDER SECRETARY (OUS)	OFC OF THE UNDER SECRETARY	14
F	OFFICE OF THE UNDER SECRETARY (OUS)	WHI HSE INITIATIVE ON EDUC EXCELNC HI	14
F	OFFICE OF THE UNDER SECRETARY (OUS)	WHI INITIATV ON HISTCLY BLACK COLL &	14
F	OFFICE OF THE UNDER SECRETARY (OUS)	ASIAN AM & PACIFIC ISLANDERS STF	13
F	OFFICE OF THE UNDER SECRETARY (OUS)	WHI HSE INITIATIVE ON EDUC EXCELNC HI	13
F	OFFICE OF THE UNDER SECRETARY (OUS)	WHI INITIATV ON HISTCLY BLACK COLL &	13
F	OFFICE OF THE UNDER SECRETARY (OUS)	ASIAN AM & PACIFIC ISLANDERS STF	12
F	OFFICE OF THE UNDER SECRETARY (OUS)	CENTER FOR FAITH-BASED AND NGHBRHD PA	12
F	OFFICE OF THE UNDER SECRETARY (OUS)	OFC OF THE UNDER SECRETARY	12
F	OFFICE OF THE UNDER SECRETARY (OUS)	WHI INITIATV ON HISTCLY BLACK COLL &	12
F	OFFICE OF THE UNDER SECRETARY (OUS)	OFC OF THE UNDER SECRETARY	11
F	OFFICE OF THE UNDER SECRETARY (OUS)	CENTER FOR FAITH-BASED AND NGHBRHD PA	09
F	OFFICE OF THE UNDER SECRETARY (OUS)	OFC OF THE UNDER SECRETARY	09
F	OFFICE OF THE UNDER SECRETARY (OUS)	WHI INITIATV ON HISTCLY BLACK COLL &	07
F	OFFICE OF THE UNDER SECRETARY (OUS)	OFC OF THE UNDER SECRETARY	05
F	OFFICE OF THE UNDER SECRETARY (OUS)	OFC OF THE UNDER SECRETARY	03
F	OFFICE OF THE UNDER SECRETARY (OUS)	ASIAN AM & PACIFIC ISLANDERS STF	00
F	OFFICE OF THE UNDER SECRETARY (OUS)	OFC OF THE UNDER SECRETARY	00
F	OFFICE OF VOCATIONAL AND ADULT EDUCATION	ACADEMIC & TECHNICAL ED DIV	15
F	OFFICE OF VOCATIONAL AND ADULT EDUCATION	ADMINISTRATIVE STAFF	15
F	OFFICE OF VOCATIONAL AND ADULT EDUCATION	ADULT ED AND LITERACY DIVISION	15
F	OFFICE OF VOCATIONAL AND ADULT EDUCATION	ACADEMIC & TECHNICAL ED DIV	14
F	OFFICE OF VOCATIONAL AND ADULT EDUCATION	ACCOUNTABILITY & PERFORMANCE BR	14
F	OFFICE OF VOCATIONAL AND ADULT EDUCATION	ACCOUNTABILITY TEAM	14
F	OFFICE OF VOCATIONAL AND ADULT EDUCATION	ADMINISTRATIVE STAFF	14
F	OFFICE OF VOCATIONAL AND ADULT EDUCATION	ADULT ED AND LITERACY DIVISION	14
F	OFFICE OF VOCATIONAL AND ADULT EDUCATION	COLLEGE & CAREER TRANSITION BR	14
F	OFFICE OF VOCATIONAL AND ADULT EDUCATION	INNOVATION & IMPROVEMENT TEAM	14

F	OFFICE OF VOCATIONAL AND ADULT EDUCATION	MONITORING & ADMINISTRATION TEAM	14
F	OFFICE OF VOCATIONAL AND ADULT EDUCATION	OFC OF VOCTL & ADULT ED	14
F	OFFICE OF VOCATIONAL AND ADULT EDUCATION	OFFICE OF CORRECTIONAL EDUCATION	14
F	OFFICE OF VOCATIONAL AND ADULT EDUCATION	POLICY, RESEARCH & EVALUATION STF	14
F	OFFICE OF VOCATIONAL AND ADULT EDUCATION	PROGRAM ADMINISTRATION BRANCH	14
F	OFFICE OF VOCATIONAL AND ADULT EDUCATION	ACADEMIC & TECHNICAL ED DIV	13
F	OFFICE OF VOCATIONAL AND ADULT EDUCATION	ACCOUNTABILITY & PERFORMANCE BR	13
F	OFFICE OF VOCATIONAL AND ADULT EDUCATION	ACCOUNTABILITY TEAM	13
F	OFFICE OF VOCATIONAL AND ADULT EDUCATION	ADULT ED AND LITERACY DIVISION	13
F	OFFICE OF VOCATIONAL AND ADULT EDUCATION	BEST PRACTICES & DISMTN TEAM	13
F	OFFICE OF VOCATIONAL AND ADULT EDUCATION	COLLEGE & CAREER TRANSITION BR	13
F	OFFICE OF VOCATIONAL AND ADULT EDUCATION	INNOVATION & IMPROVEMENT TEAM	13
F	OFFICE OF VOCATIONAL AND ADULT EDUCATION	OFC OF VOCTL & ADULT ED	13
F	OFFICE OF VOCATIONAL AND ADULT EDUCATION	OFFICE OF CORRECTIONAL EDUCATION	13
F	OFFICE OF VOCATIONAL AND ADULT EDUCATION	POLICY, RESEARCH & EVALUATION STF	13
F	OFFICE OF VOCATIONAL AND ADULT EDUCATION	PROGRAM ADMINISTRATION BRANCH	13
F	OFFICE OF VOCATIONAL AND ADULT EDUCATION	ACCOUNTABILITY & PERFORMANCE BR	12
F	OFFICE OF VOCATIONAL AND ADULT EDUCATION	ACCOUNTABILITY TEAM	12
F	OFFICE OF VOCATIONAL AND ADULT EDUCATION	ADMINISTRATIVE STAFF	12
F	OFFICE OF VOCATIONAL AND ADULT EDUCATION	ADULT ED AND LITERACY DIVISION	12
F	OFFICE OF VOCATIONAL AND ADULT EDUCATION	BEST PRACTICES & DISMTN TEAM	12
F	OFFICE OF VOCATIONAL AND ADULT EDUCATION	ADMINISTRATIVE STAFF	11
F	OFFICE OF VOCATIONAL AND ADULT EDUCATION	INNOVATION & IMPROVEMENT TEAM	11
F	OFFICE OF VOCATIONAL AND ADULT EDUCATION	OFC OF VOCTL & ADULT ED	11
F	OFFICE OF VOCATIONAL AND ADULT EDUCATION	ACADEMIC & TECHNICAL ED DIV	09
F	OFFICE OF VOCATIONAL AND ADULT EDUCATION	COLLEGE & CAREER TRANSITION BR	09
F	OFFICE OF VOCATIONAL AND ADULT EDUCATION	OFC OF VOCTL & ADULT ED	09

F	OFFICE OF VOCATIONAL AND ADULT EDUCATION	ACCOUNTABILITY & PERFORMANCE BR	08
F	OFFICE OF VOCATIONAL AND ADULT EDUCATION	ADULT ED AND LITERACY DIVISION	08
F	OFFICE OF VOCATIONAL AND ADULT EDUCATION	OFC OF VOCTL & ADULT ED	08
F	OFFICE OF VOCATIONAL AND ADULT EDUCATION	ADMINISTRATIVE STAFF	07
F	OFFICE OF VOCATIONAL AND ADULT EDUCATION	POLICY, RESEARCH & EVALUATION STF	07
F	OFFICE OF VOCATIONAL AND ADULT EDUCATION	MONITORING & ADMINISTRATION TEAM	05
F	OFFICE OF VOCATIONAL AND ADULT EDUCATION	OFC OF VOCTL & ADULT ED	04
F	OFFICE OF VOCATIONAL AND ADULT EDUCATION	OFC OF VOCTL & ADULT ED	00
F	STUDENT FINANCIAL AID	ADMIN ACTIONS & APPEALS SRV GR	15
F	STUDENT FINANCIAL AID	ADMINISTRATIVE SERVICES	15
F	STUDENT FINANCIAL AID	APPLICATION DEVELOPMENT GROUP	15
F	STUDENT FINANCIAL AID	APPLICATION PROCESSING DIVISION	15
F	STUDENT FINANCIAL AID	ATLANTA SCHOOL PARTICIPATION DIVISION	15
F	STUDENT FINANCIAL AID	AUDIT COORDINATION & VALIDATION BR	15
F	STUDENT FINANCIAL AID	AWARENESS AND OUTREACH DIVISION	15
F	STUDENT FINANCIAL AID	BRANCH A	15
F	STUDENT FINANCIAL AID	BRANCH B	15
F	STUDENT FINANCIAL AID	BUDGET & SERVICES MANAGEMENT BR	15
F	STUDENT FINANCIAL AID	BUDGET GROUP	15
F	STUDENT FINANCIAL AID	BUDGET SUPPORT DIVISION	15
F	STUDENT FINANCIAL AID	BUSINESS OPERATIONS	15
F	STUDENT FINANCIAL AID	BUSINESS PROCUREMENT GROUP	15
F	STUDENT FINANCIAL AID	CALL CENTER OVERSIGHT BRANCH	15
F	STUDENT FINANCIAL AID	CHANGE MANAGEMENT DIVISION	15
F	STUDENT FINANCIAL AID	CHICAGO/DENVER SCHOOL PARTICPTION DIV	15
F	STUDENT FINANCIAL AID	CUSTOMER ANALYTICS GROUP	15
F	STUDENT FINANCIAL AID	CUSTOMER EXPERIENCE	15
F	STUDENT FINANCIAL AID	DALLAS SCHOOL PARTICIPATION DIV	15

F	STUDENT FINANCIAL AID	DIRECT LOANS DIVISION	15
F	STUDENT FINANCIAL AID	EASTERN FINANCIAL INSTN OS DIV	15
F	STUDENT FINANCIAL AID	ENTERPRISE CHANGE MANAGEMENT GR	15
F	STUDENT FINANCIAL AID	FINANCE	15
F	STUDENT FINANCIAL AID	FINANCIAL MANAGEMENT GROUP	15
F	STUDENT FINANCIAL AID	FINANCIAL MANAGEMENT SYSTEMS GR	15
F	STUDENT FINANCIAL AID	FINANCIAL REPORTING & ANALYSIS BR	15
F	STUDENT FINANCIAL AID	FINCL INSTN OVERSIGHT SRV GR	15
F	STUDENT FINANCIAL AID	FOREIGN SCHOOL PARTICIPATION DIVISION	15
F	STUDENT FINANCIAL AID	FSA ACQUISITIONS	15
F	STUDENT FINANCIAL AID	FUNDS CONTROL & ACCTG OPER BR	15
F	STUDENT FINANCIAL AID	GRANTS & CAMPUS BASED DIVISION	15
F	STUDENT FINANCIAL AID	HUMAN RESOURCES GROUP	15
F	STUDENT FINANCIAL AID	INFORMATION MANAGEMENT GROUP	15
F	STUDENT FINANCIAL AID	INFRASTRUCTURE OPERATIONS GROUP	15
F	STUDENT FINANCIAL AID	INTERNAL CONTROLS DIVISION	15
F	STUDENT FINANCIAL AID	INTERNAL REVIEW GROUP	15
F	STUDENT FINANCIAL AID	INTERNAL/EXTERNAL COMM BRANCH	15
F	STUDENT FINANCIAL AID	IT RISK MANAGEMENT GROUP	15
F	STUDENT FINANCIAL AID	KANSAS CITY SCHOOL PART DIVISION	15
F	STUDENT FINANCIAL AID	NEW YORK/BOSTON SCHOOL PART. DIV	15
F	STUDENT FINANCIAL AID	NORTHERN FINANCIAL INSTN OS DIV	15
F	STUDENT FINANCIAL AID	OMBUDSMAN GROUP	15
F	STUDENT FINANCIAL AID	OPERATIONS PERFORMANCE DIVISION	15
F	STUDENT FINANCIAL AID	OPERATIONS SERVICES GROUP	15
F	STUDENT FINANCIAL AID	OPERATIONS SUPPORT DIVISION	15
F	STUDENT FINANCIAL AID	PERFORMANCE MANAGEMENT	15
F	STUDENT FINANCIAL AID	PHILADELPHIA SCHOOL PARTICIPATION DIV	15

F	STUDENT FINANCIAL AID	POLICY LIASN & IMPLEMENTATION STF	15
F	STUDENT FINANCIAL AID	PROCESSING DIVISION	15
F	STUDENT FINANCIAL AID	PRODUCTION DIVISION	15
F	STUDENT FINANCIAL AID	PROGRAM COMPLIANCE	15
F	STUDENT FINANCIAL AID	PROJ MNGT & OVERSIGHT GROUP	15
F	STUDENT FINANCIAL AID	RECONCILIATION BRANCH	15
F	STUDENT FINANCIAL AID	RISK ANALYSIS & REPORTING GR	15
F	STUDENT FINANCIAL AID	SAN FRANCISCO/SEATTLE SCHOOL PART. DI	15
F	STUDENT FINANCIAL AID	SCHOOL ELIGIBILITY SERVICE GROUP	15
F	STUDENT FINANCIAL AID	SCHOOL EXPERIENCE GROUP (PPP)	15
F	STUDENT FINANCIAL AID	SECURITY DIVISION	15
F	STUDENT FINANCIAL AID	SOUTHERN FINANCIAL INSTN OS DIV	15
F	STUDENT FINANCIAL AID	STND EXPNC GR (TRAD/NON-TRAD)	15
F	STUDENT FINANCIAL AID	STRATEGIC INITIATVS & KNOWLDGE MNG GR	15
F	STUDENT FINANCIAL AID	STRATEGIC PLANNING & REPORTING GR	15
F	STUDENT FINANCIAL AID	SYSTEMS INTEGRATION DIVISION	15
F	STUDENT FINANCIAL AID	TECHNICAL MANAGEMENT DIVISON	15
F	STUDENT FINANCIAL AID	TECHNOLOGY	15
F	STUDENT FINANCIAL AID	TRAINING & INFO SERVICES BRANCH	15
F	STUDENT FINANCIAL AID	WORKFORCE DEVELOPMENT SERVS GROUP	15
F	STUDENT FINANCIAL AID	WORKFORCE RELATIONS DIVISION	15
F	STUDENT FINANCIAL AID	ADMIN ACTIONS & APPEALS SRV GR	14
F	STUDENT FINANCIAL AID	ADMINISTRATIVE SERVICES	14
F	STUDENT FINANCIAL AID	APPLCNT PRODUCTS & CUSTMR SERV DIV	14
F	STUDENT FINANCIAL AID	APPLICATION DEVELOPMENT GROUP	14
F	STUDENT FINANCIAL AID	APPLICATION PROCESSING DIVISION	14
F	STUDENT FINANCIAL AID	ASSET MANAGEMENT DIVISION	14

F	STUDENT FINANCIAL AID	ATLANTA HEADQUARTERS TEAM	14
F	STUDENT FINANCIAL AID	ATLANTA REGIONAL TEAM	14
F	STUDENT FINANCIAL AID	AUDIT COORDINATION & VALIDATION BR	14
F	STUDENT FINANCIAL AID	AWARENESS AND OUTREACH DIVISION	14
F	STUDENT FINANCIAL AID	BOSTON REGIONAL TEAM	14
F	STUDENT FINANCIAL AID	BRANCH A	14
F	STUDENT FINANCIAL AID	BRANCH B	14
F	STUDENT FINANCIAL AID	BUDGET & SERVICES MANAGEMENT BR	14
F	STUDENT FINANCIAL AID	BUDGET GROUP	14
F	STUDENT FINANCIAL AID	BUDGET SUPPORT DIVISION	14
F	STUDENT FINANCIAL AID	BUSINESS OPERATIONS	14
F	STUDENT FINANCIAL AID	BUSINESS PROCUREMENT GROUP	14
F	STUDENT FINANCIAL AID	CALL CENTER OVERSIGHT BRANCH	14
F	STUDENT FINANCIAL AID	CHANGE MANAGEMENT DIVISION	14
F	STUDENT FINANCIAL AID	CHICAGO REGIONAL TEAM	14
F	STUDENT FINANCIAL AID	COMMUNICATONS & INFO RESOURCES DIV	14
F	STUDENT FINANCIAL AID	CONFERENCE & OUTREACH SERVS DIV	14
F	STUDENT FINANCIAL AID	CONTRACT OVERSIGHT DIVISION	14
F	STUDENT FINANCIAL AID	CUSTOMER ANALYTICS GROUP	14
F	STUDENT FINANCIAL AID	CUSTOMER EXPERIENCE	14
F	STUDENT FINANCIAL AID	DALLAS REGIONAL TEAM	14
F	STUDENT FINANCIAL AID	DEFAULT DIVISION	14
F	STUDENT FINANCIAL AID	DENVER REGIONAL TEAM	14
F	STUDENT FINANCIAL AID	DIRECT LOANS DIVISION	14
F	STUDENT FINANCIAL AID	EASTERN FINANCIAL INSTN OS DIV	14
F	STUDENT FINANCIAL AID	FINANCE	14
F	STUDENT FINANCIAL AID	FINANCIAL MANAGEMENT SYSTEMS GR	14
F	STUDENT FINANCIAL AID	FINANCIAL REPORTING & ANALYSIS BR	14
F	STUDENT FINANCIAL AID	FINCL INSTN OVERSIGHT SRV GR	14
F	STUDENT FINANCIAL AID	FOREIGN SCHOOL PARTICIPATION DIVISION	14
F	STUDENT FINANCIAL AID	FSA ADMINISTRATION DIVISION	14

F	STUDENT FINANCIAL AID	FUNDS CONTROL & ACCTG OPER BR	14
F	STUDENT FINANCIAL AID	GRANTS & CAMPUS BASED DIVISION	14
F	STUDENT FINANCIAL AID	HEARINGS & INTERAGENCY APPEALS BR	14
F	STUDENT FINANCIAL AID	INFRASTRUCTURE OPERATIONS GROUP	14
F	STUDENT FINANCIAL AID	INTERNAL CONTROLS DIVISION	14
F	STUDENT FINANCIAL AID	INTERNAL REVIEW GROUP	14
F	STUDENT FINANCIAL AID	INTERNAL/EXTERNAL COMM BRANCH	14
F	STUDENT FINANCIAL AID	IT RISK MANAGEMENT GROUP	14
F	STUDENT FINANCIAL AID	KANSAS CITY HEADQUARTERS TEAM	14
F	STUDENT FINANCIAL AID	KANSAS CITY REGIONAL DIVISION	14
F	STUDENT FINANCIAL AID	LEADERSHIP DVPMT & FSA IMP DIV	14
F	STUDENT FINANCIAL AID	MINORITY SERVING & UNDER RESOURCD SCH	14
F	STUDENT FINANCIAL AID	MISSION PROCUREMENT DIVISION	14
F	STUDENT FINANCIAL AID	NEW YORK HEADQUARTERS TEAM	14
F	STUDENT FINANCIAL AID	NEW YORK REGIONAL TEAM	14
F	STUDENT FINANCIAL AID	NORTHERN FINANCIAL INSTN OS DIV	14
F	STUDENT FINANCIAL AID	OMBUDSMAN GROUP	14
F	STUDENT FINANCIAL AID	OPERATIONS PERFORMANCE DIVISION	14
F	STUDENT FINANCIAL AID	OPERATIONS SERVICES GROUP	14
F	STUDENT FINANCIAL AID	OPERATIONS SUPPORT DIVISION	14
F	STUDENT FINANCIAL AID	PEFRMC IMPRMNT & PROCEDURES SRV GR	14
F	STUDENT FINANCIAL AID	PHILADELPHIA HEADQUARTERS TEAM	14
F	STUDENT FINANCIAL AID	PHILADELPHIA REGIONAL TEAM	14
F	STUDENT FINANCIAL AID	POLICY LIASN & IMPLEMENTATION STF	14
F	STUDENT FINANCIAL AID	PORTFOLIO PEFRMC MGMT SERVS GR	14
F	STUDENT FINANCIAL AID	PRODUCTION DIVISION	14
F	STUDENT FINANCIAL AID	PROGRAM COMPLIANCE	14

F	STUDENT FINANCIAL AID	PROGRAM CONTRACT MANAGEMENT BR	14
F	STUDENT FINANCIAL AID	PROGRAM MANAGEMENT SERVICES GR	14
F	STUDENT FINANCIAL AID	PROJ MNGT & OVERSIGHT GROUP	14
F	STUDENT FINANCIAL AID	RECONCILIATION BRANCH	14
F	STUDENT FINANCIAL AID	RISK ANALYSIS & REPORTING GR	14
F	STUDENT FINANCIAL AID	SAN FRANCISCO HEADQUARTERS TEAM	14
F	STUDENT FINANCIAL AID	SAN FRANCISCO REGIONAL TEAM	14
F	STUDENT FINANCIAL AID	SCHOOL ELIGIBILITY SERVICE GROUP	14
F	STUDENT FINANCIAL AID	SECURITY DIVISION	14
F	STUDENT FINANCIAL AID	SOUTHERN FINANCIAL INSTN OS DIV	14
F	STUDENT FINANCIAL AID	STND EXPNC GR (TRAD/NON-TRAD)	14
F	STUDENT FINANCIAL AID	STRATEGIC INITIATVS & KNOWLDGE MNG GR	14
F	STUDENT FINANCIAL AID	STRATEGIC PLANNING & REPORTING GR	14
F	STUDENT FINANCIAL AID	SYSMS OPERANS & AID DEL MGMT SER GR	14
F	STUDENT FINANCIAL AID	SYSTEMS INTEGRATION DIVISION	14
F	STUDENT FINANCIAL AID	TECHNICAL MANAGEMENT DIVISION	14
F	STUDENT FINANCIAL AID	TECHNOLOGY	14
F	STUDENT FINANCIAL AID	TRAINING & INFO SERVICES BRANCH	14
F	STUDENT FINANCIAL AID	WORKFORCE ADMINISTRATION DIVISION	14
F	STUDENT FINANCIAL AID	WORKFORCE RELATIONS DIVISION	14
F	STUDENT FINANCIAL AID	ADMIN ACTIONS & APPEALS SRV GR	13
F	STUDENT FINANCIAL AID	ADMINISTRATIVE SERVICES	13
F	STUDENT FINANCIAL AID	APPLICATION DEVELOPMENT GROUP	13
F	STUDENT FINANCIAL AID	APPLICATION PROCESSING DIVISION	13
F	STUDENT FINANCIAL AID	ATLANTA HEADQUARTERS TEAM	13
F	STUDENT FINANCIAL AID	ATLANTA REGIONAL TEAM	13

F	STUDENT FINANCIAL AID	AUDIT COORDINATION & VALIDATION BR	13
F	STUDENT FINANCIAL AID	AWARENESS AND OUTREACH DIVISION	13
F	STUDENT FINANCIAL AID	BOSTON REGIONAL TEAM	13
F	STUDENT FINANCIAL AID	BRANCH B	13
F	STUDENT FINANCIAL AID	BUDGET & SERVICES MANAGEMENT BR	13
F	STUDENT FINANCIAL AID	BUDGET GROUP	13
F	STUDENT FINANCIAL AID	BUDGET SUPPORT DIVISION	13
F	STUDENT FINANCIAL AID	BUSINESS PROCUREMENT GROUP	13
F	STUDENT FINANCIAL AID	CALL CENTER OVERSIGHT BRANCH	13
F	STUDENT FINANCIAL AID	CHANGE MANAGEMENT DIVISION	13
F	STUDENT FINANCIAL AID	CHICAGO REGIONAL TEAM	13
F	STUDENT FINANCIAL AID	CONFERENCE & OUTREACH SERVS DIV	13
F	STUDENT FINANCIAL AID	CORRESPONDENCE SERVICES DIVISION	13
F	STUDENT FINANCIAL AID	CUSTOMER EXPERIENCE	13
F	STUDENT FINANCIAL AID	DALLAS HEADQUARTERS TEAM	13
F	STUDENT FINANCIAL AID	DALLAS REGIONAL TEAM	13
F	STUDENT FINANCIAL AID	DEFAULT DIVISION	13
F	STUDENT FINANCIAL AID	DENVER REGIONAL TEAM	13
F	STUDENT FINANCIAL AID	DIRECT LOANS DIVISION	13
F	STUDENT FINANCIAL AID	EASTERN FINANCIAL INSTN OS DIV	13
F	STUDENT FINANCIAL AID	EM ENGMNT SATISFACTION & DEV DIV	13
F	STUDENT FINANCIAL AID	FACLS SCURTY EMERG MNGT SRVS GR	13
F	STUDENT FINANCIAL AID	FINANCIAL MANAGEMENT SYSTEMS GR	13
F	STUDENT FINANCIAL AID	FINANCIAL REPORTING & ANALYSIS BR	13
F	STUDENT FINANCIAL AID	FINCL INSTN OVERSIGHT SRV GR	13
F	STUDENT FINANCIAL AID	FOREIGN SCH PARTICIPATION TEAM	13
F	STUDENT FINANCIAL AID	FOREIGN SCHOOL PARTICIPATION DIVISION	13
F	STUDENT FINANCIAL AID	FSA ADMINISTRATION DIVISION	13
F	STUDENT FINANCIAL AID	FUNDS CONTROL & ACCTG OPER	13

		BR	
F	STUDENT FINANCIAL AID	GRANTS & CAMPUS BASED DIVISION	13
F	STUDENT FINANCIAL AID	INFRASTRUCTURE OPERATIONS GROUP	13
F	STUDENT FINANCIAL AID	INTERNAL CONTROLS DIVISION	13
F	STUDENT FINANCIAL AID	INTERNAL/EXTERNAL COMM BRANCH	13
F	STUDENT FINANCIAL AID	IT RISK MANAGEMENT GROUP	13
F	STUDENT FINANCIAL AID	KANSAS CITY REGIONAL DIVISION	13
F	STUDENT FINANCIAL AID	MINORITY SERVING & UNDER RESOURCD SCH	13
F	STUDENT FINANCIAL AID	MISSION PROCUREMENT GROUP	13
F	STUDENT FINANCIAL AID	NEW YORK HEADQUARTERS TEAM	13
F	STUDENT FINANCIAL AID	NEW YORK REGIONAL TEAM	13
F	STUDENT FINANCIAL AID	NORTHERN FINANCIAL INSTN OS DIV	13
F	STUDENT FINANCIAL AID	OPERATIONS PERFORMANCE DIVISION	13
F	STUDENT FINANCIAL AID	OPERATIONS SERVICES GROUP	13
F	STUDENT FINANCIAL AID	OPERATIONS SUPPORT DIVISION	13
F	STUDENT FINANCIAL AID	PEFRMC IMPRMNT & PROCEDURES SRV GR	13
F	STUDENT FINANCIAL AID	PHILADELPHIA HEADQUARTERS TEAM	13
F	STUDENT FINANCIAL AID	PHILADELPHIA REGIONAL TEAM	13
F	STUDENT FINANCIAL AID	PROCESSING DIVISION	13
F	STUDENT FINANCIAL AID	PRODUCTION DIVISION	13
F	STUDENT FINANCIAL AID	PROGRAM COMPLIANCE	13
F	STUDENT FINANCIAL AID	PROGRAM CONTRACT MANAGEMENT BR	13
F	STUDENT FINANCIAL AID	PROGRAM MANAGEMENT SERVICES GR	13
F	STUDENT FINANCIAL AID	PROJ MNGT & OVERSIGHT GROUP	13
F	STUDENT FINANCIAL AID	SAN FRANCISCO HEADQUATERS TEAM	13
F	STUDENT FINANCIAL AID	SAN FRANCISCO REGIONAL TEAM	13
F	STUDENT FINANCIAL AID	SCHOOL ELIGIBILITY SERVICE GROUP	13
F	STUDENT FINANCIAL AID	SEATTLE REGIONAL TEAM	13

F	STUDENT FINANCIAL AID	SECURITY DIVISION	13
F	STUDENT FINANCIAL AID	SKILLS DVPMT & BUSN ADVSRY DIV	13
F	STUDENT FINANCIAL AID	SOUTHERN FINANCIAL INSTN OS DIV	13
F	STUDENT FINANCIAL AID	STRATEGIC INITIATVS & KNOWLDGE MNG GR	13
F	STUDENT FINANCIAL AID	STRATEGIC PLANNING & REPORTING GR	13
F	STUDENT FINANCIAL AID	SYSTEMS INTEGRATION DIVISION	13
F	STUDENT FINANCIAL AID	TECHNICAL & BUSINESS SPRT SRV GR	13
F	STUDENT FINANCIAL AID	TECHNICAL MANAGEMENT DIVISON	13
F	STUDENT FINANCIAL AID	TECHNOLOGY	13
F	STUDENT FINANCIAL AID	TRAINING & INFO SERVICES BRANCH	13
F	STUDENT FINANCIAL AID	WORKFORCE ADMINISTRATION DIVISION	13
F	STUDENT FINANCIAL AID	ADMIN ACTIONS & APPEALS SRV GR	12
F	STUDENT FINANCIAL AID	ADMINISTRATIVE SERVICES	12
F	STUDENT FINANCIAL AID	APPLCNT PRODUCTS & CUSTMR SERV DIV	12
F	STUDENT FINANCIAL AID	APPLICATION DEVELOPMENT GROUP	12
F	STUDENT FINANCIAL AID	APPLICATION PROCESSING DIVISION	12
F	STUDENT FINANCIAL AID	ASSET MANAGEMENT DIVISION	12
F	STUDENT FINANCIAL AID	ATLANTA HEADQUARTERS TEAM	12
F	STUDENT FINANCIAL AID	ATLANTA REGIONAL TEAM	12
F	STUDENT FINANCIAL AID	AUDIT COORDINATION & VALIDATION BR	12
F	STUDENT FINANCIAL AID	AWARENESS AND OUTREACH DIVISION	12
F	STUDENT FINANCIAL AID	BOSTON REGIONAL TEAM	12
F	STUDENT FINANCIAL AID	BRANCH A	12
F	STUDENT FINANCIAL AID	BRANCH B	12
F	STUDENT FINANCIAL AID	BUDGET GROUP	12
F	STUDENT FINANCIAL AID	BUDGET SUPPORT DIVISION	12
F	STUDENT FINANCIAL AID	BUSINESS PROCUREMENT GROUP	12
F	STUDENT FINANCIAL AID	CALL CENTER OVERSIGHT	12

		BRANCH	
F	STUDENT FINANCIAL AID	CHANGE MANAGEMENT DIVISION	12
F	STUDENT FINANCIAL AID	CHICAGO REGIONAL TEAM	12
F	STUDENT FINANCIAL AID	CONTRACT OVERSIGHT DIVISION	12
F	STUDENT FINANCIAL AID	CORRESPONDENCE SERVICES DIVISION	12
F	STUDENT FINANCIAL AID	CUSTOMER ANALYTICS GROUP	12
F	STUDENT FINANCIAL AID	DALLAS REGIONAL TEAM	12
F	STUDENT FINANCIAL AID	DEFAULT DIVISION	12
F	STUDENT FINANCIAL AID	DENVER REGIONAL TEAM	12
F	STUDENT FINANCIAL AID	DIRECT LOANS DIVISION	12
F	STUDENT FINANCIAL AID	EASTERN FINANCIAL INSTN OS DIV	12
F	STUDENT FINANCIAL AID	FACLS SCURTY EMERG MNGT SRVS GR	12
F	STUDENT FINANCIAL AID	FINANCE	12
F	STUDENT FINANCIAL AID	FINANCIAL REPORTING & ANALYSIS BR	12
F	STUDENT FINANCIAL AID	FINCL INSTN OVERSIGHT SRV GR	12
F	STUDENT FINANCIAL AID	FOREIGN SCHOOL PARTICIPATION DIVISION	12
F	STUDENT FINANCIAL AID	FSA ADMINISTRATION DIVISION	12
F	STUDENT FINANCIAL AID	FUNDS CONTROL & ACCTG OPER BR	12
F	STUDENT FINANCIAL AID	GRANTS & CAMPUS BASED DIVISION	12
F	STUDENT FINANCIAL AID	HEARINGS & INTERAGENCY APPEALS BR	12
F	STUDENT FINANCIAL AID	INFRASTRUCTURE OPERATIONS GROUP	12
F	STUDENT FINANCIAL AID	INTERNAL CONTROLS DIVISION	12
F	STUDENT FINANCIAL AID	INTERNAL REVIEW GROUP	12
F	STUDENT FINANCIAL AID	INTERNAL/EXTERNAL COMM BRANCH	12
F	STUDENT FINANCIAL AID	KANSAS CITY HEADQUARTERS TEAM	12
F	STUDENT FINANCIAL AID	KANSAS CITY REGIONAL DIVISION	12
F	STUDENT FINANCIAL AID	MINORITY SERVING & UNDER RESOURCD SCH	12
F	STUDENT FINANCIAL AID	MISSION PROCUREMENT GROUP	12
F	STUDENT FINANCIAL AID	NEW YORK HEADQUARTERS TEAM	12

F	STUDENT FINANCIAL AID	NEW YORK REGIONAL TEAM	12
F	STUDENT FINANCIAL AID	NORTHERN FINANCIAL INSTN OS DIV	12
F	STUDENT FINANCIAL AID	OMBUDSMAN GROUP	12
F	STUDENT FINANCIAL AID	OPERATIONS PERFORMANCE DIVISION	12
F	STUDENT FINANCIAL AID	OPERATIONS SERVICES GROUP	12
F	STUDENT FINANCIAL AID	OPERATIONS SUPPORT DIVISION	12
F	STUDENT FINANCIAL AID	PEFRMC IMPRMNT & PROCEDURES SRV GR	12
F	STUDENT FINANCIAL AID	PHILADELPHIA HEADQUARTERS TEAM	12
F	STUDENT FINANCIAL AID	PHILADELPHIA REGIONAL TEAM	12
F	STUDENT FINANCIAL AID	POLICY LIASN & IMPLEMENTATION STF	12
F	STUDENT FINANCIAL AID	PORTFOLIO PEFRMC MGMT SERVS GR	12
F	STUDENT FINANCIAL AID	PROCESSING DIVISION	12
F	STUDENT FINANCIAL AID	PRODUCTION DIVISION	12
F	STUDENT FINANCIAL AID	PROGRAM COMPLIANCE	12
F	STUDENT FINANCIAL AID	PROGRAM CONTRACT MANAGEMENT BR	12
F	STUDENT FINANCIAL AID	PROJ MNGT & OVERSIGHT GROUP	12
F	STUDENT FINANCIAL AID	RISK ANALYSIS & REPORTING GR	12
F	STUDENT FINANCIAL AID	SAN FRANCISCO HEADQUATERS TEAM	12
F	STUDENT FINANCIAL AID	SAN FRANCISCO REGIONAL TEAM	12
F	STUDENT FINANCIAL AID	SEATTLE REGIONAL TEAM	12
F	STUDENT FINANCIAL AID	SECURITY DIVISION	12
F	STUDENT FINANCIAL AID	SF/SEATTLE SCH PARTICIPATION TEAM	12
F	STUDENT FINANCIAL AID	SOUTHERN FINANCIAL INSTN OS DIV	12
F	STUDENT FINANCIAL AID	STND EXPNC GR (TRAD/NON-TRAD)	12
F	STUDENT FINANCIAL AID	STRATEGIC INITIATVS & KNOWLDGE MNG GR	12
F	STUDENT FINANCIAL AID	SYSTEMS INTEGRATION DIVISION	12
F	STUDENT FINANCIAL AID	TECHNICAL MANAGEMENT DIVISON	12
F	STUDENT FINANCIAL AID	TECHNOLOGY	12

F	STUDENT FINANCIAL AID	TRAINING & INFO SERVICES BRANCH	12
F	STUDENT FINANCIAL AID	WORKFORCE ADMINISTRATION DIVISION	12
F	STUDENT FINANCIAL AID	APPLICATION DEVELOPMENT GROUP	11
F	STUDENT FINANCIAL AID	AWARENESS AND OUTREACH DIVISION	11
F	STUDENT FINANCIAL AID	BOSTON REGIONAL TEAM	11
F	STUDENT FINANCIAL AID	BRANCH A	11
F	STUDENT FINANCIAL AID	BRANCH B	11
F	STUDENT FINANCIAL AID	BUDGET GROUP	11
F	STUDENT FINANCIAL AID	CALL CENTER OVERSIGHT BRANCH	11
F	STUDENT FINANCIAL AID	CHANGE MANAGEMENT DIVISION	11
F	STUDENT FINANCIAL AID	CHICAGO REGIONAL TEAM	11
F	STUDENT FINANCIAL AID	CORRESPONDENCE SERVICES DIVISION	11
F	STUDENT FINANCIAL AID	DALLAS REGIONAL TEAM	11
F	STUDENT FINANCIAL AID	DENVER REGIONAL TEAM	11
F	STUDENT FINANCIAL AID	ENTRPRE IT ARCH & STRTGC INFRA GR	11
F	STUDENT FINANCIAL AID	FINANCIAL REPORTING & ANALYSIS BR	11
F	STUDENT FINANCIAL AID	FOREIGN SCHOOL PARTICIPATION DIVISION	11
F	STUDENT FINANCIAL AID	HEARINGS & INTERAGENCY APPEALS BR	11
F	STUDENT FINANCIAL AID	INFRASTRUCTURE OPERATIONS GROUP	11
F	STUDENT FINANCIAL AID	INTERNAL CONTROLS DIVISION	11
F	STUDENT FINANCIAL AID	MISSION PROCUREMENT GROUP	11
F	STUDENT FINANCIAL AID	NEW YORK REGIONAL TEAM	11
F	STUDENT FINANCIAL AID	OMBUDSMAN GROUP	11
F	STUDENT FINANCIAL AID	OPERATIONS PERFORMANCE DIVISION	11

F	STUDENT FINANCIAL AID	OPERATIONS SERVICES GROUP	11
F	STUDENT FINANCIAL AID	PEFRMC IMPRMNT & PROCEDURES SRV GR	11
F	STUDENT FINANCIAL AID	PHILADELPHIA REGIONAL TEAM	11
F	STUDENT FINANCIAL AID	PROJ MNGT & OVERSIGHT GROUP	11
F	STUDENT FINANCIAL AID	SAN FRANCISCO REGIONAL TEAM	11
F	STUDENT FINANCIAL AID	SCHOOL ELIGIBILITY SERVICE GROUP	11
F	STUDENT FINANCIAL AID	SECURITY DIVISION	11
F	STUDENT FINANCIAL AID	SYSTEMS INTEGRATION DIVISION	11
F	STUDENT FINANCIAL AID	TECHNICAL MANAGEMENT DIVISION	11
F	STUDENT FINANCIAL AID	TECHNOLOGY	11
F	STUDENT FINANCIAL AID	WORKFORCE ADMINISTRATION DIVISION	11
F	STUDENT FINANCIAL AID	ADMIN ACTIONS & APPEALS SRV GR	09
F	STUDENT FINANCIAL AID	APPLCNT PRODUCTS & CUSTMR SERV DIV	09
F	STUDENT FINANCIAL AID	ATLANTA REGIONAL TEAM	09
F	STUDENT FINANCIAL AID	AWARENESS AND OUTREACH DIVISION	09
F	STUDENT FINANCIAL AID	CALL CENTER OVERSIGHT BRANCH	09
F	STUDENT FINANCIAL AID	CHANGE MANAGEMENT DIVISION	09
F	STUDENT FINANCIAL AID	DALLAS SCHOOL PARTICIPATION DIV	09
F	STUDENT FINANCIAL AID	DENVER REGIONAL TEAM	09
F	STUDENT FINANCIAL AID	DIRECT LOANS DIVISION	09

F	STUDENT FINANCIAL AID	FACLS SCURTY EMERG MNGT SRVS GR	09
F	STUDENT FINANCIAL AID	FINANCIAL MANAGEMENT GROUP	09
F	STUDENT FINANCIAL AID	FINANCIAL MANAGEMENT SYSTEMS GR	09
F	STUDENT FINANCIAL AID	FSA ACQUISITIONS	09
F	STUDENT FINANCIAL AID	FSA ADMINISTRATION DIVISION	09
F	STUDENT FINANCIAL AID	IMMEDIATE OFFICE OF THE COO	09
F	STUDENT FINANCIAL AID	INFRASTRUCTURE OPERATIONS GROUP	09
F	STUDENT FINANCIAL AID	INTERNAL CONTROLS DIVISION	09
F	STUDENT FINANCIAL AID	INTERNAL/EXTERNAL COMM BRANCH	09
F	STUDENT FINANCIAL AID	KANSAS CITY REGIONAL DIVISION	09
F	STUDENT FINANCIAL AID	KANSAS CITY SCHOOL PART DIVISION	09
F	STUDENT FINANCIAL AID	OMBUDSMAN GROUP	09
F	STUDENT FINANCIAL AID	OPERATIONS PERFORMANCE DIVISION	09
F	STUDENT FINANCIAL AID	PHILADELPHIA SCHOOL PARTICIPATION DIV	09
F	STUDENT FINANCIAL AID	PROJ MNGT & OVERSIGHT GROUP	09
F	STUDENT FINANCIAL AID	SAN FRANCISCO REGIONAL TEAM	09
F	STUDENT FINANCIAL AID	STND EXPNC GR (TRAD/NON-TRAD)	09
F	STUDENT FINANCIAL AID	TECHNICAL MANAGEMENT DIVISON	09
F	STUDENT FINANCIAL AID	ADMINISTRATIVE SERVICES	08
F	STUDENT FINANCIAL AID	ATLANTA HEADQUARTERS TEAM	08

F	STUDENT FINANCIAL AID	BOSTON REGIONAL TEAM	08
F	STUDENT FINANCIAL AID	CHICAGO REGIONAL TEAM	08
F	STUDENT FINANCIAL AID	DALLAS SCHOOL PARTICIPATION DIV	08
F	STUDENT FINANCIAL AID	DENVER REGIONAL TEAM	08
F	STUDENT FINANCIAL AID	EASTERN FINANCIAL INSTN OS DIV	08
F	STUDENT FINANCIAL AID	NEW YORK/BOSTON SCHOOL PART. DIV	08
F	STUDENT FINANCIAL AID	NORTHERN FINANCIAL INSTN OS DIV	08
F	STUDENT FINANCIAL AID	PHILADELPHIA SCHOOL PARTICIPATION DIV	08
F	STUDENT FINANCIAL AID	SAN FRANCISCO HEADQUATERS TEAM	08
F	STUDENT FINANCIAL AID	SF/SEATTLE SCH PARTICIPATION TEAM	08
F	STUDENT FINANCIAL AID	SOUTHERN FINANCIAL INSTN OS DIV	08
F	STUDENT FINANCIAL AID	WORKFORCE ADMINISTRATION DIVISION	08
F	STUDENT FINANCIAL AID	ADMIN ACTIONS & APPEALS SRV GR	07
F	STUDENT FINANCIAL AID	ATLANTA SCHOOL PARTICIPATION DIVISION	07
F	STUDENT FINANCIAL AID	AUDIT COORDINATION & VALIDATION BR	07
F	STUDENT FINANCIAL AID	BRANCH A	07
F	STUDENT FINANCIAL AID	BRANCH B	07
F	STUDENT FINANCIAL AID	BUDGET GROUP	07
F	STUDENT FINANCIAL AID	CHICAGO/DENVER SCHOOL PARTICPTION DIV	07
F	STUDENT FINANCIAL AID	DALLAS SCHOOL PARTICIPATION DIV	07

F	STUDENT FINANCIAL AID	FACLS SCURTY EMERG MNGT SRVS GR	07
F	STUDENT FINANCIAL AID	FOREIGN SCHOOL PARTICIPATION DIVISION	07
F	STUDENT FINANCIAL AID	HEARINGS & INTERAGENCY APPEALS BR	07
F	STUDENT FINANCIAL AID	INFRASTRUCTURE OPERATIONS GROUP	07
F	STUDENT FINANCIAL AID	NEW YORK HEADQUARTERS TEAM	07
F	STUDENT FINANCIAL AID	OPERATIONS SERVICES GROUP	07
F	STUDENT FINANCIAL AID	PHILADELPHIA HEADQUARTERS TEAM	07
F	STUDENT FINANCIAL AID	PHILADELPHIA SCHOOL PARTICIPATION DIV	07
F	STUDENT FINANCIAL AID	PORTFOLIO PEFRMC MGMT SERVS GR	07
F	STUDENT FINANCIAL AID	PROGRAM MANAGEMENT SERVICES GR	07
F	STUDENT FINANCIAL AID	SAN FRANCISCO/SEATTLE SCHOOL PART. DI	07
F	STUDENT FINANCIAL AID	SCHOOL ELIGIBILITY SERVICE GROUP	07
F	STUDENT FINANCIAL AID	SEATTLE REGIONAL TEAM	07
F	STUDENT FINANCIAL AID	TECHNICAL & BUSINESS SPRT SRV GR	07
F	STUDENT FINANCIAL AID	BRANCH A	06
F	STUDENT FINANCIAL AID	BRANCH B	06
F	STUDENT FINANCIAL AID	FOREIGN SCHOOL PARTICIPATION DIVISION	06
F	STUDENT FINANCIAL AID	HEARINGS & INTERAGENCY APPEALS BR	06
F	STUDENT FINANCIAL AID	KANSAS CITY REGIONAL DIVISION	06
F	STUDENT FINANCIAL AID	CORRESPONDENCE SERVICES DIVISION	05

F	STUDENT FINANCIAL AID	FACLS SCURTY EMERG MNGT SRVS GR	05
F	STUDENT FINANCIAL AID	OPERATIONS SERVICES GROUP	05
F	STUDENT FINANCIAL AID	POLICY LIASN & IMPLEMENTATION STF	05
F	STUDENT FINANCIAL AID	AWARENESS AND OUTREACH DIVISION	04
F	STUDENT FINANCIAL AID	BRANCH B	04
F	STUDENT FINANCIAL AID	FINCL INSTN OVERSIGHT SRV GR	04
F	STUDENT FINANCIAL AID	IMMEDIATE OFFICE OF THE COO	04
F	STUDENT FINANCIAL AID	TECHNOLOGY	04
F	STUDENT FINANCIAL AID	OMBUDSMAN GROUP	02
F	STUDENT FINANCIAL AID	ADMINISTRATIVE SERVICES	00
F	STUDENT FINANCIAL AID	APPLCNT PRODUCTS & CUSTMR SERV DIV	00
F	STUDENT FINANCIAL AID	APPLICATION DEVELOPMENT GROUP	00
F	STUDENT FINANCIAL AID	APPLICATION PROCESSING DIVISION	00
F	STUDENT FINANCIAL AID	AWARENESS AND OUTREACH DIVISION	00
F	STUDENT FINANCIAL AID	BUDGET GROUP	00
F	STUDENT FINANCIAL AID	BUSINESS OPERATIONS	00
F	STUDENT FINANCIAL AID	BUSINESS PROCUREMENT GROUP	00
F	STUDENT FINANCIAL AID	BUSINESS TRANSFORMATION GROUP	00
F	STUDENT FINANCIAL AID	BUSN TRANSFORMATION CONSULTING DIV	00
F	STUDENT FINANCIAL AID	CALL CENTER OVERSIGHT BRANCH	00

F	STUDENT FINANCIAL AID	CHANGE MANAGEMENT DIVISION	00
F	STUDENT FINANCIAL AID	COMMUNICATIONS & OUTREACH GROUP	00
F	STUDENT FINANCIAL AID	COMMUNICATONS & INFO RESOURCES DIV	00
F	STUDENT FINANCIAL AID	CONFERENCE & OUTREACH SERVS DIV	00
F	STUDENT FINANCIAL AID	CONTRACT OVERSIGHT DIVISION	00
F	STUDENT FINANCIAL AID	CORRESPONDENCE SERVICES DIVISION	00
F	STUDENT FINANCIAL AID	CUSTOMER EXPERIENCE	00
F	STUDENT FINANCIAL AID	DEFAULT DIVISION	00
F	STUDENT FINANCIAL AID	EM ENGMNT SATISFACTION & DEV DIV	00
F	STUDENT FINANCIAL AID	ENTERPRISE CHANGE MANAGEMENT GR	00
F	STUDENT FINANCIAL AID	ENTRPSE IT ARCH & STRTGC INFRA GR	00
F	STUDENT FINANCIAL AID	FACLS SCURTY EMERG MNGT SRVS GR	00
F	STUDENT FINANCIAL AID	FINANCE	00
F	STUDENT FINANCIAL AID	FINANCIAL MANAGEMENT GROUP	00
F	STUDENT FINANCIAL AID	FINANCIAL MANAGEMENT SYSTEMS GR	00
F	STUDENT FINANCIAL AID	FSA ACQUISITIONS	00
F	STUDENT FINANCIAL AID	IMMEDIATE OFFICE OF THE COO	00
F	STUDENT FINANCIAL AID	INFORMATION MANAGEMENT GROUP	00
F	STUDENT FINANCIAL AID	INFRASTRUCTURE OPERATIONS GROUP	00
F	STUDENT FINANCIAL AID	INTERNAL CONTROLS DIVISION	00

F	STUDENT FINANCIAL AID	INTERNAL REVIEW GROUP	00
F	STUDENT FINANCIAL AID	IT RISK MANAGEMENT GROUP	00
F	STUDENT FINANCIAL AID	MINORITY SERVING & UNDER RESOURCD SCH	00
F	STUDENT FINANCIAL AID	MISSION PROCUREMENT DIVISION	00
F	STUDENT FINANCIAL AID	MISSION PROCUREMENT GROUP	00
F	STUDENT FINANCIAL AID	OMBUDSMAN GROUP	00
F	STUDENT FINANCIAL AID	OPERATIONS ANALYSIS AND RESERACH DIV	00
F	STUDENT FINANCIAL AID	OPERATIONS PERFORMANCE DIVISION	00
F	STUDENT FINANCIAL AID	OPERATIONS SERVICES GROUP	00
F	STUDENT FINANCIAL AID	PEFRMC IMPRMNT & PROCEDURES SRV GR	00
F	STUDENT FINANCIAL AID	PERFORMANCE MANAGEMENT	00
F	STUDENT FINANCIAL AID	POLICY LIASN & IMPLEMENTATION STF	00
F	STUDENT FINANCIAL AID	PORTFOLIO PEFRMC MGMT SERVS GR	00
F	STUDENT FINANCIAL AID	PROCESSING DIVISION	00
F	STUDENT FINANCIAL AID	PROGRAM COMPLIANCE	00
F	STUDENT FINANCIAL AID	PROGRAM CONTRACT MANAGEMENT BR	00
F	STUDENT FINANCIAL AID	PROGRAM MANAGEMENT SERVICES GR	00
F	STUDENT FINANCIAL AID	PROJ MNGT & OVERSIGHT GROUP	00
F	STUDENT FINANCIAL AID	RISK ANALYSIS & REPORTING GR	00
F	STUDENT FINANCIAL AID	RISK MANAGEMENT	00

F	STUDENT FINANCIAL AID	STND EXPNC GR (TRAD/NON-TRAD)	00
F	STUDENT FINANCIAL AID	STRATEGIC INITIATVS & KNOWLDGE MNG GR	00
F	STUDENT FINANCIAL AID	STRATEGIC PLANNING & REPORTING GR	00
F	STUDENT FINANCIAL AID	SYSMS OPERANS & AID DEL MGMT SER GR	00
F	STUDENT FINANCIAL AID	SYSTEMS INTEGRATION DIVISION	00
F	STUDENT FINANCIAL AID	TECHNICAL & BUSINESS SPRT SRV GR	00
F	STUDENT FINANCIAL AID	TECHNOLOGY	00
I	ADVISORY COUNCILS AND COMMITTEES	ADV COMTE ON STNT FINCMG ASSTN	00
I	ADVISORY COUNCILS AND COMMITTEES	NTL BRD FOR EDUCATION SCIENCES	00
I	IMMEDIATE OFFICE OF THE SECRETARY OF EDU	OFFICE OF EDUCATIONAL TECNLGY	00
I	IMMEDIATE OFFICE OF THE SECRETARY OF EDU	OFFICE OF THE SECRETARY	00
I	INSTITUTE OF EDUCATION SERVICES	NTL CTR FOR SPEC ED RESEARCH	00
I	NATIONAL ASSESSMENT GOVERNING BOARD	NATL ASSMNT GOVERNING BD	00
I	NATIONAL INSTITUTE FOR LITERACY	NATL INST FOR LTRCY ADVSRY BD	00
I	OFC OF PLNG, EVAL & PRGM DVPMT COORD BUD	POLICY & PROGRAM STUDIES SER	15
I	OFFICE FOR CIVIL RIGHTS	OFFICE FOR CIVIL RIGHTS	00
I	OFFICE OF COMMUNICATIONS AND OUTREACH	OCO REGION I	13
I	OFFICE OF COMMUNICATIONS AND OUTREACH	OCO REGION II	13
I	OFFICE OF COMMUNICATIONS AND OUTREACH	OCO REGION III	13
I	OFFICE OF COMMUNICATIONS AND OUTREACH	OCO REGION IV	13

I	OFFICE OF COMMUNICATIONS AND OUTREACH	OCO REGION IX	13
I	OFFICE OF COMMUNICATIONS AND OUTREACH	OCO REGION V	13
I	OFFICE OF COMMUNICATIONS AND OUTREACH	OCO REGION VI	13
I	OFFICE OF COMMUNICATIONS AND OUTREACH	OCO REGION VII	13
I	OFFICE OF COMMUNICATIONS AND OUTREACH	OCO REGION VIII	13
I	OFFICE OF COMMUNICATIONS AND OUTREACH	OFC OF COMMUNICATIONS & OUTREACH	13
I	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	NATIONAL TECHNICAL ADVISORY COUNCIL	00
I	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	NATL ADVSRY COUNCIL ON INDIAN ED	00
I	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	OFC OF EL & SEC ED	00
I	OFFICE OF INNOVATION AND IMPROVEMENT	TEACHER QUALITY PROGRAMS	13
I	OFFICE OF INNOVATION AND IMPROVEMENT	OFC OF INNOVATION & IMPROVEMENT	00
I	OFFICE OF INNOVATION AND IMPROVEMENT	PARENTAL OPTIONS AND INFORMATION	00
I	OFFICE OF MANAGEMENT	FAMILY POLICY COMPLIANCE DIVISION	04
I	OFFICE OF POSTSECONDARY EDUCATION	EXECUTIVE OFFICE	05
I	OFFICE OF POSTSECONDARY EDUCATION	JAVITS BOARD	00
I	OFFICE OF POSTSECONDARY EDUCATION	NATL ADV COMTE INSTNL QLTY/INT	00
I	OFFICE OF POSTSECONDARY EDUCATION	NATL BD FOR IMP OF PSTSC ED	00
I	OFFICE OF POSTSECONDARY EDUCATION	NATL COMTE FORGN MED ED & ACCRD	00
I	OFFICE OF POSTSECONDARY EDUCATION	OFC OF PSTSCNDY ED	00
I	OFFICE OF THE DEPUTY SECRETARY OF EDUCAT	OFC OF THE DEPUTY SECRETARY	00

I	OFFICE OF THE UNDER SECRETARY (OUS)	ASIAN AM & PACIFIC ISLANDERS STF	00
I	OFFICE OF THE UNDER SECRETARY (OUS)	OFC OF THE UNDER SECRETARY	00
I	OFFICE OF THE UNDER SECRETARY (OUS)	WHI INITIATV ON HISTCLY BLACK COLL &	00
I	OFFICE OF VOCATIONAL AND ADULT EDUCATION	ACADEMIC & TECHNICAL ED DIV	00
I	OFFICE OF VOCATIONAL AND ADULT EDUCATION	OFC OF VOCTL & ADULT ED	00
P	ADVISORY COUNCILS AND COMMITTEES	ADV COMTE ON STNT FINCMG ASSTN	00
P	IMMEDIATE OFFICE OF THE SECRETARY OF EDU	OFFICE OF THE SECRETARY	07
P	INSTITUTE OF EDUCATION SERVICES	NTL CTR FOR SPEC ED RESEARCH	15
P	INSTITUTE OF EDUCATION SERVICES	EVALUATION DIVISION	14
P	INSTITUTE OF EDUCATION SERVICES	POSTSECONDARY STUDIES DIV	14
P	INSTITUTE OF EDUCATION SERVICES	ERLY CHLDHD INTL & CRSCTNG DIV	13
P	INSTITUTE OF EDUCATION SERVICES	POLICY & SYSTEMS DIVISION	05
P	INSTITUTE OF EDUCATION SERVICES	POSTSECONDARY STUDIES DIV	05
P	INSTITUTE OF EDUCATION SERVICES	STANDARDS & REVIEW STAFF	05
P	INSTITUTE OF EDUCATION SERVICES	NATL CENTER FOR ED RESEARCH	00
P	INSTITUTE OF EDUCATION SERVICES	STANDARDS & REVIEW STAFF	00
P	OFC OF PLNG, EVAL & PRGM DVPMT COORD BUD	COST ESTIMATION & ANALYSIS DIV	14
P	OFC OF PLNG, EVAL & PRGM DVPMT COORD BUD	EL SEC & VOCTL ANALYSIS DIV	14
P	OFC OF PLNG, EVAL & PRGM DVPMT COORD BUD	OFC OF PLNG, EVAL & POLICY DEV	14
P	OFC OF PLNG, EVAL & PRGM DVPMT COORD BUD	POLCY & TECHNL ANLSIS SPRT TEAM	14

P	OFC OF PLNG, EVAL & PRGM DVPMT COORD BUD	PRE-K/ELEMENTARY TEAM	14
P	OFC OF PLNG, EVAL & PRGM DVPMT COORD BUD	PRE-K/ELEMENTARY TEAM	09
P	OFC OF PLNG, EVAL & PRGM DVPMT COORD BUD	SEC/PSTSCNDY CROSSCUTTING TEAM	09
P	OFC OF PLNG, EVAL & PRGM DVPMT COORD BUD	OFC OF PLNG, EVAL & POLICY DEV	05
P	OFC OF PLNG, EVAL & PRGM DVPMT COORD BUD	OFC OF PLNG, EVAL & POLICY DEV	03
P	OFFICE FOR CIVIL RIGHTS	TEAM 2	15
P	OFFICE FOR CIVIL RIGHTS	CASE RESOLUTION TEAM E	14
P	OFFICE FOR CIVIL RIGHTS	COMPLIANCE & ENFORCEMENT TEAM4	14
P	OFFICE FOR CIVIL RIGHTS	METRO REGION	14
P	OFFICE FOR CIVIL RIGHTS	SELF-DIRECTED TEAM B	14
P	OFFICE FOR CIVIL RIGHTS	TEAM 2	14
P	OFFICE FOR CIVIL RIGHTS	TEAM 3	14
P	OFFICE FOR CIVIL RIGHTS	CASE RESOLUTION TEAM 4	13
P	OFFICE FOR CIVIL RIGHTS	HUMAN RESOURCES TEAM	13
P	OFFICE FOR CIVIL RIGHTS	SELF-DIRECTED TEAM D	13
P	OFFICE FOR CIVIL RIGHTS	TEAM 4	13
P	OFFICE FOR CIVIL RIGHTS	TEAM A	13
P	OFFICE FOR CIVIL RIGHTS	TEAM B	13
P	OFFICE FOR CIVIL RIGHTS	TEAM III	13
P	OFFICE FOR CIVIL RIGHTS	CASE RESOLUTION TEAM 1	12

P	OFFICE FOR CIVIL RIGHTS	TEAM 2	12
P	OFFICE FOR CIVIL RIGHTS	PROGRAM LEGAL GROUP	05
P	OFFICE FOR CIVIL RIGHTS	CASE SUPPORT TEAM	04
P	OFFICE FOR CIVIL RIGHTS	CLEVELAND REGION	04
P	OFFICE FOR CIVIL RIGHTS	REGION I (BOSTON)	04
P	OFFICE FOR CIVIL RIGHTS	REGION IV (ATLANTA)	04
P	OFFICE FOR CIVIL RIGHTS	REGION IX (SAN FRANCISCO)	04
P	OFFICE FOR CIVIL RIGHTS	REGION VII (KANSAS CITY)	04
P	OFFICE FOR CIVIL RIGHTS	TEAM 4	04
P	OFFICE FOR CIVIL RIGHTS	REGION IV (ATLANTA)	03
P	OFFICE OF COMMUNICATIONS AND OUTREACH	EDITORIAL POLICY PUBL & PRINT TEAM	14
P	OFFICE OF COMMUNICATIONS AND OUTREACH	MEDIA RELATIONS	14
P	OFFICE OF COMMUNICATIONS AND OUTREACH	EXHIBITS & AGENCY-WIDE OUTREACH TEAM	05
P	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	MANAGEMENT SUPPORT UNIT	14
P	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	OFFICE OF EARLY LEARNING	14
P	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	HEALTHY STUDENTS GROUP	13
P	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	HIGH SCHOOL GROUP	13
P	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	MANAGEMENT SUPPORT UNIT	13
P	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	TEACHER QUALITY GROUP	13
P	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	MANAGEMENT SUPPORT UNIT	05

P	OFFICE OF ELEMENTARY AND SECONDARY EDUCA	PROGRAM GROUP 2	02
P	OFFICE OF INNOVATION AND IMPROVEMENT	CHARTER SCHOOL PROGRAMS	14
P	OFFICE OF INNOVATION AND IMPROVEMENT	TEACHER QUALITY PROGRAMS	12
P	OFFICE OF INNOVATION AND IMPROVEMENT	INVESTING IN INNOVATION	04
P	OFFICE OF INSPECTOR GENERAL	AUDIT SERVICES	15
P	OFFICE OF INSPECTOR GENERAL	ATLANTA AUDIT REGION	13
P	OFFICE OF INSPECTOR GENERAL	BOSTON/NEW YORK INVESTN REGION	13
P	OFFICE OF INSPECTOR GENERAL	BUDGET & PROCUREMENT SERV TEAM	13
P	OFFICE OF INSPECTOR GENERAL	INVESTIGATION SERVICES	13
P	OFFICE OF MANAGEMENT	HC PLANNING, POLICY & ACCT STAFF	13
P	OFFICE OF MANAGEMENT	INFO COLLECTION CLEARANCE DIV	12
P	OFFICE OF MANAGEMENT	SUPPORT SERVICES DIVISION	04
P	OFFICE OF MANAGEMENT	WESTERN REGION CLIENT SERVICES BR	04
P	OFFICE OF MANAGEMENT	EXECUTIVE OFFICE	03
P	OFFICE OF MANAGEMENT	PHYSICAL & LAW ENFCMNT DIV	03
P	OFFICE OF MANAGEMENT	SECURITY SERVICES	03
P	OFFICE OF POSTSECONDARY EDUCATION	POLICY DEVELOPMENT GROUP	15
P	OFFICE OF POSTSECONDARY EDUCATION	STUDENT SERVICE	09
P	OFFICE OF SPECIAL EDUCATION AND REHABILI	MONITORNG & STATE IMP PLNG DIV	14
P	OFFICE OF SPECIAL EDUCATION AND REHABILI	RESEARCH TO PRACTICE DIVISION	14

P	OFFICE OF SPECIAL EDUCATION AND REHABILI	MONITORNG & STATE IMP PLNG DIV	13
P	OFFICE OF SPECIAL EDUCATION AND REHABILI	RESEARCH SCIENCES DIVISION	03
P	OFFICE OF THE CHIEF FINANCIAL OFFICER	EXECUTIVE OFFICE	14
P	OFFICE OF THE CHIEF FINANCIAL OFFICER	ACCOUNTS PAYABLE GROUP	06
P	OFFICE OF THE CHIEF FINANCIAL OFFICER	POST AUDIT GROUP	06
P	OFFICE OF THE CHIEF FINANCIAL OFFICER	ACCOUNTS RECEIVABLE GROUP	03
P	OFFICE OF THE CHIEF FINANCIAL OFFICER	FINCL MANAGEMENT OPERATIONS	03
P	OFFICE OF THE CHIEF FINANCIAL OFFICER	OFC OF CHF FINCL OFCR	03
P	OFFICE OF THE CHIEF FINANCIAL OFFICER	REPORTING & ANALYSIS GROUP	03
P	OFFICE OF THE CHIEF FINANCIAL OFFICER	CONTRACT & ACQUISITIONS MGMT	02
P	OFFICE OF THE CHIEF INFORMATION OFFICER	DEVELOPMENT SERVICES TEAM	02
P	OFFICE OF THE CHIEF INFORMATION OFFICER	OFC OF THE CHIEF INFO OFFICER	01
P	OFFICE OF THE DEPUTY SECRETARY OF EDUCAT	IMPLEMENTATION SUPPORT UNIT	15
P	OFFICE OF THE DEPUTY SECRETARY OF EDUCAT	OFC OF THE DEPUTY SECRETARY	12
P	OFFICE OF THE DEPUTY SECRETARY OF EDUCAT	PROGRAM RISK MNGMENT & MONTORING TEAM	05
P	OFFICE OF THE DEPUTY SECRETARY OF EDUCAT	RISK MANAGEMENT SERVICE	04
P	OFFICE OF THE GENERAL COUNSEL	BUSN & ADMIN LAW DIVISION	15
P	OFFICE OF THE GENERAL COUNSEL	EDUCATION PROGRAM DIVISION	15
P	OFFICE OF THE GENERAL COUNSEL	EDUCNL EQUITY & RESEARCH DIV	15
P	OFFICE OF THE GENERAL COUNSEL	ETHICS DIVISION	15

P	OFFICE OF THE GENERAL COUNSEL	EDUCATION PROGRAM DIVISION	14
P	OFFICE OF THE GENERAL COUNSEL	EDUCNL EQUITY & RESEARCH DIV	14
P	OFFICE OF THE GENERAL COUNSEL	PSTSCNDY EDUCATION DIVISION	14
P	OFFICE OF THE UNDER SECRETARY (OUS)	WHI INITIATV ON HISTCLY BLACK COLL &	07
P	OFFICE OF THE UNDER SECRETARY (OUS)	WHI INITIATV ON HISTCLY BLACK COLL &	05
P	OFFICE OF THE UNDER SECRETARY (OUS)	ASIAN AM & PACIFIC ISLANDERS STF	04
P	STUDENT FINANCIAL AID	ADMINISTRATIVE SERVICES	15
P	STUDENT FINANCIAL AID	INFORMATION MANAGEMENT GROUP	14
P	STUDENT FINANCIAL AID	BRANCH B	12
P	STUDENT FINANCIAL AID	OPERATIONS SERVICES GROUP	12
P	STUDENT FINANCIAL AID	BRANCH B	11
P	STUDENT FINANCIAL AID	KANSAS CITY SCHOOL PART DIVISION	09
P	STUDENT FINANCIAL AID	IT RISK MANAGEMENT GROUP	07
P	STUDENT FINANCIAL AID	FACLS SCURTY EMERG MNGT SRVS GR	04
P	STUDENT FINANCIAL AID	FOREIGN SCHOOL PARTICIPATION DIVISION	04
P	STUDENT FINANCIAL AID	INTERNAL/EXTERNAL COMM BRANCH	04
P	STUDENT FINANCIAL AID	MINORITY SERVING & UNDER RESOURCD SCH	04
P	STUDENT FINANCIAL AID	PORTFOLIO PEFRMC MGMT SRVS GR	04
P	STUDENT FINANCIAL AID	STND EXPNC GR (TRAD/NON-TRAD)	04
P	STUDENT FINANCIAL AID	CHANGE MANAGEMENT DIVISION	03

P	STUDENT FINANCIAL AID	FACLS SCURTY EMERG MNGT SRVS GR	03
P	STUDENT FINANCIAL AID	BUSINESS PROCUREMENT GROUP	00

Appendix B

U.S. Department of Education Quarterly Report to Region XI

Region XI, Blacks In Government (BIG)

U.S. Department of Education Chapter of Blacks In Government (BIG)

Quarterly Report: January 1, 2013 – March 31, 2013

By

Wanda E. Gill, Ed.D., President

The U.S. Department of Education Chapter of Blacks In Government (BIG) is pleased to submit this Quarterly Report covering the time frame from January 1, 2013 through March 31, 2013. While the largest series of programs covered weekly Black History Month events, January and March included significant activities, as well, including meeting the Region XI challenge of recruiting and signing on 5 new Blacks In Government (BIG) members.

The brief report narrative is supported by copies of monthly reports from those members of the Executive Committee who had activities to report. As is our custom and preference, reports are emailed to members who, while copying the president, may send their questions or concerns to those initiating the reports. These written reports, however, do not always include the ongoing updates to the website, thanks to the Webmaster, our Vice President and one of our Regional Representatives. Effective January 1, 2013, we have a Secretary who takes and maintains minutes and other records of our activities.

In January, the President solicited written descriptions of volunteer activities from members that led to the nomination of Patricia Kilby-Robb and Dwight Deneal as Martin Luther King Jr. Drum Majors awards. The President was also recognized for her volunteer activities. Recipients got a letter from President Obama, a pin, and memorialization in a pamphlet of winners. This is the second year of this very prestigious awards program at the U.S. Department of Education and the U.S. Department of Education Chapter of Blacks In Government (BIG) was very pleased to be able to nominate individuals for this award.

February was filled with Black History Month activities and the article on our series of events that is now memorialized in the ERIC Clearinghouse is in the Appendix. This year, the Secretary participated in the first large program in Barnard auditorium and the Deputy Secretary presented in the large program later in the month celebrating the nation's Historical Black Colleges and Universities. February had other activities that kept us busy, as well. Our treasurer participated in the February training for Region XI local chapter treasurers on 990 forms. Our membership chair updated our forms to reflect 2013 and is in the process of collecting dues from members. Two new members, Christine Wyatt and Kimberly Small held the first BIG recruitment effort in the Federal Student Financial Aid building that helped us secure 5 new members. This was a very impressive event and the President conducted an introductory session on the benefits of membership that helped with recruitment.

March was also a busy time for the ED Chapter of BIG. Our new first time EEO committee is now headed by attorney, Sherrell Evans, of the Office of Civil Rights. She came on board just in time to participate in Region XI training of EEO chairpersons on Saturday, March 16, 2013. At the U.S. Department of Education Chapter's March 21, 2013 General Membership meeting and Awards Ceremony, the members voted their affirmation and confidence in the members of the Executive Board including Wanda E. Gill, Jesse Sharpe, Dwight Deneal, David Jackson, Patricia Kilby-Robb, Shavonney White, Veronica Edwards, Karen Holliday, Cynthia Waller, Gary Jones, Sherrell Evans, and Mary McGeorge. All of the forenamed Board members received Certificates of Appreciation from the President, as did ED personnel who help make our programs happen, including Toni Pope and Patrick Greer of the Training and Development Center where most of our programs are held. Christine Wyatt and Kim Small received personal gifts from the president for their recruitment efforts that led to our new members. Certificates were also presented to Steven Jefferson of the EEOS staff who works with the President on all of the Black History Month Programs, assured payment by his office for the very expensive captioning charges (\$83 per minutes for three dvds of an hour or longer duration) and provides data for critical reports. Certificates were prepared and forwarded to Tia Borders and Edgar Mayes of the Secretary's staff, who see to it that we get to schedule time with the Secretary for his participation in our programs, answers to our inquiries, and photo opportunities for our Black History Month program guests. Pictures from the program are included in this report.

Appendix A includes the minutes, attachments to the minutes and pictures from the March General Membership Meeting and Awards Ceremony. Appendix B includes the ED Notebook Announcements from BIG. Appendix C includes the abstract of the publication in the ERIC Clearinghouse on the U.S. Department of Education Chapter of Blacks In Government (BIG) 2013 Black History Month Programs. I'll have to forward the brochure from the MLK Jr. Drum Major's Awards next week but will put a place mark there. I'll label it Appendix D. Appendix E will be the monthly reports for January and February that were disseminated to our members. Also included is the Executive Board Agenda for March.

Appendix B.A.

March 21, 2013 General Membership Meeting Minutes, Attachments to Minutes and Pictures

Email to members:

Dear ED Chapter of BIG Members:

Please see today's meeting agenda, handouts, minutes, list of attendees. Have a great weekend!
Remember, I flex on Fridays.

Best wishes,

Wanda E. Gill, Ed.D.
President, ED Chapter, Blacks In Government
Room 4W248, 400 Maryland Avenue, SW
Washington, D.C. 20202
Telephone: (202) 401-1857



General BIG Meeting Minutes:

March 21, 2013 from 12:00 p.m.- 1:00 p.m.

(Note: The Agenda and List of Members in Attendance is Attached. There were four guests.)

- *Globe Life Presentation*
Globe Life Insurance company representatives conducted a brief overview of their insurance policy plan offered for free for BIG members during a lunch, which they supplied- BIG members received \$3,000 towards first year of insurance plan, in addition to the discounts and savings. A \$10 per year fee will follow after the first year if the plan is continued.
- *Photo Opportunity*

Three recipients that received the Martin Luther King Drum Major Service Award were recognized and had their picture taken. Board members, new members, dedicated contributors and the entire organization were also recognized receiving a certificate for promoting the goals and objectives of BIG. The photographer also took pictures.

- *Affirmation Vote*

All Executive Board members, including committee chairs, were affirmed, by vote of the members present, as the leadership of the organization

- *Reflections*

Members provided insight on what is working/what is not working since implementing the new changes- Emails have been working well because the information could be sent to networks of friends and associates. The ED Chapter is pushing programming to bring about awareness and this is working to increase BIG membership. Comments of members on this approach were all positive. No concerns were voiced.

- *Forward thinking*

Funding scholarships internationally- a little goes a long way.

Sharing the EEO commissions report- Consider doing a monthly or quarterly review of the findings. One finding on African American employees led to the discussion on what BIG could do to increase association and help the younger members shape their careers (for an example, receive mentorship from Anglo male SES).

ED Chapter of BIG General Membership Meeting and Awards Ceremony Attendance

March 21, 2013

1. Boyd, Caryn
2. Eason, Chaun
3. Edwards, Veronica
4. Gill, Wanda
5. Glasgow, Dorothea
6. Jefferson, Steven
7. Jones, Florine
8. Jones, Gary

9. Jordan, Debbie
10. Kilby-Robb, Patricia
11. Means, Catherine
12. McCurchin, Deon
13. Small, Kimberly and 2 guests
14. Cynthia Waller
15. White, Shavonney
16. Winston, Phyllis
17. Wyatt, Christine

Guests

Patrick Greer

Lashon M. Hilliard, Acting President/Executive Vice President, Edward Woods., Jr. COPS BIG Chapter, 145 N. Street, NE., 11E, Room 111, Washington, DC. (Expected- didn't come)

Jewell King, President, NIH/NIMH Chapter (Expected- Didn't Come)



ED Chapter of BIG General Membership Meeting and Awards Ceremony

Thursday, March 21, 2013, TDC LBJ, Room 1W105/108

Agenda

Introduction of Globe Life Representatives	Dr. Wanda E. Gill	12:00 – 12:01
Globe Life Presentation & Lunch	Mr. Damien Catchins	12:01 – 12:16

Highlights of Written March Reports of Executive Board Members Present	Dr. Wanda E. Gill Ms. Patricia Kilby –Robb Mr. Dwight Deneal	12:17 - 12:22
Executive Board Members- Affirmation Vote	All Members Present	12:22-12:23
Introduction of Guests from Other Agency Chapters:	Dr. Wanda E. Gill	12:23-12:25
Jewell King, President, NIH/NIMH Chapter		
Lashon M. Hilliard, Acting President/Executive VP, Edward Woods Jr. COPS BIG Chapter		
Awards Ceremony & Photos		12:25-12:45
ED BIG Support – Other Offices		
Office of the Secretary	Mr. Edgar Mayes Ms. Tia Borders	
EEOS Office	Mr. Steven Jefferson	
Training & Development Center	Ms. Toni Pope Mr. Patrick Greer	
ED BIG Members - February Membership Drive	Ms. Christine Wyatt & Ms. Kimberly Small	
ED BIG Member – Scholarship Committee	Mr. Clifton Jones	
ED BIG Executive Board Members	Jesse Sharpe, Patricia Kilby-Robb, Dwight Deneal, David Jackson, Karen Holliday, Cynthia Waller, Mary McGeorge, Denise Rossier, Shavonney White, Veronica Edwards, Sherrell, Evans	
Adjournment	Dr. Wanda E. Gill	12:45
Globe Life Policies	Mr. Catchins	12:45-1:00
Attorney from OCR		



REPORT FOR THE: Education Chapter of Blacks In Government Executive Board Monthly Meeting

DATE OF REPORT: March 12, 2013

COMMITTEE NAME: Scholarship

SUBMITTED BY: Karen Holliday, Chair

Update on Activities:

- As previously noted, the Chapter received a request from one of the 2012 scholarship recipients to transfer her award to another institution so that it may be applied to the spring semester. Because the scholarship recipient had not completed transferring to the new University, no action could be immediately taken. On March 4, 2013, fiscal personnel at the former institution confirmed the transfer of funds to the new institution was successfully completed.

Committee Recruitment

If you have an interest in serving on the Scholarship Committee, please contact the Chair. Caryn Boyd, a new member to the Chapter who works in the Technology Office at Federal Student Aid, is the newest member on the Scholarship Committee. Please join me in welcoming Caryn and thanking her for willingness to serve.

This concludes the report of the Education Chapter of BIG, Scholarship Committee.

Respectfully submitted,

Karen Holliday, Chair



REPORT FOR THE: Education Chapter of Blacks In Government Executive

Board Monthly Meeting

DATE OF REPORT: March 12, 2013

COMMITTEE NAME: Membership

SUBMITTED BY: Karen Holliday, Chair

Collection of Membership Dues

Collection of local membership dues in the amount of \$10.00 per person is ongoing. If you have not remitted payment for this calendar year, kindly contact the Chapter's Treasurer as soon as time permits.

Membership Activities and Update:

- The Chapter President conducted a membership drive in UCP on February 26, 2013, along building representatives: Kimberly Small and Christine Wyatt. From this undertaking, five new members joined. Please welcome ***Caryn Boyd, Fanta David, Sherrell Evans, Deon McCurchin, and Katina Stapleton***. Kudos to Dr. Gill, Kimberly, and Christine for a job well done!
- The next membership drive will take place in PCP. Stay tuned for additional information.
- For informational purposes, Building Representatives are as follows:
 - ✚ Darryl Davis, Office of Postsecondary Education, K Street
 - ✚ Gary Jones, Office of Innovation and Improvement, LBJ
 - ✚ Kimberly Small, Federal Student Aid, UCP
 - ✚ Christine Wyatt, Federal Student Aid, UCP

Membership applications remain available on the Chapter's website.

Committee Recruitment:

Individuals wishing to serve on the Membership Committee are encouraged to contact the Chair.

This concludes the report of the Education Chapter of BIG, Membership Committee.

Respectfully submitted, Karen Holliday – Chair

Appendix B.B.

ED Notebook BIG Announcements-March



ED Notebook

The Department's Weekly Information Resource

Prepared by ED Internal Communications



[Ongoing items can be found at this link. These are items that do not expire.](#)

Announcements

[Sequestration Information Now Available on connectED](#) (All)

*[Voluntary Leave Transfer Request – Sheila Proctor](#) (All)

*[Important REACH Midpoint Information](#) (All)

[Replacement of Email Extender: Enterprise Vault Email Archiving Solution Deployment](#) (All)

[ED's New Hires](#) (All)

[ED-BIG's Salute to Women in the Legal Profession](#) (All)

[ED-BIG's Salute to Nurses](#) (All)

[ED-BIG's Salute to Female Inventors](#) (All)

[Summary of Responses to 2013 Training Needs Survey](#) (All) (doc)

[Latest Edition of ED Review: 3/1](#) (All)

ED-BIG's Salute to Women in the Legal Profession

The U.S. Department of Education Chapter of Blacks In Government (BIG) is pleased to salute women in the legal profession by highlighting the career of the first African American woman to argue a case before the Supreme Court.

Born in New Haven, Connecticut in 1921, **Constance Baker Motley** was one of nine children born to West Indian immigrants from the island of Nevis. Her mother was one of the founders of the New Haven, Connecticut branch of the National Association for the Advancement of Colored People and her father was a caterer for student groups at Yale University.

She attended Fisk University in Nashville, Tennessee on a scholarship but transferred to New York University where she earned a degree in economics in 1943. She stayed in New York City and earned her law degree from Columbia. She clerked for Thurgood Marshall starting in 1945, graduated in 1946 and joined him in working for the NAACP's Legal Defense and Educational Fund. She worked on the *Brown v. Board of Education* decision in 1954 when the Court unanimously declared separate schooling for black and white students unconstitutional. Motley won 9 out of 10 cases she argued before the U.S. Supreme Court. She also represented Martin Luther King, Jr., in his case as he sought to conduct a Civil Rights era march in Albany, Georgia.

Constance Baker Motley went on to become the first black woman elected to the New York Senate, the first Black woman elected as borough president of Manhattan, and the first black woman federal judge in 1966. She died on September 28, 2005.

Read more about [Constance Baker Motley](#) online.

With questions, contact Wanda Gill

NEW >>

ED-BIG's Salute to Nurses

Mary Eliza Mahoney (April 16, 1845 – January 4, 1926) was the nation's first African American professionally trained nurse, graduating from the New England Hospital for Women and Children, America's first school for nurses, in 1879. Born in Dorchester, Massachusetts, she worked at the hospital for 15 years before applying to its nursing program. Women doctors founded the hospital in 1862 and started the nursing program with 42 students in 1872. In that class, only four students graduated, the first of whom was Linda Richards.

In 1896, Mary Eliza Mahoney was one of the original members of a predominantly white Nurses Associated Alumnae of the United States and Canada. (In 1911, the organization became the American Nurses Association). Mary Eliza Mahoney graduated with her nursing diploma in 1905 and worked as a private care nurse. From 1911 to 1912, she was the director of the Howard Orphan Asylum for black children in Long Island, New York.

She co-founded the National Association of Colored Graduate Nurses (NACGN) with Adah B. Thoms which merged in 1951 with the American Nurses Association. Her contribution to the field of nursing has been commemorated with the biennial Mary Mahoney Award of the ANA for advancing equal opportunities in nursing for members of minority groups.

In retirement, Mahoney was still concerned with women's equality and supported the women's suffrage movement. In 1920, she was among the first women in Boston to register to vote. She died six years later on January 4, 1926, aged 80.

Mahoney was inducted into the ANA's Hall of Fame in 1976 and was inducted into the National Women's Hall of Fame in 1993. Her contributions are further commemorated through the:

- Mary Mahoney Memorial Health Center, Oklahoma City.
- Mary Mahoney Lecture Series, Indiana University Northwest
- House of Representatives resolution, US Congress, April 2006 H.CON.RES.386, Honoring Mary Eliza Mahoney, America's first professionally trained African-American nurse.

With questions, contact Wanda Gill.

NEW »

ED-BIG's Salute to Female Inventors (All)

Sarah E. Goode was born into slavery in 1850. She was freed when the Civil War ended. She moved to Chicago, Illinois and opened a furniture store. She was the first African American woman inventor to obtain a patent from the U.S. Patent and Trademark Office (patent #322,177, approved on July 14, 1885). She invented a space saving folding cabinet bed that folded up against the wall into a cabinet. When folded up, it could be used as a desk, complete with compartments for stationery and writing supplies. She invented the bed for people living in small apartments.

Sarah Goode was the first African American women to receive a U.S. patent. Patent #322,177 was issued on July 14, 1885 for a cabinet bed. Sarah Goode was the owner of a Chicago furniture store. At right you can view the [patent](#) issued to Sarah Goode that includes the design.

With questions, contact Wanda Gill.

Appendix B.C.

ERIC Publication

Author(s): Gill, Wanda E.

Pub Date: 2013-02-0

Source: Online Submission

Abstract:

The 2013 Black History Month Programs at the U.S. Department of Education highlighted and celebrated emancipation, Civil Rights, the histories of key Black organizations and the contributions of Historically Black Colleges and Universities through a series of programs offered both in Barnard Auditorium at headquarters on Maryland Avenue, S.W, Washington, D.C. and in the Training and Development Center as lunch time activities. The Secretary of Education, Arne Duncan, represented the administration and expressed his personal and professional commitment to eliminating barriers to educational access and equity in the first program on February 6, 2013. The Deputy Secretary, Tony Miller, emphasized the importance of Historically Black Colleges and Universities and the White House's commitment to the students these institutions serve. National figures and experts presented data and historical facts from American history with a Black perspective. Appendixes include: (1) Introduction of Margaret Young and Darius Gray of the Latter Day Saints and Producers of the Documentary on Black Mormons; (2) Agenda for the February 6, 2013 Black History Month Program; (3) Bios of Presenters at the February 6, 2013 Program; (4) Secretary Duncan's Remarks at the February 6, 2013 Black History Month Program; (5) Transcript of February 6, 2013 Program; (6) Agenda of the February 19, 2013 Black History Month Program; (7) Biographies of Presenters at February 19, 2013 Program; (8) Tony Miller's Remarks at February 19, 2013 Program; (9) Dr. John Wolfe's Power Point Presentation; (10) Power Point of Jerry Isaac's Presentation; (11) Pictures from the February 6, 2013 Program; (12) Pictures from the February 19, 2013 Program; (13) Picture and Biography of Bernard Demczuk; (14) History of National Blacks In Government; (15) Flyers of Black History Month Programs; and (16) Article Based on February 6, 2013 appearing online at AllAfrica.com

Additional Pictures from Black History Month Programs



Co-Producers of Documentary “Nobody Knows: The Untold Story of Black Mormons”, Margaret Young and Darius Gray of Utah who came at their personal expense to talk about the documentary.



Darius Gray and Margaret Young receiving certificates and personal gifts from Dr. Wanda E. Gill, president of the ED Chapter of Blacks In Government (BIG)

Appendix B.D.

Program and Booklet of Accomplishments of Martin Luther King Jr. Drum Majors Awards

Appendix B.E.

January Executive Board Reports

January 1, 2013 BIG Executive Board Meeting: President's Report

1. Region XI Meeting on January 12, 2013:

- a. I attended the Region XI meeting along with our regional representative, Jesse Sharpe and new regional representative and new member, Denise Rosier. This was an important meeting because it included regional representative training.
 - b. Announcements from the Region XI meeting included:
 - i. Installation of National President Darlene Young, on Thursday, January 17, 2013 at 11 am. The discussion included the need for additional information for admittance to the Department of State. Darlene Young was at the Region XI meeting and indicated that a number of national board representatives were coming in for the installation. She also quelled certain rumors.
 - ii. Training for Chapter treasurers will be held sometime in February with the date and time to be indicated later.
 - iii. The Region XI membership drive commences in February. The plan is for each chapter to increase their membership rosters by four.
 - iv. Other announcements will be covered in the regional representatives' report included in the Vice President's report this month.
2. Presentations Planned:
- a. On January 24, 2013, Jesse Sharpe will be presenting a "Self-Publishing Workshop" starting at noon in TDC. Pre-registration is required because of both space and the need for materials which each participation will download prior to the workshop. This was conducted for the membership only as a pilot in the fall and it was so successful that we decided to extend it to all ED. To date, 20 people have registered and received materials.
 - b. Status of **February Black History Month Programs, Dates and Times** – As reported in December, many thanks to Patricia Kilby-Robb, Veronica Edwards, Cynthia Waller, Karen Holliday and Mary McGeorge of the Executive Board, Selina Lee and Steven Jefferson of the EEOS office, Kimberly Watkins –Foote and Tia Borders of the Secretary's staff, for supporting our programs and working with us on their development.
 - c. Please be aware that the major programs are on **February 6, 2013** and **February 19, 2013** in the Barnard Auditorium. Others are intended as extremely informative lunchtime programs and will occur in the Training and Development Center in LBJ at 400 Maryland Avenue, SW, Washington, D.C.

- i. February 5, 2013, TDC, LBJ, 1W128, 12:00 am – 2:00 pm , Screening of “Nobody Knows: The Untold Story of Black Mormons”. There may be Black Mormons available to address any questions on the previously aired on PBS film. (Note: from 11:00 am – 12:00 noon: Membership drive will occur.)
- ii. **February 6, 2013**, LBJ, Barnard Auditorium, 10 am – 12 noon: Theme: “Celebrating Emancipation and Civil Rights”- Confirmed- Mr. Gabriel I.H. Williams, Minister/Counsellor, Press and Public Affairs, On Behalf of Ambassador Jeremiah C. Sulunteh, Embassy of the Republic of Liberia; Former Congressman William Clay of Missouri on the History of the Congressional Black Caucus; Darlene H. Young- President National Blacks In Government on the History of Blacks In Government; Secretary Arne Duncan; Cynthia Dinkins, CEO of the Fairfax Urban League on the History of the National Urban League..
- iii. February 14, 2013, TDC, LBJ, 1W105/108, 12:00 noon – 2:00 pm, “District of Columbia Black History” presented by Dr. Bernard Demczuk of George Washington University. (Note: Membership Drive will occur from 11:00 am – noon.)
- iv. **February 19, 2013**, LBJ, Barnard Auditorium, 10 am – 12 noon: Theme “Salute to the Nation’s Historically Black Colleges and Universities” Confirmed Panelists and Speakers: Dr. John Wolfe of the University of Maryland System Administration (former President of Savannah State University and former President of Kentucky State University); Dr. Sammye Miller, Historian of Bowie State University on Emancipation leading to the founding of the HBCUs. There are four other current HBCU presidents who have not yet confirmed.
- v. February 20, 2013, TDC, LBJ, 1W103, 12noon – 2:00 pm, Screening of “Daisy Bates: First Lady of Little Rock”. (Note: New Member Orientation from 11 am – 12 noon).
- i. February 28, 2012, TDC, LBJ, 1W105/108, 12 noon – 1:00 pm, Screening of “Locked Out: The Fall of Massive Resistance”. (Note: 11:00am – 12 noon – Chapter Awards Ceremony).

Description of Lunchtime (11 am) Black History Month screenings and Presentations

February 5, 2013 Screening: About the Film: “Nobody Knows: The Untold Story of Black Mormons” is an award-winning documentary about African American Latter-day Saints (LDS). Few people, Mormon and non-Mormon, are aware that there has been an African American presence in the LDS Church from its earliest days, that the vanguard company of Mormon pioneers included three “colored servants” (slaves), and that subsequent pioneer companies included both freeborn Blacks (such as Jane Manning and Isaac James) and enslaved Blacks, such as Biddy Smith Mason and Elizabeth Flake.

This documentary talks about that little-known legacy, and confronts the hard issues which surfaced in the most turbulent years of the Civil Rights Movement, when the Church continued to restrict its priesthood from those of African descent (a policy put into place in 1852). It discusses the context for that restriction, and how it was finally lifted. It also addresses the challenges of modern Black Mormon pioneers. Dr. Margaret Young, the producer from Brigham Young University, may join us in answering questions at the conclusion of the screening.

(Note: from 11:00 am – 12:00 noon: Membership drive will occur.)

February 14, 2013 Presentation: “District of Columbia Black History”: Dr. Bernard Demczuk, Assistant Vice President, District of Columbia Relations, Office of Government and Community Relations at George Washington University and Historian at Ben’s Chili Bowl, has a unique view of the District and will speak from an historical and current perspective. Dr. Demczuk is also an African American History teacher at the School Without Walls in Washington, D.C., where he has been instrumental in teaching students legal activism in the political process through example. Dr. Demczuk is a former aide to Marion Barry. He appeared on meet the Press on April 20, 2012 with Bill Cosby talking about the Trayvon Martin shooting case and he talking about the historic opening of the Howard Theatre. In 2010, Dr. Demczuk was an event coordinator for Congresswoman Eleanor Holmes Norton. He has long been a force in Washington, D.C. and has always been interested in Black History. Please see the following picture of Dr. Demczuk.



(Note: Membership Drive will occur from 11:00 am – noon on February 14, 2013.)

February 20, 2013 Noon Screening: About the Film: “Daisy Bates: First Lady of Little Rock” tells the story of Daisy Bates, then president of the Arkansas chapter of the National Association for the Advancement of Colored People, a fearless fighter for justice who earned her place in American history and became a household name during the height of the civil rights era. She is more commonly known as “Mrs. Daisy Bates and the Little Rock Nine” for courageously leading the integration of the all-white Central High School in Arkansas in 1957. Her public support culminated in a constitutional crisis – pitting a president against a governor and a community against itself. It took the presence of the National Guard, with protective assistance from President Dwight D. Eisenhower, to usher the nine black students into Central High School. The documentary realistically explores who Daisy Bates was, what motivated her and why she was never fully embraced within the Little Rock community. The film demonstrates how Daisy Bates didn’t keep her place as a woman or as a Negro. She was a female leader at a time of Black male dominance of the Civil Rights movement. She was to influence later female Civil Rights era leaders were to come, including Gloria Richardson Dandridge (of Cambridge, Maryland), Diane Nash (of Nashville, SNCC and SCLC fame) and others. The film illustrates and parallels the ongoing struggle of generations of African Americans who sought freedom to vote, have equal educational resources, and access to public transportation and facilities. PBS premiered the film for Black History Month in 2012. This program is intended to give employees more insight into the social fabric of the country shortly after the Brown decision. Treopia Washington, sister of Ernie Green, is planning on joining us at the conclusion of the screening, to answer questions. (Note: 11 am – noon: New Member Orientation.)

February 28, 2013 TDC Noon Screening: About the Film: “Locked Out: The Fall of Massive Resistance” which takes a look at school segregation in Virginia post- Brown v. Board of Education. The one hour documentary tells the stories of many of the students who found themselves on the front lines of the fight against Massive Resistance. Questions will be answered by invited guests who lived through the experience. (Note: BIG ED Chapter 11 am – noon: Awards Ceremony.)

February Executive Board Reports

March Executive Board Agenda

U.S. Department of Education Chapter of Blacks In Government (BIG)

Executive Board Meeting

March 12, 2013 at Noon in TDC

Agenda

President’s Updates

- A. Meetings & Work with Other Groups
 - a. Diversity and Inclusion Council
 - b. Disability Group's Review of Materials Developed at Cornell University
 - c. Lott Carey Update – Mission School in Liberia
 - d. Material Dissemination to Partners
- B. Financial Treasurer's Retirement
- C. New Members' Committee Interests – New EEO Chair
- D. General Membership Meeting on March 21, 2013
 - a. Agenda Development with Roles
 - b. Awards Ceremony
 - c. Photos – Group and Individual

Vice President's Updates

- A. Website

Treasurer's Updates

- A. Account Balances

Regional Representatives Updates

- A. Regional News and Training

Membership Chair's Updates

- A. New Members

Scholarship Chair's Updates

Appendix C

ED Notebook March 18-22, 2013

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With questions, contact Wanda Gill.

Appendix D: ED Notebook Announcement of Blacks in Government Meeting in LBJ on 3/21/2013

The U.S. Department of Education Chapter of Blacks In Government will have a general membership meeting and Awards Ceremony on Thursday, March 21, 2013 at 12:00 pm noon in Rooms 105/108 in the Training and Development Center in LBJ. Leadership awards, Chapter Support Awards and Member Recruitment Awards will be highlighted.

With questions, contact Wanda Gill.

Appendix E

U.S. Department of Education Chapter of Blacks In Government's Reaction to the EEOC African American Workgroup Report

By

Wanda E. Gill, Ed.D., President of the U.S. Department of Education Chapter
of Blacks In Government (BIG)

Dwight Deneal, B.S., Regional Representative, U.S. Department of Education
Chapter of Blacks In Government (BIG)

March 31, 2013

“Our nation derives strength from the diversity of our population and from its commitment to equal opportunity for all. We are at our best when we draw on the talents of all parts of our society, and our greatest accomplishments are achieved when diverse perspectives are brought to bear when we face our greatest challenges.”

Barack Obama, Executive Order 13583

Introduction

The U.S. Department of Education Chapter of Blacks In Government (BIG) is pleased with the insight of the Equal Employment Opportunity Commission Office of Federal Operation's meetings with federal and non-federal interest groups, federal EEO directors and others from 2010 to "memorialize the obstacles and recommendations" of these groups. We particularly like the clear presentation of each obstacle with background, issues identified by Dialogue Partners, and Recommendations of Dialogue Partners.

The authors initiated this reaction starting on March 20, 2013. We reviewed some of the research findings noted in the report and conducted our own research to determine if there were findings from studies that supported our recommendations. Those findings are cited in this report both in the tables and in the end notes.

In the review of the EEOC African American Workgroup Report, we considered whether:

- There is any evidence indicating that the number and percentage of African Americans employed by any federal government agency is a variable in the barriers described in the report. Articulated another way, do barriers still exist in agencies with large numbers and percentages of African Americans relative to the total number of employees in an agency? Do barriers exist in those agencies with small numbers and percentages of African Americans?
- The recommendations were timely and strategic, given:
 - The Obama Administration:
 - The increasing numbers of other groups of people of color along with the lower number of Blacks employed by some agencies in the federal government.

2011-2012 Demographic and Employment Data for African Americans Compared to Selected Indicators

According to a February 16, 2012 Issue Brief #322 from the Economic Policy Institute, "...Among the states with sufficient data for reliable estimates,

African American unemployment rates exceeded 10 percent in 24 states and the District of Columbia in the third quarter of 2011.” Little improvement is projected for the remainder of the year. Similarly, a February 29, 2012 U.S. Labor Department Report: *The African American Labor Force in the Recovery*ⁱ indicates the unemployment rate of African Americans was 13.6 percent in January 2013; it is dramatically higher than the 8.5% rate in November 2007, indicating a problematic all-time high in the age of Obama. The Report indicates 11.6% of the U.S. labor force or those employed or looking for work were Black. This represented a 61.4% participation rate compared to a 64.1% participation rate for all Americans. Nationally, Black women earned less than Black men or 91 cents per dollar earned by Black men. Black men earned \$653 per week while Black women earned \$595 per week. Black men earned 73.6% of the salary of White men and Black women earned 84.6% of the salary earned by White women.ⁱⁱ More than a quarter of employed Black workers earned a college degree, though the number trails whites. Blacks are more likely to be employed in the public sector, with almost 20% in federal, state or local public government positions in 2011.ⁱⁱⁱ The same report indicates Black unemployment was 15.8% in 2011. The comparable figures for Whites and Hispanics are 7.9% and 11.5%, respectively.

Evidence of Barriers in the Federal Workforce

According to selected profiles in the [EEOC FY 2009 Annual Report on the Federal Work Force](#), “In general, the data for the profiled agencies indicate that a comparison of the participation rates of women, Hispanics or Latinos, Blacks or African Americans, Asians, Native Hawaiian/Other Pacific Islanders and American Indians/Alaska Natives will show a decline from the First-Level positions to the Mid-Level positions and another decline from the Mid-Level positions to the Senior-Level positions.”

While the national unemployment rate for African Americans is alarming, the federal rate of employment of African Americans does not adequately reflect the discrimination they face in the workplace. According to BlackDemographics.com, Blacks make up 20.3 of government employees compared to their rate of 15% in the population of the United States.^{iv} Of course, the number of African American employees differs across federal agencies. For instance, at the U.S. Department of Education, African Americans make up 1,531 out of 4,299 or 35.61 % of the total workforce in the first pay period of 2013. Comparative data at the U.S. Department of Agriculture (large agency with historical problems with racial and gender discrimination) and at the Department of State (agency with international implications for potential barriers from the workforce that could impact international initiatives) would be useful but was unavailable to us at the time of this report.

We view the *EEOC African American Workgroup Report* as an important start at identifying barriers to full employment access. We view the “unconscious bias” barrier as real but as a cover for those who intentionally and sophisticatedly discriminate, mostly through policy actions to diminish the accomplishments, skills, ability and educational level of high performing African Americans, as they level the field to elevate Whites with degrees with bank work histories and other history outside of education. We believe each agency can add their own cogent examples of overt and unconscious biases that represent considerable barriers and considerable strategies developed at some agencies to keep the playing field from ever being level.

On the following pages, the U.S. Department of Education Chapter of Blacks In Government (BIG) presents its response to the recommendations of the Working Group with additional insights. To ease the presentation, a table format is used to align our reactions to the seven obstacles, background, issues and recommendations. Tables 1-7 summarizes the findings in the report for each obstacle along with the ED Chapter of BIG’s Reaction and Recommendations.

Table 1. Obstacle 1. Unconscious biases and perceptions about African Americans Impact Employment Decisions in the Federal Sector

Report Background Summary	Report Issues Summary	Report Recommendations Summary	ED Chapter of BIG Reaction and Recommendations
<p>Unconscious bias is defined as “social behavior . . . driven by learned stereotypes that operate automatically – and therefore unconsciously — when we interact with other people.”</p>	<p>There is a practice that African Americans are not considered, groomed, or selected for high level positions because of unconscious bias that those positions are nontraditional for African Americans.</p> <p>There is an assumption or unconscious bias that African Americans who are in high level positions cannot successfully perform in those positions</p> <p>Individual decision-makers may not be aware that their decisions are motivated by bias^v and they do not take steps to change this.</p> <p>It is difficult to</p>	<p>Conduct unconscious bias training for all employees, especially selection panelists and selection officials who need to be aware of subtle and unconscious ways that race bias can negatively affect their employment decisions.</p> <p>Special Emphasis Program Managers should sponsor events that feature discussions and presentations on unconscious bias. Academic and social science researchers can educate and demonstrate managers’ and employees’ unconscious bias through theory.</p> <p>Agencies should conduct interactive exercises that allow “actors” to act out real life offensive situations and include audience participation by asking questions that explore the dynamics of the offenses. The exercises should include “micro-inequities,” which are small slights, subtle discrimination and tiny injustices in the workplace.</p> <p>Legal analysis of how unconscious bias can be</p>	<p>We completely agree with the report findings, summary issues and recommendations on obstacle 1, unconscious biases^{vi} that impact federal employment decisions. We do believe that the “micro=inequities” described by Mary Rowe^{vii}, have a more profound impact than she describes, when it comes to African Americans.</p> <p>Although the vast majority of cases of bias are unconscious, there are conscious biases in the federal workplace. Examples include the display of the confederate flag in cubicles in some agencies, as well as the cubicle and office placement of demeaning figures of women and African Americans. There are other examples that have gone unchecked in some agencies. Enforcement of conscious violations is extremely important, if the EEOC is to be taken seriously. While these examples are obvious there are less obvious examples of conscious racism. For instance, in one POC at ED, if the Senior Executive Service member made a decision to reduce job categories and provide uniform classifications, the action could very directly negatively impact African American employees who were teachers if the elimination of the ED Specialist position for people who taught in public schools reduced the advantage of African American employees who were former teachers and put them on par with college graduates who worked in banks and other places. In our opinion, this is an example of conscious racial discrimination which may even have been rewarded by the administration as a form of “simplifying government”.</p>

	<p>prove discrimination motivated by unconscious bias and there is no legal basis.</p>	<p>evidence of discrimination under Title VII and other federal anti-discrimination laws.</p>	<p>In an article by J. Nicole Shelton, Jennifer A. Richeson, Jessica Salvatore, and Sophie Trawalter, authors make clear it is often difficult for Blacks to identify biased whites. Their research suggests there are supervisors who hide their socially unacceptable biases well and overly compensate with embracing African Americans in short interactions. This may be one reason many African Americans perceive some Whites who clearly demonstrate bias as “friendly”, “kind” and “supportive” when in fact their policies and actions are otherwise. An example is the very friendly individual who limited the job categories of former Black teachers and, in so doing, made them on par with young Whites with no experience in teaching who could not qualify for the sacred and preferred “Education Specialist” job category.</p> <p>The focus on unconscious bias may very well cover the vast majority of supervisors of all races. It should be noted we believe this analysis should include managers and supervisors of all races who are also the subject of unconscious cultural biases against African Americans and Hispanics and cultural biases in favor of White and Asian groups. Therefore, we believe that additional hiring points, perhaps at least 10, should be awarded to African American candidates for jobs since this defacto unconscious and conscious bias is operative in the federal workplace.</p>
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Table 2. **Obstacle 2:** African Americans lack adequate mentoring and networking opportunities for higher level and management positions.

Report Background Summary	Report Issues Summary	Report Recommendations Summary	ED Chapter of BIG Reaction and Recommendations
<p>The major purposes of mentoring and networking are individual, professional, and personal facilitates employee entry and advancement into a new occupational and social world. Mentoring acquaints the individual with an organization’s values, customs and resources. Mentoring also provides role modeling behavior.</p> <p>Formal and informal mentoring and support from superiors and coworkers are key factors that help place African Americans on the organizational fast track. One study found that 73% of African American executives who reported having informal mentors at work had faster salary and total compensation growth than those without an informal mentor.</p> <p>Social science research has established a direct</p>	<p>African Americans are less likely to have multidimensional relationships that combine social components with work-based components.</p> <p>African Americans are less likely to receive crucial information about career advancement, including coaching about networking, tips on informal or unwritten rules of the workplace, or information about job opportunities.</p> <p>Few management officials formally mentor any employees, and even fewer mentor employees who are African American.</p> <p>African Americans are less likely to become managers and senior executives because managers and senior executives tend to be groomed for their positions by mentors who steered and prepared them for career advancement.</p>	<p>Agencies should establish formal mentoring programs and monitor their effectiveness in increasing equal employment opportunities.</p> <p>Agencies should appoint Mentoring Program Managers to oversee the mentoring activities and metrics should be developed to assess the success of mentorship programs and activities.</p> <p>Group mentoring may be an option for agencies to consider, wherein a mentor may work with multiple employees at a time to discuss various career development topics.</p> <p>Senior Level officials should be encouraged to mentor subordinates.</p> <p>Agencies should foster mentoring without regard to race or any other protected basis.</p> <p>Mentors should work with employees to develop Individual Development Plans (IDPs) that create a</p>	<p>We completely concur with the need for higher level mentors for African Americans in the federal workforce. The background summary, issues, and recommendations are exactly on target. With that said, we believe agencies should pair all White managers and supervisors with mentees who are African American to ensure corrective actions needed to secure the described benefits of this close nurturing relationship. In an article reported by Rick Nauert, networking and mentoring is less effective for African American men than other groups. The explanation is that they are selecting mentors who are like them but who have less power in the workplace.^{viii}</p> <p>Managers and supervisors who are unwilling to assume such mentoring should be</p>

<p>correlation between having mentors and increased occurrences of job growth, promotions and salary increases. Similarly, networking opportunities are vital for a diverse workplace because a network of professional contacts can help African Americans find unadvertised jobs, build their professional skills, and make them more employable by having someone vouch for them.</p> <p>Research has led scholars to conclude that African Americans suffer in the labor market from having weaker social networks than other groups. Having friends and relatives who can introduce someone to selecting officials or tell them about ripe opportunities has proven to be one of the most critical factors in getting work. Such connections can also help people hold onto their jobs.</p> <p>Networking is facilitated by affinity groups, or networking groups, which provide forums for employees</p>		<p>roadmap for employees' career advancement and fulfillment.</p> <p>Mentors should be used to help employees acquire specific technical and leadership skills; to address succession planning needs; and in adjusting socially to the workplace.</p> <p>All agencies should establish an African American affinity group, and ensure that the group has the necessary resources in order to provide meaningful networking opportunities for African Americans.</p> <p>Agency senior executives should sponsor and champion African American affinity groups, should notify the group of job opportunities, and should act as a liaison between the affinity group and upper level management.</p>	<p>downgraded on their performance appraisals. Similarly, those whose efforts ensure the promotion of African Americans should receive higher performance ratings because of their contributions to the agency's EEO goals and objectives.</p>
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to gather socially, meet other individuals with similar interests, and share ideas. Many federal agencies have reported positive effects from these groups.			
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Table 3. **Obstacle 3:** Insufficient training and development assignments perpetuate inequalities in skills and opportunities for African Americans.

Report Background Summary	Report Issues Summary	Report Recommendations Summary	ED Chapter of BIG Reaction and Recommendations
<p>Training is planned, organized experiences that assist in the gaining or expansion of key competencies. Training builds needed competencies in order to achieve mission success and performance objectives and helps prepare employees to take on new or expanded work duties and positions, including management positions.</p> <p>Development assignments are temporary projects assigned for the purpose of exposing employees to work duties and environments that will prepare them for promotional</p>	<p>African Americans are less likely to be offered the chance to act in supervisory positions than White males.</p> <p>Standards for granting training for African Americans are not transparent or objective.</p> <p>African Americans generally are not given as many developmental assignments as their White counterparts.</p> <p>Through development assignments, managers often steer African Americans into non-management tracks and positions such as staff positions or human resources, research, or administration rather than managerial or</p>	<p>Agencies should establish objective and transparent criteria for granting employees' requested training and offering developmental assignments.</p> <p>In the case of scarce resources for training and where all qualified candidates who want training cannot be approved, agencies should consider using lotteries to determine who should receive training. Otherwise, when possible, a diverse pool of multiple officials can determine decisions on training requests.</p> <p>Agencies should monitor and track training approvals and denials to evaluate whether there is disparate treatment in training.</p>	<p>The ED Chapter of Blacks In Government (BIG) agrees with the report background summary, report issues summary and report recommendations summary regarding insufficient training and development assignments for African Americans. In addition, we believe the agency should also afford employees who secure and document their own training incentives such as supervisory experiences to better prepare them for Senior Executive Service Corps positions. Often, when African American employees approach managers about training opportunities, they, unlike their white counterparts,</p>

<p>opportunities. One example of a development assignment is the opportunity to act in a supervisory capacity. An MSPB report issued in 2009 found that 13.9% of African American federal employees reported that they had served as acting supervisor compared to 22.3% of White employees.</p>	<p>high level positions.</p> <p>Training and development opportunities can lead to higher levels of performance, and therefore higher performance evaluations. Several dialogue partners also reported that African Americans generally receive lower performance evaluations than White males, which can inhibit their promotion potential.</p>	<p>Supervisors should consider all subordinate employees for acting supervisory appointments.</p> <p>Supervisors should assist employees in developing IDPs that reflect their career goals and aspirations and in receiving training and developmental opportunities that can help them reach those goals.</p> <p>Agencies should provide employees with easily accessible lists of courses and training on leadership development.</p> <p>Agencies should emphasize that employees who volunteer for difficult assignments and pursue training can distinguish themselves from their peers and increase their chances of promotion.</p>	<p>are met with “no funds” answers. Even when they offer to pay for conferences, coursework, and other professional development opportunities, they are met with denials more often than white employees, according to our survey findings. Therefore, we also recommend that African American employees be given time off for those conferences they pay for so that they will not have to use their leave for professional development, unlike other employees. This pervasive pattern of training denials to African Americans seems to permeate the U.S. Department of Education.</p>
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Table 4. **Obstacle 4:** Narrow recruitment methods negatively impact African Americans.

Report Background Summary	Report Issues Summary	Report Recommendations Summary	ED Chapter of BIG Reaction and Recommendations
<p>Recruitment is the activity employers use to create a continuous pool of qualified job applicants. Broad and effective recruitment practices are important because they ensure an effective and diverse workforce with people from different backgrounds who will have wide-ranging and creative ways to problem solve and will be able to produce innovative solutions in the workplace.</p> <p>Many organizations use affirmative outreach efforts in order to ensure that their recruitment methods result in a diverse pool of qualified individuals. When the pool of qualified individuals is not diverse, these organizations expand recruitment efforts and require that extra measures be taken to identify, recruit, and hire underrepresented groups such as African Americans. These extra</p>	<p>Agencies recruit too narrowly by preferring candidates who attended perceived prestigious universities and colleges, which tend to have low percentages of African American graduates.</p> <p>Agencies do not adequately advertise for high level and management positions at educational institutions with high percentages of African American students.</p> <p>Agencies do not utilize African American professional organizations to recruit qualified African American candidates.</p> <p>Agencies are not adequately recruiting African American interns for professional apprenticeships or partnering with Historically Black Colleges and Universities (HBCUs) and African American professional organizations.</p>	<p>Agencies should expand recruitment methods by entering into partnerships with affinity groups, professional organizations, universities, and media that will facilitate dialogue with African Americans who may be interested in careers in the federal government.</p> <p>Agency recruiters, representatives, and interviewers should be trained on cultural competency, EEO, diversity issues, and unconscious bias theory.</p> <p>Agencies should use internships to introduce African American students to federal careers and should consider awarding scholarships.</p> <p>Agencies should focus on the individual abilities of candidates rather than their branding, i.e., specific schools.</p> <p>Agencies should think of recruitment not only as attracting candidates for specific vacancies or internships, but also as an</p>	<p>The ED Chapter of BIG concurs with the report background summary, report issues summary and report recommendations summary.</p> <p>Internships should have direct links to jobs for African Americans at ED. The national BIG partnership with INROADS, Inc. should include positions at federal agencies as those interns who complete the two summers of internships at an agency graduate, without competition. Additionally, the Presidential Management Fellows Program should be expanded to include graduates of Historical Black Colleges and Universities, just as it currently includes military personnel with Master’s degrees and individuals with Congressional experience at various levels. Each</p>

<p>measures often include media advertisements, participation in job fairs, word of mouth, internships,</p>		<p>ongoing way to market the federal workplace as a desirable place to work. For instance, agencies should consider participating in high school career day events; host field trips to the agencies; and make presentations at meetings and conferences of professional associations.</p> <p>Agencies should widen their recruitment pool to attract and recruit qualified African Americans from the private sector into the federal sector. Thus, federal agencies should recruit at private sector job fairs and professional organization events targeted at African Americans.</p> <p>Agencies and OPM should publicize and recruit candidates for the Presidential Management Fellows Program through partnerships with HBCUs, professional organizations, African American graduate student associations, and job fairs.</p>	<p>agency should commit to at least ten African American HBCU graduates in protected positions, free of dismissal with no probationary period each year. While ED insists they do not keep track of those who leave during probationary periods by race, informal counts suggest more African Americans than any other race are terminated prior to the end of the probationary period.</p>
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Table 5. **Obstacle 5:** The perception of widespread inequality among African Americans in the federal workforce hinders their career advancement.

Report Background	Report Issues	Report Recommendations	ED Chapter of BIG Reaction and
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Summary	Summary	Summary	Recommendations
<p>Researchers have affirmed that perceptions of unfairness or inequality can impact the career advancement of underrepresented groups. Employees who feel that their chances for advancement in an agency are limited are less likely to be highly motivated to pursue higher level positions and management. For example, according to the Expectancy Theory, motivation is created when an employee expects that accomplishment will be followed by rewards. However, when an employee perceives that there is a low probability that promotion is available to him or people in his demographic group, employees naturally are less motivated to contribute to the organization. Further, employees who feel that they have little chance of promotion are likely to have feelings of injustice. Similarly, the Equity Theory suggests that feelings of injustice are</p>	<p>Perceptions of widespread inequality among African Americans depress their pursuit of career-enhancing activities and management positions.</p> <p>Cynicism about equal employment opportunities has reinforced inequalities for African Americans.</p> <p>The lack of support and mentoring in upper level and management positions often results in feelings of isolation among African Americans in upper management.</p> <p>Perceptions of inequality are often subtly or directly communicated to African Americans who are not in management, which reinforces widespread fears and perceptions that African Americans must sacrifice social support and racial identity in order to be successful in management.</p>	<p>Agency heads should make a commitment to address inequities in a proactive and effective manner, and should become more visible and hands-on in managing diversity and holding senior management accountable for results.</p> <p>Agency heads should also seek to include all groups in diversity initiatives:</p> <ul style="list-style-type: none"> o Communicate the message that diversity is a priority and that it promotes the mission of the agency; o Consistently monitor agency diversity programs to ensure effectiveness; o Ensure that managers have technical as well as interpersonal, communications, and management skills; <p>Reward managers who comply with and promote diversity and hold managers accountable for diversity and EEO compliance in their performance evaluations.</p>	<p>While the ED Chapter of BIG finds the background summary and issues summary interesting, even after taking a look at the sources cited in the report, we are concerned these summaries place too much blame on the victims. Our experience indicates that even highly qualified and very well educated African Americans who actively seek out advancement opportunities are less likely to be selected for career-enhancing activities and management positions, even after being deemed highly qualified. The EEO complaints reports across agencies back this up.</p> <p>We do, however, agree with the report recommendations. We would add to the list, a recommendation for a very strong manager tracking system and include those managers who have all white offices, all white teams, and all white committees. The perception at ED among many African American employees is that white managers</p>

<p>stimulated if someone believes that they receive fewer rewards than others who do comparable work or produce comparable achievements. In its most recently published results from the Career Advancement Survey, the MSPB found 56 percent of African American employees reported “great” or “moderate” discrimination against African Americans on the job, while only 15 percent of employees overall said that African American federal employees experienced significant discrimination at work. Additionally, 59 percent of African American federal employees said their organization was reluctant to promote minority employees into management, while just 17 percent of White employees said the same thing.</p>			<p>select others like themselves and out right refuse consideration of those unlike them. WE further believe that the agency’s Diversity and Inclusion Council and other EEO groups are merely figure heads for agency paper tiger solutions to complex issues. The paradigm of minority EEO directors and offices suggest people are being put in their places to “handle” other employees like them. The dissonance of this policy screams for revision.</p>
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Table 6. **Obstacle 6:** Educational requirements create obstacles for African Americans in the federal workforce.

Report Background Summary	Report Issues Summary	Report Recommendations Summary	ED Chapter of BIG Reaction and Recommendations
<p>The Commission has noted that educational requirements can disparately impact particular protected groups, including African Americans. Studies have found that there is a strong relationship between education and advancement even in occupations that do not have explicit educational requirements. Likewise, studies have found a positive relationship between formal education and promotion rates for both professional and administrative positions. For most of American history, African Americans were legally and socially discouraged from pursuing professional and higher-paying careers. Likewise, African Americans were often prohibited from attending many higher educational institutions. Therefore, African Americans historically had less of an incentive and opportunity to pursue higher education. The</p>	<p>Because today's work force still reflects the vestiges of the educational inequities of yesteryear, African Americans remain generally less likely to have college and advanced degrees that often are necessary to qualify for high level and managerial positions in the federal sector.</p> <p>Relatively few African Americans are entering into certain technical fields, such as Science, Technology, Engineering, and Mathematics (STEM).</p>	<p>Agencies should ensure that education requirements are job-related and a business necessity.</p> <p>Where possible, agencies should allow practical experience to replace educational achievements.</p> <p>Agencies should consider awarding scholarships and internships to undergraduate students pursuing STEM degrees.</p> <p>Agencies should partner with primary schools, secondary schools, colleges, and foundations to stimulate interest in STEM and to encourage students to attend college and pursue degrees in STEM.</p>	<p>At the U.S. Department of Education, there are a large number of highly educated African American employees who are underemployed for their educational credentials and, in many cases, experiences. Some at the Grade 15 level are in non-supervisory positions. We believe the assertion of an undereducated African American workforce is not valid at the U.S. Department of Education. We do, however, find that the job classifications appear very unfair. The preceding example of former teachers who should be Education Specialists (a high need category) have been mis-categorized in the Office of Innovation and Improvement and possibly in other offices as well, depending on the leadership and their motives.</p>

<p>historic legal and social hurdles created huge disparities between Caucasian and African American educational attainment through most of American history. Although African Americans have made significant strides in closing the gap in educational attainment with White Americans in recent decades, the remnants of historic hurdles continue to impact the workforce today.</p>			
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Table 7. **Obstacle 7:** EEO regulations and laws are not adequately followed by agencies and are not effectively enforced.

Report Background	Report Issues	Report Recommendations	ED Chapter of BIG Reaction and
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Summary	Summary	Summary	Recommendations
<p>While many agencies attain technical superficial compliance with EEO regulations and directives, there is an overall lack of commitment by agency heads to ensuring equal employment opportunities. Dialogue partners also maintained that agency heads are failing to incorporate EEO into their agency's missions and view EEO as a burdensome adjunct to the operations of the agency. The EEOC's Office of Federal Operations (OFO) has enforcement authority over federal sector EEO laws and regulations under Title VII, the Rehabilitation Act, the Age Discrimination in Employment Act, the Equal Pay Act, and the Genetic Information Non-discrimination Act. OFO's responsibilities include adjudicating complaints of discrimination on appeal as well as oversight of the EEO programs of federal agencies. Agencies are required to follow the statutes and laws under the</p>	<p>Although agencies' reports indicate that they hold management accountable for EEO, many management officials are not being held accountable for EEO issues.</p> <p>EEO Directors who do not directly report to their agency's head represent a serious threat to the effectiveness of their agency's EEO programs.</p> <p>EEO programs often lack adequate resources and funding, to effectively prevent and address discrimination. Low funding levels reflect agencies' lack of commitment to achieving EEO principles and goals.</p> <p>Some agencies do not display a firm commitment to equal employment opportunity because it is not embraced by agency leadership and communicated through the ranks from the top down.</p> <p>Noncompliance with EEOC directives undermines the importance of EEO and stymies the eradication of barriers to equal employment</p>	<p>As part of their annual performance ratings, managers, supervisors, and senior executives should be evaluated in at least one element that assesses their commitment to equal employment opportunity principles and goals.</p> <p>Awards, bonuses, and promotions should be contingent on managements' actions in EEO, and agencies should not grant proven discriminators awards, promotions, outstanding performance evaluations, etc.</p> <p>Agency should consider demotion and/or removal of managerial duties of management officials who have been found to have engaged in unlawful discrimination or have inadequately responded to harassment.</p> <p>The EEOC should issue an agency "EEO Scorecard" that evaluates agencies' EEO programs, inclusiveness, and accomplishments in various critical EEO elements, and it should be presented in a digestible, user-friendly manner that is available to the public.</p> <p>The EEOC should publicize findings of discrimination in the</p>	<p>The ED Chapter of Blacks In Government (BIG) agrees with the report background summary, report issues summary and recommendations. We would add the immediate removal and demotion of SES level managers who discriminate in any way or who have three EEO complaints against them, even if unproven. We note a reluctance to do so with white SES level managers, despite numerous complaints. In some instances, we believe these managers are deliberately working to eliminate competition from dialogue on their retaliatory and discriminatory behaviors, particularly in terms of job selection, promotion and classification assignments.</p>

<p>Commission’s jurisdiction, the Commission’s regulations, as well as the Commission’s management directives and guidance. Section II(A) of EEOC Management Directive 715 (MD-715) provides that “commitment to equal employment opportunity must be embraced by agency leadership and communicated through the ranks from the top down. It is the responsibility of each agency head to take such measures as may be necessary to incorporate the principles of EEO into the agency’s organizational structure.” Further, EEOC regulations governing agency programs to promote equal employment opportunity require each agency to “maintain a continuing affirmative program to promote equal opportunity and to identify and eliminate discriminatory practices and policies.” To implement the program, each agency must designate a Director of Equal Employment Opportunity who shall be under the immediate supervision</p>	<p>opportunities.</p> <p>The Commission lacks sufficient enforcement powers or “lacks teeth”, to effectively combat discrimination and eradicate impediments to full access for African Americans.</p> <p>When the Commission finds that an agency has engaged in unlawful discrimination and orders agencies to consider disciplining the responsible management officials, agencies usually do not discipline responsible management officials, which sends a strong message that EEO is not a top priority for the federal government.</p> <p>The Commission’s inability to directly order agencies to discipline managers who have been found to have engaged in unlawful discrimination sends a message to agencies, discriminators, employees, and the public that the federal government does not take discrimination seriously.</p>	<p>federal sector via press releases.</p> <p>The EEOC should seek legal authority to order punishment for responsible management officials.</p> <p>The EEOC should enter into a new agreement with the Office of Special Counsel (OSC) and explore ways to refer more cases in which agencies have failed to comply with orders or if a violation warrants prosecution by OSC.</p>	
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of the agency head.			
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At the beginning of this U.S. Department of Education Chapter of Blacks In Government’s Reaction to the EEOC Workgroup’s Report, we indicated, we considered whether:

- There is any evidence indicating that the number and percentage of African Americans employed by any federal government agency is a variable in the barriers described in the report. Articulated another way, do barriers still existed in agencies with large numbers and percentages of African Americans relative to the total number of employees in an agency? Do barriers exist in those agencies with small numbers and percentages of African Americans?

These barriers appear to be present in large agencies, including those with African American managers and supervisors, as well as small agencies. We further believe that many EEO Directors are hard pressed to deal with complaints. Using the U.S. Department of Education as an example of a small agency where the described barriers are indeed present, we examined the report presented in the [U.S. Equal Employment Opportunity Commission’s Agency Profiles from 2011 Report](#) data and statistics.

Reprisal, age and race were the most frequently occurring allegations at the U.S Department of Education in 2011. It is noteworthy that a mere 3.1% of settlements were completed, as a result of counseling (that was complete in 2011) which may suggest an unwillingness of supervisors to participate. It is also interesting that almost a third or 32.3% of complaints were withdrawn. Could it be that employees see no benefit to the process, since supervisors appear to be free to indicate they do not wish to participate? It would be useful if the EEOC required agencies to report whether supervisors refused to participate in all forms of counseling and if this refusal is reflected in supervisors’ ratings. The fact that 61.5% of complainants filed suggests a willingness to pursue wrongful and discriminatory actions of supervisors. The fact that only 40 complaints were filed out of 4,299 employees, of whom 1,531 are Black (data from first pay period in 2013), representing a rate of less than .01% of all employees and .026% of Black employees does

not mean that discrimination towards Blacks is not occurring. It does suggest that many employees are not aware of some of the more subtle forms this discrimination is taking or feels complaints don't yield results or know their supervisors will not participate in settlement or counseling. An example of a subtle but deliberate discriminatory move is the change in job category to favor more young white rather than Black employees, that has already been cited in the table above. To repeat, many Black employees coming to ED from teaching positions qualify for the Education Specialist job series category. Many of the White employees coming from banking, editing and jobs other than teaching do not qualify for the Education Specialist job series. When a member of the SES corps intentionally eliminates the Education Specialist series from a primary office, an unfair advantage is given to Whites and other groups who do not have teaching experience while serving to undermine the stronger position of Blacks coming into government from teaching positions. The Education Program Specialist series is one of those job categories that is in high demand at the U.S. Department of Education and is one of the series for which the agency has been recruiting.

The EEO charts also show the 20.9% settlement rate at the U.S. Department of Education. The charts also show only one finding of discrimination, suggesting employees need much better (often more costly) legal representation. There appears to be anecdotal evidence, given for this report, that investigators hired by ED did not ask (as one employee who wanted to submit testimony only if asked) "the right questions". It should be noted that the U.S. Department of Education had no monetary damages assessed in 2011, indicating a flawed process in this agency where supervisors not only can and do refuse to participate in counseling but retaliate further by their involvement in negotiating settlements. This flawed process at the U.S. Department of Education leads to almost no settlements in most cases. It also appears as though those employees working in the EEOC office are rewarded for lack of settlements. We believe EEO personnel should be rewarded for protecting employees rather than the agency and should admit to wrongdoing to prevent the brain drain that has resulted in stymied efforts

at innovation. The U.S. Department of Education was selected for closer scrutiny because this is the authors' agency and it happens to be a relatively small agency. With that said, other agencies may also be rewarding EEO personnel for not reaching and paying for settlements and for involving retaliators, harassers, and other discriminators in talks of settlement, often without outcomes (a settlement).

Recommendations:

1. Policy forbidding awards and incentives to those in or out of EEO offices from refusing to participate in counseling, refusing to negotiate with counsel for employees, and for blocking full disclosure through selection of investigators who narrowly define questions aimed at circumventing the issues in question.
2. Policy forbidding those accused of retaliation for EEO complaints, harassment and discrimination from participating in any negotiations for settlement, including monetary awards of attorneys' fees and damages, among others.

OUTCOME OF COUNSELINGS COMPLETED IN FY 2011

Pre-Complaint Counseling Outcomes	Completed by EEO Counselor		Completed Using ADR		All Completed Counselings	
	#	%	#	%	#	%
Pre-Complaint Counseling	37		28		65	
Settlements	1	2.7%	1	3.6%	2	3.1%
Withdrawals or No Complaints Filed	14	37.8%	7	25%	21	32.3%
Complaints Filed*					40	61.5%
Decision to File Complaint Pending at End of FY					2	3.1%

*Includes only complaints filed in FY 2011 where counseling was also completed during FY 2011.

AGENCY USE OF ADR FOR EEO DISPUTE RESOLUTION IN FY 2011

	Total Number	Offer Rate	Participation Rate
Pre-Complaint Counselings	65	95.4%	43.1%
Complaint Closures	43	51.2%	23.3%

BASES MOST FREQUENTLY ALLEGED IN FY 2011

	Top Basis 1	Top Basis 2	Top Basis 3

Bases of Alleged Discrimination	Reprisal	Age	Race (Black or African American)
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TIMELINESS IN FY 2011

	Total #	# Timely	% Timely	FY 2010 APD*	FY 2011 APD*	% Change	Govt Wide APD*
All Pre-Complaint Counselings (minus remands)	65	60	92.3%				
All Investigations	42	40	95.2%	158	192	21.5%	183
All Complaint Closures	43			587	430	-26.7%	346
Merit Decisions (no AJ)	26	26	100%	451	385	-14.6%	429
Dismissal Decisions (no AJ)	4			40	54	35%	73
*APD = Average Processing Days							

OUTCOMES OF COMPLAINTS IN FY 2011

	COMPLAINT CLOSURES		FINAL AGENCY DECISION (NO AJ DECISION)		FINAL ORDER (AJ DECISION FULLY IMPLEMENTED)		FINAL ORDER (AJ DECISION NOT FULLY IMPLEMENTED)	
	#	%	#	%	#	%	#	%
TOTAL COMPLAINTS FILED	40							
TOTAL CLOSURES	43							
SETTLEMENTS	9	20.9%						
WITHDRAWALS	0	0%						
TOTAL FINAL AGENCY ACTIONS	34	79.1%	30	88.2%	4	11.8%	0	0%
DISMISSALS	4	11.8%	4	100%	0	0%	0	0%

MERIT DECISIONS	30	88.2%	26	86.7%	4	13.3%	0	0%
FINDING DISCRIMINATION	1	3.3%	0	0%	1	100%	0	0%
FINDING NO DISCRIMINATION	29	96.7%	26	89.7%	3	10.3%	0	0%

COSTS ASSOCIATED WITH EEO PROCESS IN FY 2011

	TOTAL #	TOTAL AMOUNT	AVERAGE AMOUNT
PRE-COMPLAINT SETTLEMENTS W/ MONETARY BENEFITS	0	\$0	\$0
ADR SETTLEMENTS W/ MONETARY BENEFITS	0	\$0	\$0
INVESTIGATION COSTS	42	\$164,307	\$3,912
COMPLAINT CLOSURES WITH MONETARY	7	\$28,792	\$4,113

BENEFITS			
ADR SETTLEMENTS W/ MONETARY BENEFITS	0	\$0	\$0

The U.S. Department of Agriculture is a larger agency with 96,000 employees from 2007-2008, of whom the number of African Americans was not disclosed.^{ix} Comparable data from the same EEO report indicates a large number of complaints with higher fees paid to investigators and cash settlements. The question for the EEOC is whether these are better investigations with more pertinent questions than those conducted by the U.S. Department of Education.

At the U.S. Department of Agriculture 953 pre-complaint sessions were conducted and 505 complaints were filed out of which 470 or 49.3% of complaints were filed and completed in 2011. The bases of complaints were gender (female), age and reprisal which is not surprising given the number of African American and other minority employees at the agency. Of particular note is the payment of monetary benefits at every stage of the process at the U.S. Department of Agriculture. This indicates a willingness to admit to damages to employees, unlike the process at the U.S. Department of Education. Pre-complaint settlements alone cost Agriculture \$247,176. Investigative costs at Agriculture cost \$1,868,632. Complaint closures with monetary benefits cost Agriculture \$2,595,409. ADR Settlements with monetary benefits were reported as \$116,505 and as \$568,543 in the same chart. Costs to Agriculture total \$5,173,805.

**Department of Agriculture (USDA)
FY 2011 EEO Complaint Processing Statistics**

OUTCOME OF COUNSELINGS COMPLETED IN FY 2011

Pre-Complaint Counseling Outcomes	Completed by EEO Counselor		Completed Using ADR		All Completed Counselings	
	#	%	#	%	#	%
Pre-Complaint Counseling	690		263		953	
Settlements	35	5.1%	61	23.2%	96	10.1%
Withdrawals or No Complaints Filed	266	38.6%	84	31.9%	350	36.7%
Complaints Filed*					470	49.3%
Decision to File Complaint Pending at End of FY					37	3.9%

*Includes only complaints filed in FY 2011 where counseling was also completed during FY 2011.

AGENCY USE OF ADR FOR EEO DISPUTE RESOLUTION IN FY 2011

	Total Number	Offer Rate	Participation Rate
Pre-Complaint Counselings	953	81%	27.6%
Complaint Closures	457	33.3%	16.4%

BASES MOST FREQUENTLY ALLEGED IN FY 2011

	Top Basis 1	Top Basis 2	Top Basis 3
Bases of Alleged Discrimination	Reprisal	Age	Sex (Female)

TIMELINESS IN FY 2011

	Total #	# Timely	% Timely	FY 2010 APD*	FY 2011 APD*	% Change	Govt Wide APD*
All Pre-Complaint Counselings (minus remands)	952	748	78.6%				

All Investigations	441	186	42.2%	324	270	-16.7%	183
All Complaint Closures	457			662	496	-25.1%	346
Merit Decisions (no AJ)	162	25	15.4%	693	638	-7.9%	429
Dismissal Decisions (no AJ)	72			260	133	-48.8%	73
*APD = Average Processing Days							

OUTCOMES OF COMPLAINTS IN FY 2011

	Complaint Closures		Final Agency Decision (no AJ Decision)		Final Order (AJ Decision Fully Implemented)		Final Order (AJ Decision Not Fully Implemented)	
	#	%	#	%	#	%	#	%
Total Complaints Filed	505							

Total Closures	457								
Settlements	127	27.8%							
Withdrawals	31	6.8%							
Total Final Agency Actions	299	65.4%	234	78.3%	65	21.7%	0	0%	
Dismissals	74	24.7%	72	97.3%	2	2.7%	0	0%	
Merit Decisions	225	75.3%	162	72%	63	28%	0	0%	
Finding Discrimination	30	13.3%	28	93.3%	2	6.7%	0	0%	
Finding No Discrimination	195	86.7%	134	68.7%	61	31.3%	0	0%	

COSTS ASSOCIATED WITH EEO PROCESS IN FY 2011

	Total #	Total Amount	Average Amount
Pre-Complaint Settlements w/ Monetary Benefits	26	\$247,176	\$9,506
ADR Settlements w/ Monetary Benefits	12	\$116,505	\$9,708
Investigation Costs	441	\$1,868,632	\$4,237
Complaint Closures with Monetary Benefits	129	\$2,595,409	\$20,119
ADR Settlements w/ Monetary Benefits	25	\$568,543	\$22,741

- The recommendations were timely and strategic, given:
 - The Obama Administration:
 - The increasing numbers of other groups of people of color along with the lower number of Blacks employed by some agencies in the federal government.

The Obama Administration

We found these recommendations to be timely and strategic in the second term of the Obama Administration where both symbolism and legacy are more important factors. When Barack Obama was sworn in during the 57th

Inaugural Ceremonies, he was holding the Bibles of President Abraham Lincoln and the Rev. Dr. Martin Luther King, Jr. whose now national holiday was celebrated on the week-end of the inauguration. Just as President Lincoln symbolized emancipation and reunification, Dr. King symbolized equality and national unity after testing unjust laws of segregation throughout the American South. Medgar Evers' widow, Myrlie Evers-Williams did the Invocation, symbolized the millions of deaths of Black men (and women and children) who stood up to fight for equality under the law and in practice, despite the presence of the Klu Klux Klan and the White Citizens' Council, among other supremacy groups. Beyond the symbolism is the reality of the need for these reminders, not only in an historical context but also in a real time context.

Americans and the world have witnessed the unprecedented disrespect of the president and the presidency by mostly White Americans including the governor who shook her finger in the President's face while speaking to him, calls that he is a liar from a member of the House of Representatives as he delivered the State of the Union Address, and reports of meetings by key elected Republicans to undermine his presidency, as he was celebrating his first term inauguration. As most of those who elected him were celebrating the historical election, with its promise of the removal of racial barriers with the ascendance of the first African American president, some were taking what appears to be an almost treasonous stance to block legislation, appointments and innovative solutions to our problems because of what can only be described as race-based hatred. Despite the historic Obama led passage of a national health care program designed to help children and designed to make healthcare more affordable for all, despite the critical and timely salvation of the nation from what is best described as an historic depression due to the failure of our major financial institutions, despite the nation's involvement in two wars and the successful conclusion of one by the end of the first term, our first African American president is still plagued by race based hatred and a Congress that has stymied his successful attempts to more fully cut the budget deficit, streamline defense spending, and revamp and revitalize the economy.

So, yes, we view the identification, discussion of background, recommendations and refinement of recommendations by the EEOC as both timely and strategic in the second term of the Obama administration when legacy is even more important now than it was in the first administration. The increased importance in the second term is due to the fact that with Mr. Obama's election comes the elimination of any speculation that the first election was a fluke. His election was clearly intentional in that he offers the best solutions to America's pressing problems, nationally as well as internationally. While race could not have been emphasized as much in the first term, it can be more in focus in the second term. In the first term, the emphasis had to be on poverty and, as we know, that includes large numbers of all sorts of people, including minorities.

National Federal Workforce Goal: Increasing Numbers of Hispanics, Asians, Native Americans & Others

As the federal government realizes its goal of increasing the numbers of Hispanics, Asians, Native Americans, the disabled, and veterans in the federal workforce, the likelihood that agencies will decrease the number of African American workers is more likely, especially with the 7 barriers described in this report. We are concerned that national demographic data is currently used to reflect workforce goals and doesn't take into consideration concentrations in specific geographic regions. For instance, in the Washington, D.C. area there are large numbers and percentages of highly qualified African Americans in the federal workforce. There are also large numbers of eligible African Americans for positions in the workforce, especially with so many Historically Black Colleges and Universities, with their graduate degree programs, in close proximity to most federal jobs in the D.C. area. Howard University, Bowie State University, Baltimore - based Coppin State University and Morgan State University, Maryland-Eastern Shore- based University of Maryland Eastern Shore are but a few close in. within a 2-3 hour drive, Virginia Union, Virginia State University and Delaware State University also offer highly qualified African American graduates. The University of Maryland graduates large numbers of African Americans, all well qualified for government positions. So, there is an

opportunity for special recruitment, internship, job placement programs for graduates of these HBCUs. The concern for national hiring quotas for African Americans based in the Washington, D.C. area rather than more realistic geographically based population statistics has already been expressed in the ERIC Clearinghouse publication #ED538186 [U.S. Department of Education Chapter of Blacks In Government \(BIG\) Report: The Status of the African American Workforce at the U.S. Department of Education](#) by the first of the co-authors.

Final Recommendation: One final tangential note is our recommendation that the EEO Commission monitor and track furloughed employees by race, gender, age and job classification to help determine if African American employees are more closely impacted by sequestration, furloughs, terminations and other actions as either a direct or indirect consequence of any one or more of these barriers.

Appendix E.A: EEOC African American Workgroup Report



EEOC African American Workgroup Report

Executive Summary

In January 2010, Carlton Hadden, Director of the Equal Employment Opportunity Commission's (EEOC) Office of Federal Operations (OFO), commissioned a work group to identify the obstacles that remain in the federal workplace that hinder equal employment opportunities for African Americans.^[1]

This workgroup was created in furtherance of the EEOC's overall mission to eradicate discrimination in both the federal sector and private sector workplace. EEOC's OFO ensures equality of opportunity within the federal sector by implementing its regulatory and adjudicatory authority and through use of its oversight function.^[2]

In advancement of the mission of the Commission and OFO's oversight responsibilities, between 2010 and 2012, the African American workgroup engaged in a series of discussions with EEO officials, various affinity groups, and subject matter experts. The workgroup decided that it would be most efficient to hold these discussions in conjunction with a similar workgroup commissioned to identify obstacles for Women in the federal workplace.[\[3\]](#)

In summation, the workgroup began the dialogue about obstacles facing African Americans by engaging in a roundtable discussion with federal EEO Directors, who are responsible for the implementation of a continuing affirmative employment program to promote equal employment opportunity and to identify and eliminate discriminatory practices and policies. Next, the workgroup engaged in roundtable dialogue with federal Special Emphasis Program Managers, who are tasked with assisting agencies in ensuring equal opportunity for specific protected classes that are underrepresented. Subsequently, the workgroup held roundtable discussions with various affinity groups, including Blacks in Government (BIG); Federally Employed Women (FEW); and the African American Federal Executives Association (AAFEA).

Additionally, the workgroup dialogued with non-federal interest and advocacy groups, including the Equal Justice Society, the Women's Bar Association of the District of Columbia, Workplace Flexibility 2010, and the Equal Rights Center. Finally, we received input from academic expert Dr. Paula Caplan, who is the Voices of Diversity Project Director for the W.E.B. Dubois Institute at Harvard University and an author, noted research psychologist, and professor. We assured our dialogue partners that their contributions to this discussion would only be generally reported and not specifically attributed to any particular dialogue partner.

Our dialogue partners identified many obstacles to achieving equality for African Americans in the federal workforce, and provided recommendations for overcoming those obstacles. For the most part, the impediments identified below were independently and repeatedly identified by our dialogue partners as the most formidable obstacles to equal employment opportunities for African Americans in the federal sector. We note that while we are not issuing a traditional report with findings and conclusions of the EEOC, we are issuing this report to memorialize the obstacles and recommendations identified by our dialogue partners.

Obstacle 1:

Unconscious biases and perceptions about African Americans still play a significant role in employment decisions in the federal sector.

Background:

Dialogue partners reported that discrimination today tends to be more subtle and can often be directly attributable to unconscious bias. Unconscious bias is defined as "social behavior . . . driven by learned stereotypes that operate automatically - and therefore unconsciously - when we interact with other people." [\[4\]](#)

Prejudiced actions are largely the unconscious manifestation of mental processing and stereotypical associations, of which the prejudiced subject may be completely unaware. [\[5\]](#) While individuals are generally unaware of their unconscious biases, there are tools available to help individuals understand the biases that underlie their everyday decision making. For instance, the Implicit Association Test (IAT) is a test that assesses bias by measuring the speed with which an individual associates a categorical status (such as African American) with a given characteristic or description (such as good or bad). [\[6\]](#)

Researchers contend that a large number of biased employment decisions result not from discriminatory motivation, as current legal frameworks derived from the Civil Rights era suggest, but from a variety of unintentional categorization-related judgment errors associated with normal human cognitive functioning. [\[7\]](#)

Issues Identified by Dialogue Partners:

The dialogue partners reported that unconscious bias creates the following issues for African Americans:

- There is a practice that African Americans are not considered, groomed, or selected for high level positions because of the stereotypical view (or unconscious bias) that those positions are considered nontraditional for African Americans.
- There is a stereotypical assumption (or unconscious bias) that African Americans who are in high level positions cannot successfully perform in those positions because those positions are considered nontraditional for African Americans.
- Individuals may not be aware that their decisions are motivated by bias because it is subconscious rather than intentional, and therefore they do not take steps to change their biased decision making.
- It is difficult to prove discrimination motivated by unconscious bias because it is not conducive to current legal analysis.

Recommendations of Dialogue Partners:

The dialogue partners made the following recommendations to address unconscious biases that affect African Americans:

- Conduct unconscious bias training for all employees so they can become aware of their biases, such as:

All selection panelists and selection officials should receive comprehensive training on unconscious bias that will keep them attuned to the subtle and unconscious ways that race bias can negatively affect all aspects of employment.

Special Emphasis Program Managers should sponsor events that feature discussions and presentations on unconscious bias. Such discussions may feature academic and social science researchers to educate employees on unconscious bias theory.

Agencies should conduct interactive exercises that allow "actors" to act out real life offensive situations and the audience can participate by asking questions that explore why the offeree was offended or why the offender did not realize what they said or did was offensive. The exercises should address "micro-inequities," which are small slights, subtle discrimination and tiny injustices in the workplace.[\[8\]](#)

- Legal experts must analyze how unconscious bias can be evaluated as evidence of discrimination under Title VII and other federal antidiscrimination laws.

Obstacle 2:

African Americans lack adequate mentoring and networking opportunities for higher level and management positions

Background:

Our dialogue partners reported that African Americans lack sufficient mentoring and networking opportunities in the federal sector. The purpose of mentoring and networking opportunities is the professional and personal development of an individual.[\[9\]](#) Mentoring is viewed as crucial for enhancing an individual's skills and intellectual development; for using influence to facilitate an individual's entry and advancement; for welcoming the individual into a new occupational and social world and acquainting the individual with its values, customs, resources, and role players; and for providing role modeling behavior.[\[10\]](#)

Formal and informal mentoring and support from superiors and coworkers are key factors that help place African Americans on the organizational fast track. One study found that 73% of African American executives who reported having informal mentors at work had faster salary and total compensation growth than those without an informal mentor.[\[11\]](#) Social science research has established a direct correlation between having mentors and increased occurrences of job growth, promotions and salary increases.[\[12\]](#)

Similarly, networking opportunities are vital for a diverse workplace because a network of professional contacts can help African Americans find unadvertised jobs, build their professional skills, and make them more employable by having someone vouch for them. Research has led scholars to conclude that African Americans suffer in the labor market from having weaker social networks than other groups.[\[13\]](#) Having friends and relatives who can introduce someone to selecting officials or tell them about ripe opportunities has proven to be one of the most critical factors in getting work.[\[14\]](#) Such connections can also help people hold onto their jobs.[\[15\]](#)

One means of networking is the establishment of affinity groups, also called networking groups, which provide forums for employees to gather socially, meet other individuals with similar interests, and share ideas. Many federal agencies have found positive effects from affinity groups. For example, the Central Intelligence Agency (CIA) has found that affinity groups make employees feel more valued.[\[16\]](#)

Issues Identified by Dialogue Partners:

The dialogue partners reported that a lack of mentoring and networking opportunities create the following issues for African Americans:

- African Americans are less likely to have multidimensional relationships that combine social components with work-based components.
- African Americans are less likely to receive crucial information about career advancement, including coaching about networking, tips on informal or unwritten rules of the workplace, or information about job opportunities.
- Few management officials formally mentor any employees, and even fewer mentor employees who are African American.

- African Americans are less likely to become managers and senior executives because managers and senior executives tend to be groomed for their positions by mentors who steered and prepared them for career advancement.

Recommendations of Dialogue Partners:

The dialogue partners made the following recommendations to address mentoring and networking issues that affect African Americans:

- Agencies should establish formal mentoring programs and monitor their effectiveness in increasing equal employment opportunities.
- Agencies should appoint Mentoring Program Managers to oversee the mentoring activities and metrics should be developed to assess the success of mentorship programs and activities.
- Group mentoring may be an option for agencies to consider, wherein a mentor may work with multiple employees at a time to discuss various career development topics.
- Senior Level officials should be encouraged to mentor subordinates.
- Agencies should foster mentoring without regard to race or any other protected basis.
- Mentors should work with employees to develop Individual Development Plans (IDPs) that identify helpful training and generally create a roadmap for employees' career advancement and fulfillment.
- Mentors should be used to help employees acquire specific technical and leadership skills; to address succession planning needs; and in adjusting socially to the workplace.
- All agencies should establish an African American affinity group, and ensure that the group has the necessary resources in order to provide meaningful networking opportunities for African Americans.
- Agency senior executives should sponsor and champion African American affinity groups, should notify the group of job opportunities, and should act as a liaison between the affinity group and upper level management.

Obstacle 3:

Insufficient training and development assignments perpetuate inequalities in skills and opportunities for African Americans.

Background:

Our dialogue partners reported that insufficient training and development opportunities pose a significant impediment to the realization of equal employment opportunities for African Americans in the federal sector. Training is planned, organized experiences that assist in the gaining or expansion of key competencies.^[17] Training not only builds needed competencies in order to achieve mission success and performance objectives, but also helps prepare employees to take on new or expanded work duties and positions, including management positions.

Development assignments are temporary projects assigned for the purpose of exposing employees to work duties and environments that will prepare them for promotional opportunities. One example of a development assignment is the opportunity to act in a supervisory capacity. An MSPB report issued in 2009 found that 13.9% of African American federal employees reported that they had served as acting supervisor at least regularly, whereas 22.3% of White employees reported that they had served as acting supervisor.^[18] This may place African Americans at a distinct disadvantage for promotions because serving in an acting supervisory capacity is often a gateway experience for supervisory or higher level positions. As noted by the MSPB, employees who had served in an acting supervisory capacity were "more likely to have received a greater number of promotions during the course of their Government careers."^[19]

Issues Identified by Dialogue Partners:

The dialogue partners reported that a lack of training and development assignments creates the following issues for African Americans:

- African Americans are less likely to be offered the chance to act in supervisory positions than White males.
- Standards for granting training for African Americans are not transparent or objective.
- African Americans generally are not given as many developmental assignments as their White counterparts.

- Through development assignments, managers often steer African Americans into non-management tracks and positions such as staff positions or human resources, research, or administration rather than managerial or high level positions.
- Training and development opportunities can lead to higher levels of performance, and therefore higher performance evaluations. Several dialogue partners also reported that African Americans generally receive lower performance evaluations than White males, which can inhibit their promotion potential.

Recommendations of Dialogue Partners:

The dialogue partners made the following recommendations to address the lack of training and development assignments that affect African Americans:

- Agencies should establish objective and transparent criteria for granting employees' requested training and offering developmental assignments.
- In the case of scarce resources for training and where all qualified candidates who want training cannot be approved, agencies should consider using lotteries to determine who should receive training. Otherwise, when possible, a diverse pool of multiple officials can determine decisions on training requests.
- Agencies should monitor and track training approvals and denials to evaluate whether there is disparate treatment in training.
- Supervisors should consider all subordinate employees for acting supervisory appointments.
- Supervisors should assist employees in developing IDPs that reflect their career goals and aspirations and in receiving training and developmental opportunities that can help them reach those goals.
- Agencies should provide employees with easily accessible lists of courses and training on leadership development.
- Agencies should emphasize that employees who volunteer for difficult assignments and pursue training can distinguish themselves from their peers and increase their chances of promotion.

Obstacle 4:

Narrow recruitment methods negatively impact African Americans.

Background:

Our dialogue partners reported that narrow recruitment methods negatively impact African Americans in the federal sector. Recruitment is the activity employers use to create a continuous pool of qualified job applicants. Broad and effective recruitment practices are important because they ensure an effective and diverse workforce with people from different backgrounds who will have wide-ranging and creative ways to problem solve and will be able to produce innovative solutions in the workplace.

Many organizations use affirmative outreach efforts in order to ensure that their recruitment methods result in a diverse pool of qualified individuals.^[20] When the pool of qualified individuals is not diverse, these organizations expand recruitment efforts and require that extra measures be taken to identify, recruit, and hire underrepresented groups such as African Americans.^[21] These extra measures often include media advertisements, participation in job fairs, word of mouth, internships, and ongoing relationships with community organizations and schools.

Issues Identified by Dialogue Partners:

The dialogue partners reported that narrow recruitment methods create the following issues for African Americans:

- Agencies recruit too narrowly by preferring candidates who attended perceived prestigious universities and colleges, which tend to have low percentages of African American graduates.
- Agencies do not adequately advertise for high level and management positions at educational institutions with high percentages of African American students.
- Agencies do not utilize African American professional organizations to recruit qualified African American candidates.

- Agencies are not adequately recruiting African American interns for professional apprenticeships or partnering with Historically Black Colleges and Universities (HBCUs) and African American professional organizations.

Recommendations of Dialogue Partners:

The dialogue partners made the following recommendations to address narrow recruitment methods that negatively affect African Americans:

- Agencies should expand recruitment methods by entering into partnerships with affinity groups, professional organizations, universities, and media that will facilitate dialogue with African Americans who may be interested in careers in the federal government.
- Agency recruiters, representatives, and interviewers should be trained on cultural competency, EEO, diversity issues, and unconscious bias theory.
- Agencies should use internships to introduce African American students to federal careers and should consider awarding scholarships.
- Agencies should focus on the individual abilities of candidates rather than their branding, i.e., specific schools.
- Agencies should think of recruitment not only as attracting candidates for specific vacancies or internships, but also as an ongoing way to market the federal workplace as a desirable place to work. For instance, agencies should consider participating in high school career day events; host field trips to the agencies; and make presentations at meetings and conferences of professional associations.
- Agencies should widen their recruitment pool to attract and recruit qualified African Americans from the private sector into the federal sector. Thus, federal agencies should recruit at private sector job fairs and private sector professional organization events targeted at African Americans.
- Agencies and OPM should publicize and recruit candidates for the Presidential Management Fellows Program^[22] through partnerships with HBCUs, professional organizations, African American graduate student associations, and job fairs.

Obstacle 5:

The perception of widespread inequality among African Americans in the federal workforce hinders their career advancement.

Background:

According to our dialogue partners, widespread perceptions of inequality among African Americans in the federal sector negatively impacts their career advancement. Researchers have affirmed that perceptions of unfairness or inequality can impact the career advancement of underrepresented groups.^[23] Employees who feel that their chances for advancement in an agency are limited are less likely to be highly motivated to pursue higher level positions and management.^[24] For example, according to the Expectancy Theory, motivation is created when an employee expects that accomplishment will be followed by rewards.^[25] However, when an employee perceives that there is a low probability that promotion is available to him or people in his demographic group, employees naturally are less motivated to contribute to the organization.^[26] Further, employees who feel that they have little chance of promotion are likely to have feelings of injustice.^[27] Similarly, the Equity Theory suggests that feelings of injustice are stimulated if someone believes that they receive fewer rewards than others who do comparable work or produce comparable achievements.^[28]

In its most recently published results from the Career Advancement Survey, the MSPB found 56 percent of African American employees reported "great" or "moderate" discrimination against African Americans on the job, while only 15 percent of employees overall said that African American federal employees experienced significant discrimination at work.^[29] Additionally, 59 percent of African American federal employees said their organization was reluctant to promote minority employees into management, while just 17 percent of White employees said the same thing.^[30]

Issues Identified by Dialogue Partners:

The dialogue partners reported that perceptions of widespread inequality among African Americans create the following issues for African Americans:

- Perceptions of widespread inequality among African Americans depress their pursuit of career-enhancing activities and management positions.
- Cynicism about equal employment opportunities has reinforced inequalities for African Americans.

- The lack of support and mentoring in upper level and management positions often results in feelings of isolation among African Americans in upper management.
- Perceptions of inequality are often subtly or directly communicated to African Americans who are not in management, which reinforces widespread fears and perceptions that African Americans must sacrifice social support and racial identity in order to be successful in management.

Recommendations of Dialogue Partners:

The dialogue partners made the following recommendations to address the perceptions of widespread inequality among African Americans:

- Agency heads should make a commitment to address inequities in a proactive and effective manner, and should become more visible and hands-on in managing diversity and holding senior management accountable for results.
- Agency heads should also:
 - Seek to include all groups in diversity initiatives;
 - Communicate the message that diversity is a priority and that it promotes the mission of the agency;
 - Consistently monitor agency diversity programs to ensure effectiveness;
 - Ensure that managers have technical as well as interpersonal, communications, and management skills;
 - Reward managers who comply with and promote diversity and hold managers accountable for diversity and EEO compliance in their performance evaluations;
 - Expand and utilize African American Special Emphasis Programs; and
 - Be briefed by African American affinity groups and African American Special Emphasis Program Managers on obstacles.

Obstacle 6:

Educational requirements create obstacles for African Americans in the federal workforce.

Background:

Dialogue partners reported that educational requirements create obstacles for some African Americans in the federal sector. The Commission has noted that educational requirements can disparately impact particular protected groups, including African Americans.^[31] Studies have found that there is a strong relationship between education and advancement even in occupations that do not have explicit educational requirements.^[32] Likewise, studies have found a positive relationship between formal education and promotion rates for both professional and administrative positions.^[33]

For most of American history, African Americans were legally and socially discouraged from pursuing professional and higher-paying careers. Likewise, African Americans were often prohibited from attending many higher educational institutions. Therefore, African Americans historically had less of an incentive and opportunity to pursue higher education. The historic legal and social hurdles created huge disparities between Caucasian and African American educational attainment through most of American history. Although African Americans have made significant strides in closing the gap in educational attainment with White Americans in recent decades, the remnants of historic hurdles continue to impact the workforce today.

Issues Identified by Dialogue Partners:

The dialogue partners reported that educational requirements create the following issues for African Americans:

- Because today's work force still reflects the vestiges of the educational inequities of yesteryear, African Americans remain generally less likely to have college and advanced degrees that often are necessary to qualify for high level and managerial positions in the federal sector.^[34]
- Relatively few African Americans are entering into certain technical fields, such as Science, Technology, Engineering, and Mathematics (STEM).

Recommendations of Dialogue Partners:

The dialogue partners made the following recommendations to address the obstacles that educational requirements may pose to some African Americans:

- Agencies should ensure that education requirements are job-related and a business necessity.[\[35\]](#)
- Where possible, agencies should allow practical experience to replace educational achievements.
- Agencies should consider awarding scholarships and internships to undergraduate students pursuing STEM degrees.
- Agencies should partner with primary schools, secondary schools, colleges, and foundations to stimulate interest in STEM and to encourage students to attend college and pursue degrees in STEM.[\[36\]](#)

Obstacle 7:

EEO regulations and laws are not adequately followed by agencies and are not effectively enforced.

Background:

Dialogue partners reported that EEO regulations, laws and policies are often not adhered to and enforced. They maintained that, while many agencies attain technical superficial compliance with EEO regulations and directives, there is an overall lack of commitment by agency heads to ensuring equal employment opportunities. Dialogue partners also maintained that agency heads are failing to incorporate EEO into their agency's missions and view EEO as a burdensome adjunct to the operations of the agency.

The EEOC's Office of Federal Operations (OFO) has enforcement authority over federal sector EEO laws and regulations under Title VII, the Rehabilitation Act, the Age Discrimination in Employment Act, the Equal Pay Act, and the Genetic Information Non-discrimination Act. OFO's responsibilities include adjudicating complaints of discrimination on appeal as well as oversight of the EEO programs of federal agencies.

Agencies are required to follow the statutes and laws under the Commission's jurisdiction, the Commission's regulations, as well as the Commission's management directives and guidance. Section II(A) of EEOC Management Directive 715 (MD-715) provides that "commitment to equal employment opportunity must be embraced by agency leadership and communicated through the ranks from the top down. It is the responsibility of each agency head to take such measures as may be necessary to incorporate the principles of EEO into the agency's organizational structure." Further, EEOC regulations governing agency programs to promote equal employment opportunity require each agency to "maintain a continuing affirmative program to promote equal opportunity and to identify and eliminate discriminatory practices and policies."[\[37\]](#) To implement the program, each agency must designate a Director of Equal Employment Opportunity who shall be under the immediate supervision of the agency head.[\[38\]](#)

Issues Identified by Dialogue Partners:

The dialogue partners reported the following obstacles for African Americans because of inadequate enforcement of EEO regulations and directives:

- Although a majority of the agencies report that they hold management accountable for EEO, many agencies define "accountable" loosely, and in fact management officials are not being held accountable for EEO issues.
- EEO Directors who do not directly report to their agency's head represent a serious threat to the effectiveness of their agency's EEO programs.
- EEO programs generally lack adequate resources, including funding, to effectively prevent and address discrimination. Additionally, the lack of funding reflects agencies' lack of commitment to achieving EEO principles and goals.
- Some agencies do not display a firm commitment to equal employment opportunity because it is not embraced by agency leadership and communicated through the ranks from the top down.
- Noncompliance with EEOC directives undermines the importance of EEO and stymies the eradication of barriers to equal employment opportunities.

- The Commission lacks sufficient enforcement powers, or "lacks teeth", to effectively combat discrimination and eradicate impediments for African Americans.
- When the Commission finds that an agency has engaged in unlawful discrimination and orders agencies to consider disciplining the responsible management officials, agencies usually do not discipline responsible management officials, which sends a strong message that EEO is not a top priority for the federal government.
- The Commission's inability to directly order agencies to discipline managers who have been found to have engaged in unlawful discrimination sends a message to agencies, discriminators, employees, and the public that the federal government does not take discrimination seriously.

Recommendations of Dialogue Partners:

The dialogue partners made the following recommendations to address inadequately enforced EEO regulations:

- As part of their annual performance ratings, managers, supervisors, and senior executives should be evaluated in at least one element that assesses their commitment to equal employment opportunity principles and goals.
- Awards, bonuses, and promotions should be contingent on managements' actions in EEO, and agencies should not grant proven discriminators awards, promotions, outstanding performance evaluations, etc.
- Agency should consider demotion and/or removal of managerial duties of management officials who have been found to have engaged in unlawful discrimination or have inadequately responded to harassment.
- The EEOC should issue an agency "EEO Scorecard" that evaluates agencies' EEO programs, inclusiveness, and accomplishments in various critical EEO elements, and it should be presented in a digestible, user-friendly manner that is available to the public.
- The EEOC should publicize findings of discrimination in the federal sector via press releases.
- The EEOC should seek legal authority to order punishment for responsible management officials.

- The EEOC should enter into a new agreement with the Office of Special Counsel (OSC) and explore ways to refer more cases in which agencies have failed to comply with our orders or if a violation warrants prosecution by OSC.

Conclusion

The work of the Commission and its dialogue partners is timely. On February 22, 2012, the EEOC approved its Strategic Plan for Fiscal Years 2012-2016. The Strategic Plan establishes a framework to achieve the EEOC's mission to stop and remedy unlawful employment discrimination and to promote equal opportunity in the workplace. With regard to the federal sector, the new Strategic Plan sets forth our objective to use education and outreach to prevent employment discrimination, deliver excellent service through effective systems, update technology, have a skilled and diverse workforce, and combat employment discrimination through strategic law enforcement.

Through our discussions with our dialogue partners, we have learned that further research into the identified obstacles is necessary. An in-depth statistical study into how these particular obstacles affect African Americans would be helpful to determine what actions can be taken to address the obstacles. In particular, in-depth research is needed in the area of unconscious bias to be able to determine its prevalence and effects on the federal sector and how the EEOC and agencies can work together to address the problem. Additionally, the Office of Federal Operations should take steps to further cultivate our relationships with the dialogue partners that partnered with this workgroup, as they will continue to provide information about and insight into the obstacles that continue to face African Americans in the federal workplace.

[\[1\]](#) We note that in the African American community the terms "African American" and "Black" are often used interchangeably. In this report, we use the term "African American."

[\[2\]](#) OFO's responsibilities include oversight of the EEO programs of federal agencies. The EEOC's Management Directive 715 (MD-715) provides federal agencies with policy guidance for establishing and maintaining effective programs of equal employment opportunity under Section 717 of Title VII, and Section

501 of the Rehabilitation Act of 1973 (Rehabilitation Act), as amended, 29 U.S.C. § 791 et seq. MD-715 requires agencies to take appropriate steps to ensure that all employment decisions are free from discrimination and sets forth the standards by which EEOC will review the sufficiency of agency Title VII and Rehabilitation Act programs. Moreover, pursuant to MD-715, the EEOC evaluates agency policies, procedures, and practices to identify barriers to equal employment opportunity, and the agencies specify plans to remove any barriers to equal employment opportunity.

[3] A separate report memorializing the observations and recommendations from the dialogue partners regarding issues affecting Women in the federal government is forthcoming.

[4] Americans for American Values, "*What Is Implicit Bias?*," available online at http://www.americanvaluesinstitute.org/?page_id=14.

[5] *Id.*

[6] Samuel R. Bagenstos, *Implicit Bias, "Science," and Antidiscrimination Law*, Harvard Law and Policy Review, Vol. 1, p. 477 (2007).

[7] Linda Hamilton Krieger, *The Content of Our Categories: A Cognitive Bias Approach to Discrimination and Equal Employment Opportunity*, Stanford Law Review, Vol. 47, pp. 1163-1165 (1995).

[8] Mary Rowe, *Micro-affirmations and Micro-inequities*, Journal of the International Ombudsman Association, Vol. 1, No. 1, pp. 1-9 (2008).

[9] Kijana Crawford and Danielle Smith, *The We and the Us: Mentoring African American Women*, The Journal of Black Studies, Vol. 36, No. 1, pp. 52-54 (September 2005).

[10] *Id.*

[11] Price M. Cobbs and Judith L. Turnock, *Cracking the Corporate Code: The Revealing Success Stories of 32 African American Executives* (2003).

[12] *Id.*

[13] Michael A. Fletcher, *Black Jobless Rate is Twice that of Whites*, The Washington Post, December 14, 2012, available online at http://www.washingtonpost.com/business/economy/2012/12/14/01b6c9be-37e5-11e2-b01f-5f55b193f58f_story.html .

[14] Id.

[15] Id.

[16] Jason Forsythe, *Winning with Diversity*, New York Times (2004), available online at <http://www.nytimes.com/marketing/jobmarket/diversity/affinity.html>.

[17] NASA's Goddard Space Flight Center Office of Human Capital Management, *Career Development and Training*, available online at http://ohcm.gsfc.nasa.gov/sup_info/toolbox/career/career.htm.

[18] U.S. Merit Systems Protection Board, *Fair and Equitable Treatment: Progress Made and Challenges Remaining*, p. 45, (December 2009).

[19] U.S. Merit Systems Protection Board, *Fair and Equitable Treatment*, *supra* at 34.

[20] See for example, *North Carolina State University Office for Institutional Equity and Diversity: Guidelines for Recruiting a Diverse Workforce*, (June 2011), available online at http://oied.ncsu.edu/oied/hiring/OEO_Recruitment_Guidelines.pdf .

[21] Id.

[22] The Presidential Management Fellows Program is a prestigious two year paid government fellowship sponsored by the Office of Personnel Management (OPM). Since 1977, the Presidential Management Fellows Program has matched outstanding graduate students with exciting federal opportunities. Agencies can hire very competitive individuals from a network of graduate schools that nominate their best students. Finalists are pre-qualified at the GS-9 level, although agencies may initially appoint at the GS-9, GS-11, or GS-12 or equivalent, available online at <http://www.pmf.gov/about/index.aspx> .

[23] Ray Friedman, Melinda Kane, and Daniel B. Cornfield, *Social Support and Career Optimism: Examining the Effectiveness of Network Groups Among Black Managers*, *Human Relations*, Vol. 51, No. 9, p. 1157 (1998).

[24] Id.

[25] Id.

[26] Id.

[27] Id.

[28] J. Stacy Adams and Sara Freedman, *Equity Theory Revisited: Comments and Annotated Bibliography*, *Advances in Experimental Social Psychology*, Vol. 9, pp. 43-90 (1976).

[29] U.S. Merit Systems Protection Board, *2007 Career Advancement in Workforce Diversity Survey*, p. 55.

[30] *Id.* at p. 50.

[31] U.S. Equal Employment Opportunity Commission, Compliance Manual, Section 15, Race and Color Discrimination, No. 915.003, at 15-V.B. (April 19, 2006), available online at <http://www.eeoc.gov/policy/docs/race-color.html#VB> .

[32] U.S. Merit Systems Protection Board, *Women in the Federal Government: Ambitions and Achievements*, p. 13 (May 2011).

[33] U.S. Merit Systems Protection Board, *Fair and Equitable Treatment*, *supra* at 36.

[34] According to the U.S. Census Bureau's most recent statistics on educational attainment, 81 percent of African Americans 25 years of age or older had at least a high school diploma or its equivalent in 2009, 18 percent had at least a bachelor's degree, and six percent had an advanced degree (master's, doctorate, medical, or law). In contrast, among non-Hispanic Whites, 90 percent had a high school diploma, 31 percent had at least a bachelor's degree, and 12 percent had an advanced degree. U.S. Census Bureau, *Educational Attainment in the United States: 2009* (February 2011), available online at <http://www.census.gov/prod/2012pubs/p20-566.pdf> .

[35] "Educational requirements obviously may be important for certain jobs. For example, graduation from medical school is required to practice medicine. However, employers often impose educational requirements out of their own sense of desirable qualifications. Such requirements may run afoul of Title VII if they have a disparate impact and exceed what is needed to perform the job." As the Supreme Court stated in *Griggs v. Duke Power Co.*, 401 U.S. 424 (1971), which is one of its earliest interpretations of Title VII: "History is filled with examples of men and women who rendered highly effective performance without the conventional badges of accomplishment in terms of certificates, diplomas, or degrees. Diplomas and tests are useful servants, but Congress has mandated the commonsense proposition that they are not to become masters of reality." EEOC Compliance Manual Section 15, "Race and Color Discrimination," No. 915.003, at VI.B.2 (Apr. 19, 2006).

[36] For instance, in December 2010, the National Aeronautics and Space Administration (NASA) selected the United Negro College Fund Special Programs Corporation to administer a \$1 million career development and

educational program designed to address the critical shortage of minority students in science and engineering fields. Likewise, NASA's Minority University Research and Education Program strives to ensure that underrepresented and underserved students participate in NASA education and research projects in pursuit of STEM careers. Additionally, the Minority University Research and Education Program enhances the research needs and technology enterprises of HBCUs, and NASA's Office of Education encourages HBCUs to collaborate with teacher preparation programs that improve the quality and diversity of STEM teachers. Available online at http://www.nasa.gov/home/hqnews/2010/dec/HQ_10-342_Science_Careers_Program.html .

[37] 29 C.F.R. § 1614.102(a).

[38] 29 C.F.R. § 1614.102(b)(4).

¹ 2008 U.S. Department of Agriculture employee roster of employees online covers civil servants at USDA's Animal and Plant Health Inspection Service (APHIS); Departmental Administration (DA), Food Safety and Inspection Service (FSIS); the Food and Nutrition Service (FNS); the Farm Service Agency (FSA); the Forest Service (USFS); the Natural Resources Conservation Service (NRCS); the Research, Education, and Economics program agency (REE); the Rural Development program agency (RD), and the USDA Office of the Inspector General (OIG) at <http://archive.org/details/U.s.DepartmentOfAgricultureEmployeeRosterAndSalaryList2008>.

Appendix F: Educational Resources Information

Clearinghouse (ERIC) Article ED 538186: *U.S. Department of Education Chapter of Blacks In Government (BIG) Report: The Status of the African American Workforce at the U.S. Department of Education* **Abstract**

“The report includes racial and gender demographic data at the Department of Education [ED] during the Obama administration at the SES [Senior Executive Service] and specific grade levels for Pay period 11 in the year 2012. The report compares this racial and gender demographic data with a pay period towards the

end of the George W. Bush administration and recounts evidence of shortages of African Americans at the SES and senior grade levels. Of particular note are increases in most grade and gender levels during the Obama administration with the exception of decreases in the numbers of White and African American women with increases in both White and African American men. The Report also highlights implementation of executive orders that impact hiring by race and gender and includes specific recommendations to better track and monitor the implementation of these executive orders. Other national reports are cited that give insight into the status of the African American federal workforce. A case is made for reporting employees based on their prevalence in specific geographical areas to more accurately reflect the available workforce by location rather than national demographic figures. In addition to selected White House Executive Orders and Initiatives, the appendices of the Report include the U.S. Department of Education Chapter of BIG's justification for a separate Diversity & Inclusion Office at the U.S. Department of Education and the organization's response and action plan for the White House Initiative on African Americans, crafted and signed by President Obama. The following are appended: (1) ED Employee Ethnicity by Gender Data from the Bush Administration; (2) Executive Order 13583; (3) Executive Order--White House Initiative on Educational Excellence for African Americans; (4) ED BIG Submitted Justification for a Diversity & Inclusion Office; and (5) ED Reaction Plan for White House Initiative on African Americans. (Contains 3 charts and 1 footnote.)”

Appendix G: ERIC Clearinghouse Article # ED539843

U.S. Department of Education Chapter of Blacks In Government (BIG) In Partnership with the EEO Office at the U.S. Department of Education, 2013 Black History

Month Programs by Wanda E. Gill, Ed.D., President, February 2013

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Acknowledgments

Many thanks are extended to Selina Lee, Director, and Steven Jefferson, Beverly Fenwick, Michael Chew, and Herbert Johnson of the EEOS Office, for their support in the development and execution of these programs. The captioning of the documentary films would not have been possible without this support.

The Executive Board members of the ED Chapter of Blacks In Government (BIG) are to be commended for their support and participation in the 2013 Black History Month programs. Of particular note are those who introduced speakers and worked behind the scenes to develop the program, including: Jesse Sharpe, Vice President; Mrs. Patricia Kilby-Robb, Treasurer; Mr. Dwight Deneal, Regional Representative; Ms. Shavonney White, Secretary; Mr. Gary Jones, Parliamentarian; Ms. Karen Holliday, Chair of the Scholarship Committee and Chair of the Membership Committee; Ms. Veronica Edwards, Director of Research; Ms. Cynthia Waller, Choir Director; and Ms. Denise Rossier, Regional Representative.

Mr. Scott Wagner helped with the lighting, microphones and taped sessions and was provided DVDs for presenters. Ms. Leslie Williams, U.S. Department of Education photographer, took pictures at both the February 6th and February 19th programs in the Barnard Auditorium of the Lyndon Baines Johnson building.

The commitment and inspiring messages of Secretary Arne Duncan and Deputy Secretary Anthony Miller, documented in their entirety in the Appendices, is positive proof of the continuing motivation to make equity through access while removing barriers an overall goal and value in this administration. We are very appreciative of the prayers and good will of Rev. Brenda Girtten- Mitchell whose prayers are a source of strength for all of us.

A special note of thanks for the support and understanding of my family when I used a great deal of personal time to develop and refine this programing, Retired Army Major Bruce L. Gill, my husband of 45 years, my daughters Candace E. Gill and Kimberly L. Gill and my granddaughter, Skye E. Gill.

Introduction

Through collaborative work with the EEOS office at the U.S. Department of Education, the ED Chapter of Blacks In Government offered six (6) presentations throughout the month describing American Black History from a Black perspective. A seventh presentation through the Thelonius Monk Jazz Institute was a collaborative effort with the Arts in Schools Program at the U.S. Department of Education spearheaded by Jacquelyn Zimmermann.

A screening on February 5, 2013 described the history of African Americans in the Latter Day Saints or Mormon religion. A major program on February 6, 2013 highlighted: the history of the Republic of Liberia through the settlement of free and newly freed people wishing to return to Africa through colonization efforts; the history of the Congressional Black Caucus; the history of the National Blacks In Government; and, the history of the Urban League. Secretary Arne Duncan addressed his commitment to inclusion, equity and the elimination of barriers to the achievement of Black children. The appendix includes the transcript of the February 6, 2013 program and the dvd. A program on Black History in the District of Columbia on February 14, 2013 by noted historian Bernard Demczuk of George Washington University included little known facts while relating the development of a Black mecca and renaissance in Washington, D.C. a full 22 years before the Harlem Renaissance in New York. His presentation described the importance of Howard University as a source for the development of a Black middle class and intelligentsia, from which major leaders and programs developed.

The program on February 19, 2013 celebrated the nation's Historically Black Colleges and Universities. The U.S. Department of Education houses the White House Initiative on Historically Black Colleges and Universities and their [website](#) includes an updated list of those institutions, presidents and links to their websites. Deputy Secretary, Anthony Wilder Miller, spoke of the importance of these institutions in serving students who are the first from their families to attend college, among others. He also spoke of the need to close disparities in every aspect of American life and how these institutions are instrumental in developing substantially higher life-long earnings for degree completers. His remarks are in the appendices.

Dr. M. Sammie Miller, Chair of the Department of History at Bowie State University, shared how emancipation created a greater need for what was to become the education of newly freed slaves at what was to become historically Black colleges and universities. Before doing so, he indicated the substantial body of work of Carter G. Woodson who first proposed Negro History week which was to become over time Black History Month and the many publications representing primary sources of historical facts, including a dialogue between Thomas Jefferson and Benjamin Banneker demonstrated Jefferson's view of the limitations of Negroes. He disseminated publications by Carter G. Woodson, W.E.B. Dubois, Booker T. Washington and others to the audience, recommending reading them for a first-hand account of history, as told by historians of the era. He cited the competing educational philosophies of Booker T. Washington and W.E.B. Dubois in meeting the educational and life needs of this newly freed population. Booker T. Washington recognized the need for newly freed slaves to feed and support themselves through vocations whereas Dubois wanted them to study Greek, Latin and academic subjects. Dr. Miller believes Booker T. Washington was misunderstood and cites the curriculum of Tuskegee Institute in veterinarian sciences as an example of a practical approach to farming and agricultural needs at the time. Following him with synergistic historical observations, Dr. John Wolfe recounted the underlying themes and messages of the educational curricula at HBCUs juxtaposed with the continuing need for control of the mindset of the Negro population. Dr. Wolfe's psycho-social-political analysis of the history of HBCUs and his observations of leadership in response to communities, students, faculty, staff and politicians demonstrated great sensitivity to the difficulty of the job of presidents. Mickey Burnim, President of Bowie State University, concurred with the remarks of Dr. Wolfe and Dr. Miller and cited the history of Bowie State University and the challenges and achievements during his tenure. Jerry Isaac, Director of the Military Resource Center, shared the mission and purpose of the center in meeting the needs of military personnel, spouses and veterans. His power point is included in the appendices.

ED Chapter of BIG February 2013 Programming At A Glance

Major programs celebrate “Emancipation and Civil Rights” and the nation’s “Historical Black Colleges and Universities” on February 6, 2013 and on February 19, 2013, respectively. Screenings and programming on February 5, 14, 20, and 28 start at noon each day with preceding chapter activities from 11 am – noon on each of those four dates.

The ED Chapter of Blacks in Government encourages all employees to attend these programs. The dates, places and times are as follows:

1. **February 5, 2013**, TDC, LBJ, 1W128, 12:00 noon – 2:00 pm, Screening of “Nobody Knows: The Untold Story of Black Mormons”. Documentary producers Dr. Margaret Young and Mr. Darius A. Gray came from Utah to address questions on this previously aired on PBS film. (Note: from 11:00 am – 12:00 noon: Membership Drive.)

About the Film: “Nobody Knows: The Untold Story of Black Mormons” is an award-winning documentary about African American Latter-day Saints (LDS). Few people, Mormon and non-Mormon, are aware that there has been an African American presence in the LDS Church from its earliest days, that the vanguard company of Mormon pioneers included three “colored servants” (slaves), and that subsequent pioneer companies included both freeborn Blacks (such as Jane Manning and Isaac James) and enslaved Blacks, such as Biddy Smith Mason and Elizabeth Flake.

This documentary talks about that little-known legacy, and confronts the hard issues which surfaced in the most turbulent years of the Civil Rights Movement, when the Church continued to restrict its priesthood from those of African descent (a policy put into place in 1852). It discusses the context for that restriction, and how it was finally lifted. It also addresses the challenges of modern Black Mormon pioneers. Dr. Margaret Young, the producer from Brigham Young University, may join us in answering questions at the conclusion of the screening.

2. **February 6, 2013**, LBJ, Barnard Auditorium, 10 am – 12 noon: Theme: “Celebrating Emancipation and Civil Rights”- Mr. Gabriel I.H. Williams, Minister/Counselor, Press and Public Affairs, On Behalf of Ambassador Jeremiah

C. Sulunteh, Embassy of the Republic of Liberia; Former Congressman William Clay of Missouri on the History of the Congressional Black Caucus; Darlene H. Young- President National Blacks In Government on the History of Blacks In Government; Secretary Arne Duncan on Agency's Commitment to Inclusion; Cynthia Dinkins, CEO of the Fairfax County Urban League on the History of the National Urban League. The program agenda is in the appendix.

3. **February 14, 2013**, TDC, LBJ, 1W105/108, 12:00 noon – 2:00 pm, “District of Columbia Black History” presented by Dr. Bernard Demczuk of George Washington University. (Note: Membership Drive from 11:00 am – noon.)

About the Presentation: Dr. Bernard Demczuk, Assistant Vice President, District of Columbia Relations, Office of Government and Community Relations at George Washington University and Historian at Ben's Chili Bowl, has a unique view of the District and will speak from an historical and current perspective. Dr. Demczuk is also an African American History teacher at the School Without Walls in Washington, D.C., where he has been instrumental in teaching students legal activism in the political process through example. Dr. Demczuk is a former aide to Marion Barry. He appeared on meet the Press on April 20, 2012 with Bill Cosby talking about the Trayvon Martin shooting case and he talking about the historic opening of the Howard Theatre. In 2010, Dr. Demczuk was an event coordinator for Congresswoman Eleanor Holmes Norton. He has long been a force in Washington, D.C. and has always been interested in Black History.

4. **February 19, 2013**, LBJ, Barnard Auditorium, 10 am – 12 noon: Theme “Salute to the Nation's Historically Black Colleges and Universities” Confirmed Speakers: Dr. John Wolfe of the University of Maryland System Administration (former President of Savannah State University and former President of Kentucky State University) on the “Psycho-Social and Economic Framing of the Mission of HBCUs: Messaging and Contradictions”; Dr. Sammye Miller, Historian at Bowie State University on “Carter G. Woodson's Contributions to the Development of Black History”, “Emancipation and the Pre-emancipation Education of Negroes” Leading to the Founding of the HBCUs” and “Insights on the W.E. B. Dubois and Booker T. Washington Debate and Contributions” ; Dr. Mickey Burnim, President of Bowie State University on “The History of Bowie State University, Current Achievements and Challenges”; Mr. Jerry Isaac on “The Military Resource Center” at Bowie State University. The program agenda is in the appendix.
5. **February 20, 2013**, TDC, LBJ, 1W103, 12noon – 2:00 pm, Screening of “Daisy Bates: First Lady of Little Rock”. (Note: New Member Orientation from 11 am – 12 noon).

About the Film: “Daisy Bates: First Lady of Little Rock” tells the story of Daisy Bates, then president of the Arkansas chapter of the National Association for the Advancement of Colored People (NAACP), a fearless fighter for justice who

earned her place in American history and became a household name during the height of the civil rights era. She is more commonly known as “Mrs. Daisy Bates and the Little Rock Nine” for courageously leading the integration of the all-white Central High School in Arkansas in 1957. Her public support culminated in a constitutional crisis – pitting a president against a governor and a community against itself. It took the presence of the National Guard, with protective assistance from President Dwight D. Eisenhower, to usher the nine black students into Central High School. The documentary realistically explores who Daisy Bates was, what motivated her and why she was never fully embraced within the Little Rock community. The film demonstrates how Daisy Bates didn’t keep her place as a woman or as a Negro. She was a female leader at a time of Black male dominance of the Civil Rights movement. She was to influence later female Civil Rights era leaders were to come, including Gloria Richardson Dandridge (of Cambridge, Maryland), Diane Nash (of Nashville, SNCC and SCLC fame) and others. The film illustrates and parallels the ongoing struggle of generations of African Americans who sought freedom to vote, have equal educational resources, and access to public transportation and facilities. PBS premiered the film for Black History Month in 2012. This program is intended to give employees more insight into the social fabric of the country shortly after the Brown decision. Treopia Washington, sister of Ernie Green, attended the screening to answer audience questions. (Note: 11 am – noon: New Member Orientation.)

6. **February 28, 2012**, TDC, LBJ, 1W105/108, 12 noon – 1:00 pm, Screening of “Locked Out: The Fall of Massive Resistance”. (Note: 11:00am – 12 noon – Chapter Awards Ceremony).

About the Film: “Locked Out: The Fall of Massive Resistance” which takes a look at school segregation in Virginia post- Brown v. Board of Education. The one hour documentary tells the stories of many of the students who found themselves on the front lines of the fight against Massive Resistance. Questions will be answered by Patricia Kilby-Robb who lived through the experience. (Note: BIG ED Chapter 11 am – noon: Awards Ceremony.)

In addition to this programming the U.S. Department of Education Chapter of Blacks In Government (BIG) co-sponsored with the U.S. Art Exhibit Program the Live Jazz “Informance” featuring special guest jazz recording artist Tim Green in LBJ on **February 22, 2013**. Gifted student performers from the National Arts High School Program, under the direction of Dr. J.B. Dyas, vice president for education and curriculum development at the Thelonius Monk Institute of Jazz, demonstrated this teaching and learning method.

Appendix A: Introduction of Margaret Young and Darius Gray of the Latter Day Saints and Producers of the Documentary on Black Mormons

Margaret Young is married to English professor Bruce Young. They are the parents of four children.

Her most recent works are a fictional trilogy of historical fiction about Black Mormon pioneers titled *Standing on the Promises*, co-authored with Darius Gray. She scripted and helped direct a 2005 television documentary based on the life of Jane Elizabeth Manning James, "Jane Manning James: Your Sister in the Gospel." The 20 minute documentary has been shown at This Is The Place Heritage Park in Salt Lake City, Utah, the 2005 annual conference of the Foundation for Apologetic Information & Research (FAIR), and on public television (PBS). Documentary filmmaker Scott Freebairn produced and directed the film. More recently, Young served as the project director for the Utah chapter of the Afro-American Historical and Genealogical Society's film *The Wisdom of our Years*. In 2008, Young and Gray completed a long documentary titled *Nobody Knows: The Untold Story of Black Mormons*, which has been shown on PBS stations, in film festivals, and on the Documentary Channel. Her award-winning play, *I Am Jane*, also about Black Mormon pioneer Jane Manning James, has been produced throughout the country. Young has also authored encyclopedia articles on Blacks in the western United States, and is the president of the Association for Mormon Letters.

Young received a bachelor's degree in 1979 and a master's degree in 1988 from Brigham Young University.

Darius Aidan Gray has received many awards from the state of Utah and various national organizations, including the Martin Luther King Jr. Award, given by the Utah chapter of the NAACP. This award recognized his efforts in the Civil Roots Movement and in African American history and genealogy.

Gray is the past president of the LDS Genesis Group, a support group for Latter-day Saints of African descent. A frequent lecturer on genealogy, black history, and LDS history, Gray was trained in broadcast journalism and worked as a reporter for KSL radio and television for several years, and as a documentary filmmaker for UNICEF in Africa. He helped produce the PBS program *Ancestors* and continues to participate in the popular program *Questions and Ancestors*.

Gray teamed with Marie Taylor to spearhead the Freedman Bank Records CD, which took eleven years to complete. This name extraction project provided a data base of African American genealogy comprising 484,083 names of depositors (and Darius Aidan Gray has received many awards from the state of Utah and various national

organizations, including the Martin Luther King Jr. Award, given by the Utah chapter of the NAACP. This award recognized his efforts in the Civil Roots Movement and in African American history and genealogy.

With Margaret Blair Young, Gray has co-produced/directed two documentaries: Jane Manning James: Your Sister in the Gospel, and Nobody Knows: The Untold Story of Black Mormons. He and Young also co-authored a trilogy of fully documented historical novels about Black Latter-day Saints.

Appendix B: Agenda for the February 6, 2013 Black History Month Program



February 6, 2013 Black History Month Program Agenda

Blacks In Government (BIG) Black History Month Program in Collaboration with ED's EEOS Office

Welcome	Wanda E. Gill, Ed.D. President of BIG & Selina Lee, Director, EEOS Office
Prayer	Brenda Girton-Mitchell, Director of the Center for Faith-based and Neighborhood Partnerships
Introduction of Secretary Duncan	Patricia Kilby-Robb, ED BIG Executive Board
ED's Commitment	Arne Duncan, Secretary of Education
Introduction of Liberian Embassy Guest	Karen Holliday, ED BIG Executive Board
The Historical Significance of Liberia in the Emancipation Movement	Gabriel I. H. Williams, Minister/Counselor, Press and Public Affairs, On Behalf of Ambassador Jeremiah C., Sulunteh, Embassy of the Republic of Liberia
Introduction of Mr. Clay	Shavonney White, ED BIG Executive Board

History of the Congressional Black Caucus

William“Bill” Clay Sr.

Histories of Selected National Organizations

Introduction of Ms. Young	Dwight Deneal, ED BIG Executive Board
Blacks In Government (BIG)	Darlene Young, National President of BIG
Introduction of Ms. Dinkins	Dwight Deneal, ED BIG Executive Board
National Urban League	Cynthia Dinkins, CEO, Northern Virginia Urban League
Presentations to Speakers/Photos	Guests, ED BIG Executive Board & EEOS Office

Appendix C: Biographies of Presenters at the February 6, 2013 Program

Biography of Arne Duncan, Secretary of the U.S. Department of Education

Arne Duncan is the ninth U.S. secretary of education. He has served in this post since his confirmation by the U.S. Senate on Jan. 20, 2009, following his nomination by President Barack Obama.

Duncan's tenure as secretary has been marked by a number of significant accomplishments on behalf of American students and teachers. He helped to secure congressional support for President Obama's investments in education, including the American Recovery and Reinvestment Act's \$100 billion to fund 325,000 teaching jobs, increases in Pell grants, reform efforts such as Race to the Top and Investing in Innovation, and interventions in low-performing schools. Additionally, he has helped secure an additional \$10 billion to avoid teacher layoffs; the elimination of student loan subsidies to banks; and a \$500 million national competition for early learning programs. Under Duncan's leadership at the Department, the Race to the Top program has the incentives, guidance, and flexibility it needs to support reforms in states. The Department also has focused billions of dollars to transform struggling schools, prompting nearly 1,000 low-performing schools nationwide to recruit new staff, adopt new teaching methods, and add learning time. He has led new efforts to encourage labor and management to work together as never before, and their new collaboration is helping to drive reform, strengthen teaching, create better educational options, and improve learning. During Duncan's tenure, the Department has launched a comprehensive effort to transform the teaching profession.

In support of President Obama's goal for the United States to produce the highest percentage of college graduates by the year 2020, Duncan has helped secure increases in the Pell grant program to boost the number of young Americans attending college and receiving postsecondary degrees. He has begun new efforts to ensure that colleges and universities provide more transparency around graduation, job placement, and student loan default rates. With the income-based repayment program introduced during Duncan's tenure, student loan payments are being reduced for college graduates in low-paying jobs, and loans will be forgiven after 10 years for persons in certain public service occupations, such as teachers, police officers and firefighters.

Before becoming secretary of education, Duncan served as the chief executive officer of the Chicago Public Schools (CPS), a position he held from June 2001 through December 2008. In that time, he won praise for uniting education reformers, teachers, principals and business stakeholders behind an aggressive education reform agenda that included opening more than 100 new schools, expanding after-school and summer learning programs, closing down underperforming schools, increasing early childhood and college access, dramatically boosting the caliber of teachers, and building public-private partnerships around a variety of education initiatives. Duncan is credited with significantly raising student performance on national and state tests, increasing graduation rates and the numbers of students taking Advanced Placement courses, and boosting the total number of scholarships secured by CPS students to more than \$150 million. Also during his leadership of CPS, the district was recognized for its efforts to bring top teaching talent into the city's classrooms, where the number of teachers applying for positions almost tripled.

Prior to joining the Chicago Public Schools, from 1992 to 1998, Duncan ran the nonprofit education foundation Ariel Education Initiative, which helped fund a college education for a class of inner-city children under the I Have A Dream program. He was part of a team that later started a new public elementary school built around a financial literacy curriculum, the Ariel Community Academy, which today ranks among the top elementary schools in Chicago. From 1987 to 1991, Duncan played professional basketball in Australia, where he also worked with children who were wards of the state.

Duncan graduated *magna cum laude* from Harvard University in 1987, after majoring in sociology. He was co-captain of Harvard's basketball team and was named a first team Academic All-American.

Duncan is married to Karen Duncan, and they have two children who attend public school in Arlington, Va.

Biography of William Lacy “Bill” Clay, Sr.

William Lacy "Bill" Clay, Sr., the first African American Congressman from Missouri's First District, represented [St. Louis](#) in the U.S. House of Representatives for 32 years. Mr. Clay was born in St. Louis and graduated from [Saint Louis University](#). He served in

the [United States Army](#) from 1953 to 1955, and was on the City Council from 1959 to 1964. Mr. Clay served 105 days in jail for participating in a [Civil Rights](#) demonstration in 1963.

Mr. Clay was elected to the [House of Representatives](#) as a [Democrat](#) in 1968 where he passed landmark legislation. He was an advocate for [environmentalism](#), [labor issues](#), and [social justice](#). In 1993, he helped pass the [Family and Medical Leave Act](#).

From 1991 until the Democrats lost control of Congress in 1995, Mr. Clay chaired the House Committee on the Post Office and Civil Service. In 2000, he retired from the House and his son [William Lacy Clay, Jr.](#) succeeded him.

Mr. Clay is also the founder of the William L. Clay Scholarship and Research Fund, which awards college scholarships to high school seniors living in Missouri's First Congressional District. The Fund, which is a 501(c)3 organization, has awarded scholarships since 1985.

Clay has written several works of non-fiction.

- *To Kill or Not to Kill: Thoughts on Capital Punishment* (1990)
- *Just Permanent Interests: Black Americans in Congress, 1870–1991* (1992)
- *Racism in the White House: A Common Practice of Most United States Presidents* (2002)
- *Bill Clay: A Political Voice at the Grass Roots* (2004)

Biography of Darlene H. Young

The Honorable Darlene H. Young was installed as the 14th national president of Blacks In Government (BIG) on January 17, 2013, marking her third election as national president, the first being in 2005 and reelected 2007. She is the only individual to be elected three times in the history of the organization.

She is employed by the State Department as an Information System Security Officer/Information Specialist in the Bureau of Educational and Cultural Affairs. Her expertise in the computer field has given her the opportunity to travel worldwide to places such as Belarus, Egypt, Italy, Thailand, Greece and Burkina Faso. Her responsibilities range from designing and building to configuring and installing various hardware and software products for our Federal Government affiliates. She has been employed with the State Department for more than 32 years. Over the years she has been the recipient of numerous Franklin and Meritorious Honor Awards.

Ms. Young attended the University of the District of Columbia and received a Bachelor's Degree in Computer Information and Systems Science in 1984.

One of her greatest accomplishments was to become the Blacks in Government (BIG) National President from 2005-2008. During her tenure as president, Ms. Young established a partnership with the Graduate School, USA by having Individual Development Plan sessions at the 2006 National Training Conference and the creation of the Darlene Young Leadership Academy (DYLA) which cultivates leaders for BIG and enhances members' professional development. Over 150 graduates completed the DYLA program - producing leaders for the public (federal and state) and private sector workforce - including the State Department. This is important as the federal, state and local government, as a result of retirements, is experiencing a mass exodus of employees. She was also instrumental in forging relationships and getting support from multiple government agencies that promote BIG.

Biography of Cynthia Dinkins

Cynthia Dinkins is the President and CEO of the Northern Virginia Urban League. As the President and CEO, she oversees the programmatic direction, ensures the organization's fiscal sustainability and viability, and builds innovative partnerships with Northern Virginia's business and civic sectors in order to fuel community empowerment programs for the region.

Ms. Dinkins spent over a decade in non-profit leadership and management and is an established leader in technology, communications, philanthropy and non-profit management. She served as a principal consultant for InnovationWorks, Inc., a technology transfer and commercialization firm and led the firm's growth and infrastructure development in its Washington, D.C. office and brokered key relationships with high-profile partners like the Smithsonian Channel. Dinkins was the Chief Operations Officer of the National Visionary Leadership Project, a non-profit organization founded by Camille O. Cosby, Ed.D., to archive the history of African Americans who have shaped U.S. history.

Ms. Dinkins has served at the helm of several leading foundations. Between 2005 and 2008, Dinkins concurrently presided over the Sheila C. Johnson Foundation and the Washington Mystics Foundation, where she oversaw the inner workings of both organizations and developed programs to empower women and girls. Most notably while at the Sheila C. Johnson Foundation, she was the driving force behind a \$6 million grant partnership with CARE that established "The Sheila's I AM Powerful Challenge," a campaign to raise awareness around the fact that women and girls make up 70 percent of the world's poor. Further, she supervised over \$26 million in domestic giving, to organizations including Parsons The New School for Design, The Whitney Museum, VH1 Save the Music, the Centers for Disease Control (CDC) Foundation, The Jackie Robinson Foundation and the United Negro College Fund.

Ms. Dinkins received her undergraduate degree from Hampton University and her Masters of Business Administration from the College of William & Mary. She is a board member of Communities in Schools of the Nation's Capital and sits on the Advisory Council of Arlington Academy of Hope. She is also the proud parent of Courtney Alexandra, who she considers to be her biggest accomplishment.

Appendix D: Secretary Duncan's Remarks at the February 6, 2013 Black History Month Program

Thank you Patricia [Kilby-Robb of the ED Chapter of BIG Executive Board] for that kind introduction. I would also like to thank the Education Chapter of Blacks in Government and the Equal Employment Office for the work they put into developing this program today.

I am honored to speak to you as we observe and recognize the extraordinary achievements of African Americans and their essential role in shaping the story of America. The stories of their efforts and struggles inform our knowledge of the struggle to secure the rights of every American. As the President said in his inaugural address a few weeks ago, "Our journey is not complete until our wives, our mothers and daughters can earn a living equal to their efforts. Our journey is not complete until our gay brothers and sisters are truly created equal...our journey is not complete --- until bright young students and engineers are enlisted in our workforce rather than expelled from our country. Our journey is not complete until all our children, from the streets of Detroit to the hills of Appalachia, to the quiet lanes of Newtown, know that they are cared for and cherished and always safe from harm."

And here at the Department we know that our journey is not complete until a high-quality education and other human rights are attained by all.

For some of you here today, like ED's Dr. Wanda Gill, the struggle for freedom has been part of your personal history. You participated in the 1963 March on Washington, and you contribute to the knowledge our

students learn about the Student Nonviolent Coordinating Council and what it was like in the waning days of segregation.

As we all know, the issue of nonviolence is still one of the most pressing issues in our society. We must reduce violence and make our communities and our schools safer for every child.

The theme for this month's celebration "At the Crossroads of Freedom and Equality: The Emancipation Proclamation and the March on Washington," reminds us of the many African Americans who stood strong against the odds to become landowners, businessmen, publishers, ministers, and **teachers**.

As we take this time to reflect on how far we have come as a Nation, and the obstacles and challenges that remain, education matters more than ever. We know that education is the one true path out of poverty and into economic security. It's the reason that education is the civil rights issue of our time.

But even as we are seeing some positive results for our country's children, we must acknowledge how far we still have to go and how much more we need to accomplish.

The educational success of African American students isn't simply a concern for the black community. It's an issue that all Americans must address because knowledge is our strongest tool against injustice, and it is our responsibility to empower every child in America with a world-class education from cradle to career.

As the President begins his second term, we are more dedicated than ever to reforming education because it is a moral obligation and an economic imperative.

But for our agenda to succeed, we need the help of entire communities— anyone in the community or in schools who can make a difference in the lives of students-- to rally around and work together to support our students.

Close

Throughout the month, we'll highlight the accomplishments and struggles of African Americans. I understand we'll have noon time screenings sharing the stories of individuals whose courage and contributions helped shape America; we'll remember and celebrate the important role of our HBCUs in promoting African American culture and education; and we'll also be treated to the Thelonius Monk Jazz program later this month.

I want to thank all of you who helped make these programs possible.

If we all work together we can achieve the President's vision of winning the future by out-innovating, out-educating, and out-building our global competition, and we can advance opportunities for African Americans and all Americans by empowering them with the world class education they deserve.

Appendix E: Transcript of February 6, 2013 Program

RAW TRANSCRIPT

U.S. Department of Education

February 6, 2013

9:00 a.m. CT

Celebrating Emancipation and Civil Rights

This text is being provided in a rough draft format. Communication Access Realtime Translation (CART) is provided in order to facilitate communication accessibility and may not be a totally verbatim record of the proceedings.

>> (Dr. Wanda E. Gill) Hi, won't you come in and have seats. We will be starting shortly. Just so you know, you have agendas on your chairs. We are waiting for a few more people, primarily the Secretary. He is due here at 10:00. He, in fact, is coming from one event and heading to another. So we do ask for your patience with us. If he's

not here by 5 after, we'll start the program, interrupt, and then resume. All right? Because we've got a full, full, full, full program for you.

We have four very key speakers. All four of our speakers will be here for about 20 minutes. They've got great, great information to share-- you are going to hear so much history, and it's just a wonderful opportunity. This is the first time we have ever had representatives from the Republic of Liberia, and we are thrilled with that. Absolutely thrilled with that.

So I think you are going to really, really, really, really enjoy the program. A lot of folks are looking at this on Mediasite, across the country, so folks across the country, please bear with us. Thank you very much.

Mr. Williams is going to be joining us very shortly. All right. Okay.

Welcome to our Black History Month program, sponsored by the U.S. Department of Education Chapter of Blacks in Government and the EEOS office. We are thrilled to be partnering with Selina Lee and her fabulous crew. They have assisted us in so many ways with this program and the series of events occurring this month.

As you know, emancipation and civil rights are the focus of the program series, and we are absolutely thrilled today that so many wonderful guests are here with us. This is the first time we've done anything internationally, so we have got representatives from the Republic of Liberia, and we all know how important they are to the history of America, to our Black history. We also, of course, have our national President of BIG, Darlene Young; former congressman Bill Clay, one of the founders of the Congressional Black Caucus, who was very instrumental also in the founding of Big. I didn't know that until this morning. He has a wealth of information.

Of course, we are thrilled to have our wonderful Cindy Dinkins of the Urban League.

Welcome to the program. I am going to turn it over to the Secretary because he has another engagement. Pat Kilby-Robb, if you will come forward, please.

>> (Patricia Kilby-Robb) Good morning. In thinking about this year's U.S. Department of Education's BIG theme, emancipation and civil rights, this is a time for us to reflect and look back on torch bearers and historic milestones that have provided significant opportunities for people of color.

As this year marks the 150th anniversary of the signing of the Emancipation Proclamation, it also marks the 50th anniversary of the assassination and enduring legacy of NAACP civil rights leader Medgar Evers. His work helped provide a model for

de-segregating public places and set up boycott strategies that have sustained and were sustained throughout the civil rights movement. James Meredith became the first African American enrolled in the U.S. in the University of Mississippi.

Another significant milestone, on August 28, Dr. Martin Luther King Jr. carried the torch and inspired the world when he led the March on Washington for jobs and freedom. And that was right here at the Lincoln Memorial.

Today, as black federal employees, we not only celebrate the election of President Barack Obama in 2009 as the first African American President, but we also commemorate our past struggles for true emancipation this year as we celebrate our current victory, symbolized by President Obama's second inauguration a few weeks ago.

It was President Obama who appointed our Secretary of Education, Arne Duncan. Arne was confirmed by the U.S. Senate on January 20, 2009, to serve as the 9th U.S. Secretary of Education.

This morning, Ed BIG is honor and privileged to have Secretary Duncan join us in celebrating Black History Month and commemorating the accomplishments and triumphs of people of color. Let us warmly and lovingly welcome Secretary Duncan.

(Applause)

>> SECRETARY DUNCAN: Thank you so much. I think I stand between you and a really distinguished panel, so I am going to keep my remarks brief. I met with the new -- the international theme, friends with Liberia. I am having lunch with the Secretary from Haiti. We know the devastating needs and challenges that they are facing.

A couple of quick thoughts. First of all, I want to thank all of you for your tremendous service here and for the community. And for me to have a chance to be a small part of this team for the next four years -- which we didn't know a couple months ago -- I pinch myself some days. It's a kind of thing for a kid like me from the south side of Chicago to have this chance and work for this President, you couldn't have dreamed about that five or six years ago.

So one, I feel tremendously blessed to have the chance, but also, I have a huge sense of urgency, and I think it is so important that we recognize and celebrate the progress that our country has made since the March in Washington, in which you (Dr. Gill) participated in, which is fascinating to me, fascinating to me. From there to where

we are today, to have a black president reelected -- not just elected, but reelected -- again, inconceivable not too long ago. And we should all celebrate and rejoice in that.

But having said that, I also feel a tremendous sense of urgency that so many of our children and our children of color and our families of color still don't have the opportunities they begin to need. And frankly, I worry that as a country, because of the fact that we now have a black president, somehow people think everything is okay and things are going to work out. I think it's incumbent upon all of us to challenge that.

Just three quick thoughts. We did a back to school bus tour across the country in September, and maybe the most profound stop for me was at Topeka, Kansas, the site of Brown versus Board. Five decades after that historic battle and victory, yes, huge amount of progress, you know, huge amount to celebrate, but by every single measure, by every single measure, we are not where we need to be. When you look at graduation rates, huge disparities in outcomes between children of color and white children exist. When you look at incarceration rates, huge disparities exist. When you look at special ed, huge disparities exist.

So by no indicator, not one, have we actually closed that gap. And what I think stuns many people is that our schools today are actually more segregated than they were in the '60s. That's the sort of thing that people don't quite want to talk about. I think we have to have those kinds of conversations.

So that was in September.

Last week we had visitors here from across the country who came to have their voices heard and to protest some of the things that are happening in their community, and those stories were very, very real. They were visceral. And to hear from young people who still don't have the opportunity to take AP classes, who still have wildly disparate discipline rates going on, I think makes it incumbent upon all of us to do more.

Then finally, just coming from Chicago and dealing with a level of gun violence that we're seeing -- level of gun violence we are seeing, whether it's in Sandy hook or the south side of Chicago, and most recently last week a young 15-year-old girl in the neighborhood my family worked in for five decades, shot dead in the park at 2:30 in the afternoon a week after she performed in the inauguration here for the President. This is not a time to be complacent. This is not a time to sort of say we've made it. And I would just challenge all of us to think what we can do professionally, to think with a we can do personally, tutoring, role models, mentoring, just to take one child and figure out how we can help them grow up safe, have an opportunity not just to graduate from high school and to go on to college.

So collectively, we are so proud to be a part of this team. So proud of the history of progress. But I feel this tremendous sense of urgency, and far too many of our families, far too many of our children who are African American, who are Latino, don't have the opportunity structure, don't have the safety, don't have the educational advantages that we need them to have. And for me, this is not just about fighting for our black community or fighting for our Latino community; this is fighting for our country. Our country is going to be majority minority in the not-too-distant future, so this is not just the right thing to do for individual communities. If we want to have a strong and vibrant country, we need to make sure our young people have a chance to be successful.

I want to thank all of you for the difference you are making every single day. I want to thank all our panelists for their leadership. I want to challenge all of us to look in the mirror to figure out what we can do individually and collectively to accelerate the rate of change. It is amazing to have this President be the President for the second time, but that accomplishment by itself is a step in the right direction. It is not enough. It is not enough. It's incumbent upon all of us to do a lot more in our daily lives to get us where we need to go.

So have a great program. Look forward to a great panel. Thanks for having me this morning. Thank you.

(Applause)

>> (Selina Lee) Good morning, everyone, and I just want to take this opportunity to welcome all of you and thank you so much for attending today's program.

And I can't thank enough to Dr. Gill for her excellency in her leadership, you know, taking on the chapter members to organize and plan this month's program. She has so much drive, determination, and commitment to the program that I think she set a high standard for all the blacks in government, chapter members, to really pursue in the future.

And we really take pride and honor to be able to promote this partnership in collaboration with her.

And the Secretary said the right thing; right? We still have a long way to go even though we make some progress. In the Department, we do have 36-some percent of African Americans in terms of participation rate in the Department, so that means we are pretty well represented. But the number is not everything, of course. You know, we want to make sure that our employees feel valued and, you know, everybody can reach

their full potential in their career journey. So we talk about inclusiveness, inclusion in the Department, and that's something that we want to work on in the next coming future.

In particular, we are organized and try to engage employees in establishing our black employment program. So it is our hope, by working together with the affinity groups, the employee groups, we'll be able to promote the goals and objectives of diversity and inclusion in the workplace.

So again, I want to welcome everyone, and I hope you enjoy this month's program. This is just the beginning of the month, and Dr. Gill has planned a series of historical presentations, films, screenings, all of that, so I encourage all of you to attend. And we look forward to more partnerships, opportunities, and collaborations in the future. Thank you, and welcome.

(Applause)

>> (Dr. Wanda E. Gill) Thank you very much. We appreciate it, Selina. We have, all of us, whenever we have any program, you know, we always stand in the need of prayer, so we are very, very pleased to have with us today Reverend Brenda Girton-Mitchell, Director of the Center for Faith-based and Neighborhood Partnerships.

>> (Rev. Brenda Girton-Mitchell) Let us pray. Dear creator God, we thank you for this gift of time. And it is time to reflect together during Black History Month, allow us to deepen our knowledge and understanding of the world in which we live. May the awareness of our histories increase our desire to expand and transform our world views.

As we strive together to build a better future for our children, for our families. God of our silent tears, thou who has kept us thus far on the way, thou who is by god might, lead us into the light. Keep us forever on the path, we pray. A path of inclusiveness, a path where change is possible, a path where honor is the Golden rule to dignity, respect, empathy, appreciation, and merit, as we demonstrate our concern for one another. A path where dreams, indeed, do come true. And as we walk that path, dear God, we know we will truly be able to lift our voices and sing till earth and heaven ring.

Bless the time we share together today. May it deepen our understanding of ourselves and of others. And may we, together, wait to hear the bells that ring with harmony.

Amen.

>> Amen.

>> (Karen Holliday) Thank you.

>> Good morning. I'm honored to have the opportunity to introduce one of our guests today. Mr. Gabriel I. H. Williams is the minister counselor for press and public affairs at the Embassy of the republic of Liberia. Before joining the Consulate in Washington, DC, Mr. Williams served as the Deputy Minister at the Ministry of Information in Monrovia. He is the former secretary-general of the press union of Liberia, a founding member of the Association of Liberian Journalists in the Americas, and author of "Liberia: The Heart of Darkness."

Among his daily responsibilities, Mr. Williams also coordinates all press, media, and publications for the Embassy.

As a personal note, we were very pleased when Ambassador Sulaneh, who was out of town and unable to join us today, sent us such an able substitute. We in the Education Chapter of Blacks in Government are very pleased to continue our legacy of mutual support with the Republic of Liberia through partnerships to enhance international understanding of each other in our respective countries.

Please join me in welcoming Mr. Gabriel I. H. Williams.

(Applause)

>> (Mr. Gabriel I.H.Williams) Thank you very much. Good morning, ladies and gentlemen.

>> Good morning.

>> On behalf of Ambassador Jeremiah Sulaneh of the Embassy of Liberia, I am pleased to join you at this auspicious occasion to share historical remarks of Liberia and the United States with employees of the U.S. Department of Education during this open session of your Black History Month program.

His excellency, the ambassador, will have me convey to you his regrets for being unable to be with you to participate in this very important occasion because he is currently in Liberia on business.

Be that as it may, Ambassador wants to have me express thanks and appreciation to Dr. Wanda Gill, President of the ED Chapter Blacks in Government, members of the Chapter, and the entire U.S. Education Department for your kind invitation. Representing the ambassador along with me is the liaison officer at the Liberian Embassy.

We understand that national themes commemorating this year's Black History Month are emancipation and the March on Washington. We are pleased to note that these themes are linked to the role Liberia played considering the black people from the United States migrated to West Africa and established Liberia, which subsequently became the first independent republic on the African continent.

According to historical accounts, Liberia was founded in 1822. Its founders were former slaves and free-born blacks from the United States of America under the banner of the American Colonization Society, the ACS.

Established on December 24, 1816, the ACS was a philanthropic organization whose aim was to find a new home in Africa for freed men and women of color. Among the founders of the ACS were many prominent early American leaders, including Thomas Jefferson, James Monroe, Daniel Webster, Francis Scott Key, and Washington, an associate justice of the Supreme Court, and the nephew of George Washington.

Liberia's capital city, Monrovia, was named after James Monroe, the fifth President of the United States, during whose administration Liberia was founded.

With assistance from the United States government, the declared purpose of the ACS was to help freed men and women of color to resettle in Africa, where they would live free of racial discrimination and for them to be used to spread Christianity and civilization to what was then regarded as the dark continent of Africa.

However, supporters of the ACS also included more than a few slave holders wishing to rid themselves of trouble-makers. The black population in America was growing to an extent that some whites began to fear that a black revolt in the future could have serious consequences, mindful that blacks had revolted against their French masters in Haiti and driven them from the country. After four years, a small territory was obtained along the west coasts. Arrangements between the ACF and native chiefs. The ACS sought to emulate the British colony of Sierra Leone, where British slaves were being settled.

Also, after the ACS leaders went to Liberia and there were difficulties in reaching agreement with the native chiefs, the captain of the vessel actually took a pistol and put it to the head of the chief and demanded that there has to be an agreement for the land because these people were not going to be brought back to the United States.

So this is how the agreement was reached, and as you will notice, you will find from our presentation the hostile manner in which this whole process went on began a whole chain of unfortunate events that would come to plunge Liberia into a devastating

civil upheaval more than 130 years later and would lead to the country being (Inaudible).

The Liberian settlement was first ruled by white governance on behalf of the ACS, after which blacks took over the leadership. Among them, among the blacks were some of the brightest minds around, including Joseph Jenkins Roberts from Norfolk, Virginia. Roberts spearheaded Liberia's Declaration of Independence as Africa's first independent republic. Liberia derived its name from the word "liberty" meaning "land of the free." The country's Declaration of Independence signaled to the world that a black man was capable of self-governance.

Liberia and Ethiopia were the only countries in Africa that were never controlled or colonized by colonial powers, even though Ethiopia was briefly occupied by Italy during the Second World War.

The country grew with the characteristics of the American bureaucracy. Its constitution was written at Harvard Law School. Liberia's three branches of government, namely, the legislature, executive, and judiciary, are modeled after the system of government of the United States, and its national flag of red, white, and blue bears resemblance to the American flag, as you can see.

The difference is the number of stars, and the star in this blue field represents the light that was being brought to shine or that was now shining on what was then regarded as a dank, dark continent. The red represented the blood that was spilled in the struggle all along for emancipation here in the United States. And as the settlers returned to Africa, there were many challenges. Many of them died from tropical diseases, malaria, diarrhea, and they were also faced with hostilities from the travel groups who had their own resentment or differences based on how their land was being taken away from them in the first place.

The American settler's routine, dress, manners, and religions of the south. They built houses that reflected the architecture of Georgia, the Carolinas, and Maryland. Many areas in Liberia bear the name of places in the United States from which the settlers originated. In Liberia, you have Maryland County, just as you have the State of Maryland in the U.S. You also have places like Georgia, Mississippi, Greenville, among others. Just to show you when you talk about the commonality in appearance, when we talk about dress, these are pictures of Liberia's Presidents.

Look at the first three lines, and you will notice, you will probably see some of your grandfathers and great-grandfathers. This is how the Liberians were.

And more importantly, 10 of Liberia's 24 presidents were born here in the United States and immigrated to Liberia, as you can see.

So these people, even though they settled in Africa and Liberia became the light and inspiration for the rest of Africa. East Africans now challenging the colonial powers, fighting for the liberation, Liberia stood with them. But even that, the American culture was what they planted in Africa, and they did not really want -- socially, they have very little engagement with their African brothers. As a matter of fact, the African culture was declared heathen to them, to the extent that those natives who were baptized in various churches, their names had to be changed into a western name to get you out of the heathenism.

I am Gabriel Williams. I am a native-born Liberian. But throughout the country, throughout the history of the country, to be educated, to have a chance, a good shot at life, you had to assimilate.

I come from a traditional royal family, and there were traditional royal leaders, traditional leaders who had close relationships with the settlers, and their kids, these children, to live with these settlers as wards. Once this happened, your names are changed.

My father before me lived with these settlers, and when I was born, my mother died from childbirth, and my father sent me over. So my name got changed. Just give an example of Ms. Clemens. Her name was Deconte (phonetic) Clemens. That is a name from the ethnic Baza language. Everything has time. There is time for everything. Her father is a settler background. Her mother is from the traditional background. So you have this fusion.

Eventually, the settlers, while supporting African liberation and leading the charge and all these Africans were fighting for their independence, seeing that on the west coast of Africa, you had these people with their own affairs, they completely excluded the natives within the territorial confines from all of the benefits that a country can give: Education, the wealth. (Inaudible). These natives endure abject poverty. In fact, there was a time when the natives were not even regarded as citizens in their own land.

The Americans, the American settlers who became to be known as American Liberians, only adopted the American way of life. As a matter of fact, they actually overlooked the rest of the Africans on the continent. Many of these people came to our land for opportunities. But they were not treated as equals.

This level of problems developed over the years, and there was very little effort made on the part of the settlers to resolve them. And if I were in a settler's class, you have layers of discrimination. The lighter the skin of a person, the closer to the proximity of power. The leadership of the country, the closer to the leadership of the country was determined by three different groups: The family, the church, and the masonic craft. These three groups. Of course, you add the black person. And held between the real black-colored Liberians, American Liberians, and the light-colored American Liberians, when there was a time when the first black dark-skin president was elected. You can see the difference. His name was Edward James Roye.

He was a wealthy man, a ship owner. Roye won an election, and his idea was to make an effort to integrate the country because he realized that, you know, for Liberia to move on; you need all of its people. The light-skinned just saw his election as a desecration. The situation got so contentious (Inaudible) European powers and got immune. But the light-skinned Liberians complained that the rule was not properly used because the first rule of the colony was so high -- how you call it? -- returns. The interests that European powers put were very high. And that was used as a means to get rid of Roye. Actually, they dragged this man out and (Inaudible) to death. And they put in the history that he tried to flee the country and also a ship on the sea, he got a canoe and was trying to get -- go to this ship, and he got drowned.

But the real information is that they killed him. And one of the first presidents, Joseph Jenkins Roberts, from Norfolk, Virginia, took over for the second time.

So if you look at Liberian history, Mr. Roberts actually served -- he came back a second time after Roye to lead the country. And all of these situations developed over time. I'm not sure how much time that I have.

>> (Dr. Gill) Five more minutes.

>> Five more minutes. Okay. All right.

But you have this kind of problem until 1980. Before then, you had a president that had ruled the country for 27 years, and ostentatious wealth, private yacht. When he died in office, William Tolbert took over. Tolbert was vice president for 19 years. He saw things were happening that were not right. And he felt that Liberia could not just continue to look up to the United States. Liberia needed to be integrated enough to move to be more African than just this American stuff.

Tolbert put down the suit. He had a long coat. He got more integrated into African activities. In fact, he brought Liberia as a founding member -- the African Union. Before then, the OAU. They charted original draft of the charter of OAU was Liberia.

We had the first conference in Africa for the creation of the OAU. Liberia took South Africa to the League of Nations in Hague for South Africa.

When Nelson Mandela and other people were (Inaudible) -- held Liberian passport.

So when Tolbert came in the picture, he decided to put Liberia more in a different situation. Unfortunately, Because of the Cold War those days, he had brought in the Chinese, Russians, and Liberia is an independent country. We had to broaden our scope and our sea of influence. It didn't settle well with our American traditional partners.

Eventually, April 12, 1980, there was a military coup that brought down Mr. Tolbert. He was Butchered to death. 13 of his officials were publicly executed. The United States endorsed a new government and, in fact, provided a lot of money, hundreds of millions of dollars, to the new regime, the military regime, led by Mr. Samuel Doe. His picture is here. His picture is somewhere here. Yeah. Right here.

The military leaders had no control over anything. They didn't know anything about leadership. They ran the country down. That led to the civil war. This is what I said earlier, that you will find a link from the United States to Liberia and all of the misunderstandings that came about. The civil war ended in 2003, with the peace agreement. During that war, I was a young journalist working in the country then, almost lost my life. Actually, I had a gun put to my head. Eventually, I came in exile. The international community moved in with the United Nations, through the United Nations, and the country is now experiencing tremendous growth. Liberia is one of the fastest-growing countries now in the world. There is oil exploration there. We have the population, officially, 3.5 million. But now it is estimated to be 4.1 million. -- (Technical difficulties)

And to the Department of Education to help our country in the process of education.

Majority of the population of the country, more than 60%, constitute young people. More than 60% of our population post-war. Many of these young people were the one who is were armed and forced to commit these atrocities and the total destruction of the country because they were not educated, because they came from impoverished backgrounds, and they had no sense of belonging.

With the post-war development that is ongoing now, if these young people are not educated, if they are not given a sense of belonging, if they do not have jobs, our country will continue to be fragile.

So we hope that some efforts will be made to continue to assist us as we move our country forward. We want to thank the United States for being so constructively engaged since the end of the war in righting many of the wrongs that led us to the devastation that we suffered.

So thank you very much on behalf of the Ambassador.

(Applause)

>> (Dr. Wanda E. Gill) Thank you. That was excellent. Just wonderful. Beautiful. Thank you, thank you, thank you.

Now you see why it's important for us to reach out to our brothers and sisters in Africa and to think about the diaspora and to move on it. So whether you are a Blacks In Government member or not, please send me your emails and recommendations of what we can do. I already have some ideas, and we are going to work with Liberia and our national President of BIG to see what we can do as an organization, and you can take it to the bank, I will be talking with our Secretary about some very specific things. So thank you very, very, very much, Mr. Williams.

(Applause)

We'll be following the program, and I promise I won't interrupt again.

>> (Ms. Shavonney White) Good morning.

>> Good morning.

>> Again, thank you, Mr. Williams, for enlightening us on such rich history of Liberia.

William Lacy "Bill" Clay Sr., the first African American congressman from Missouri's first District represented St. Louis in the United States House of Representatives for 32 years. Mr. Clay was born in St. Louis and graduated from St. Louis University. He served in the United States Army from 1953 to 1955 and was on the city council from 1959 to 1964. Mr. Clay served 105 days in jail for participating in a civil rights demonstration in 1963. Mr. Clay was elected to the House of Representatives as a Democrat in 1968, where he passed landmark legislation. He was an advocate for environmentalism, labor issues, and social justice. In 1993, he helped pass the Family and Medical Leave Act. From 1991 until the Democrats lost control of Congress in 1995, Mr. Clay chaired the House Committee on the Post Office and Civil Service. In 2000, he retired from the House and his son, William Lacy Clay Jr. succeeded him.

Mr. Clay is also the founder of the William Lacy Clay Scholarship and Research Fund, which awards college scholarships to high school seniors living in Missouri's first congressional district. The fund, which is a 501(c) (3) organization, has awarded scholarships since 1985.

Mr. Clay has also written several works of nonfiction, including "To Kill or Not to Kill: Thoughts on Capital Punishment" and Black Americans in Congress.

And Bill Clay, a political voice at the grass roots.

Please help me welcome Congressman Bill Clay Sr.

(Applause)

>> (Bill Clay) I didn't know it was so long ago that I served in Congress.

(Laughter)

Let me say thank you for that introduction, and thank my good friend, Wanda Gill, for inviting me this morning.

I'm glad to be back with you, as I told her earlier; I was one of the first speakers of this organization about 35 years ago, when my good friend, who was a co-founder of the organization, Norman Say, was at HAW. I accepted his invitation to speak. Norman and I grew up together. We both went to jail together. He spent 90 days in jail. I spent 118. But we busted that city wide open. The Demonstrations lasted for four years. Over 500 people were arrested, but we got almost 2,000 jobs as blacks had never held before in the banks -- (Applause) -- in the department stores, driving trucks for the beer companies, for the bread companies, for the milk companies, as insurance agents, right on down the line.

And eventually, we took the politics of St. Louis away from people who didn't think we were entitled to it. We had never had a black elected citywide, but within a couple of years after the demonstrations, we elected a black sheriff, a black license collector, a black collector of revenue, a black treasurer, a black mayor, and eventually a black congressman.

(Applause) now, before getting into the history of the Congressional Black Caucus, I think it's important to share the history of blacks in congress. During reconstruction, 22 blacks served, 2 in the Senate and 20 in the House. Unlike the distorted description of Birth of a Nation, they didn't eat chicken on the House floor, they didn't throw bones on the floor, and they did wear shoes. These men and women -- men, really. There was no woman at that time that served in the Congress -- were

some of the most educated members of Congress. Some were self-taught. Others were formerly schooled in Canada and in Europe. 7 were lawyers. 3 were ministers. One was a banker. Two were teachers. One was a publisher. And I say, in contrast with Davy Crockett, who served at the same time. He was uneducated, uncouth, a tobacco-spitting, vulgar hooligan. The media gave a distorted picture that these individuals that were black were uneducated and ignorant.

Well, in 1876, Rutherford B. Hayes reached a compromise with southern Democrats to become President of the United States, and he withdrew federal troops from the south. That began a reign of terror that came down on blacks and totally took away their votes.

By 1901, no blacks were serving in the Congress. And this lasted for 28 years from 1901 until 1928, until we got our first black to serve in the Congress, and that was Oscar de Priest from Chicago.

17 years later, a second black was elected from New York City. Now, between 1945 and 1968, four others were elected, one each from Philadelphia and Los Angeles, and two from Detroit. But in 1968, three of us, Shirley Chisholm, Louis Stokes, and I came to Congress.

(Applause)

Never before had three blacks been elected in the same year, and never before had nine sat in Congress at the same time. Although Stokes and I were proud of being the first of our race to represent our states.

>> I didn't know it was so long ago that I served in Congress.

(Laughter)

Never before had three blacks been elected in the same year, and never before had nine sat in Congress at the same time. Although Stokes and I were proud of being the first of our race to represent the states from which we were elected, 9 blacks, less than 1% of the Congress, speaking for 25 million or 12% of the population, was a tragic indictment of this democracy. The lack of blacks elected in Congress in 43 states was only part of the problem. Because it was even worse at the state and local levels. Carl Stokes was elected a year before us as the first black mayor of a major city in America. There were less than a dozen black state senators in all of the 50 states. So our election and the urgency of forming the CBC to impact the legislative progress was critical and significant.

The elections of Shirley Chisholm, Louis Stokes, and I represented a changing -- a serious message that black folks were serious about inclusion and the institutions that dispensed government benefits.

Before our arrival, under the leadership of Charles Diggs of Michigan, the six blacks that operated as the Democratic Select Committee, and they channeled their concerns through the Democratic leadership for resolution.

The committee's first nationally publicized activity took place when the nine of us went to Chicago and investigating the conspiracy of police, the FBI, and local elected officials involved in the assassination of two black panthers.

Next, the committee journeyed to Jackson State College to highlight the senseless slaughter of two black students and 12 wounded on campus by trigger-happy police. We were joined in that venture by members of -- some members of the Senate and others from the House. We held a hearing, took testimony by witnesses to the murders, drawing national attention to the situation.

These were only two examples of the conditions facing black constituents. And let me add, at the time, there was only one full-time black paid lobbyist on Capitol Hill, and that was Clarence Mitchell of the NAACP.

So it's easy to see the challenge that we faced. There was a need for clear, clarion voices speaking in unison with resolve and unapologetically on behalf of black causes. Chisholm, Stokes, and I issued a statement declaring that we came to Congress with a concept to advance black political empowerment, to educate our people about their entitled rights, and to establish a vehicle for expanding those rights.

Stokes suggested that we create a formal organization capable of focusing on the long neglected priorities of our citizens. I was asked to draft a memo for discussion, and on New Year's Eve, 1971, I wrote -- and I quote: Without adequate programming and planning, we, the select Democratic committee, might well degenerate into a congressional coffee clinch club, in other words, an African American version of the Ku Klux Klan. End of quote. The memo called for election of chairman, vice chairman, secretary, and treasurer, and the establishment of an executive committee as a major policy-making instrumentality with authority to act on behalf of the group in cases of emergency.

The following month, our ranks increased by three as Joyce Collins of Illinois, Parren Mitchell of Maryland, and Ron Dellums of California were elected in new districts, and Charlie Rangel was sworn in as a replacement for Adam Clayton Powell.

Ralph Metcalfe replaced Bill Dawson of Illinois. Then we added a 13th member in March when Walter Faunteroy was elected from the District of Columbia.

The memo I circulated advised -- and I quote: If we are going to be successful, it will be because we have completely revised our political philosophy, becoming pragmatic and selfish. And our politics will be based on the premise that Black people have no permanent friends, no permanent enemies, just permanent interests. End of quote.

Eventually that became the motto and still is the model of the Congressional Black Caucus.

Then the new -- but the new dynamic that blacks would dictate our own agenda and establish our own time table in the body politic caused suspicion and apprehension. Some feared there would be a shift in power from their traditional role, our assuming a position as the most legitimate and best position to advance the political interests of blacks caused misunderstanding, misconception, and resistance. We were staking out and our role would be to speak to the political interests of blacks. But we were greeted by black civil rights leaders, sensing that the caucus would usurp their traditional position of setting the rules of action in racial confrontation.

We were greeted by local black elected officials that accused us of attempting to establish a national clearinghouse for local problems. And then by labor union leaders, fearing that a group not financially or politically obligated to organize labor was a threat to their ability to mobilize blacks for political and economic purposes.

Well, that fear was understandable because seven of us in the caucus won elections by defeating candidates endorsed by the AFL-CIO and the teamsters. I am quite sure they were concerned.

Despite the unfounded predictions, we held our course. We made our positions clear, stating that we believed in coalition politics, believed in working with other groups in an alliance, but that the interests of black people would no longer be secondary to that of others in the Coalition. Women's rights, workers' rights, environmental rights, consumer rights were all necessary but would not take priority over black rights.

We also replaced middlemen, who were buffers between us and the establishment while pursuing their own agenda. We decided to negotiate for ourselves.

Because the CBC had no staff capable of serving the millions without black representatives, we were forced to develop a national support base to give adequate

representation to the more than 50% of our people who lived in the ten southern states that had no black elected officials.

In reaching out for help to build this national base, much of the suspicion and resistance among our friends and allies dissipated and disappeared. They enthusiastically accepted our invitation to join us in conducting seminars and workshops, to document the sorted problems facing our communities. We Established subcommittees and appointed chairpersons to address the lack of national policies and the lack of sincere government response. We needed their expertise and know-how in developing a plan of action to correct the inequities.

Each member of the caucus solicited support and cosponsored joint hearings and workshops around the country. Ralph Metcalf joined with the national black medical association, the national black dental association, with ma Harry and Howard University's medical schools and chaired a conference at Meharry. The three-day session outlined the health priorities of black Americans.

Parren Mitchell assembled 500 economists and business persons at Morgan State, who developed over the next few months a ten-year plan for black enterprise. It included recommendations for government and private-sector financing, minority set-asides and contracts, and affirmative hiring quotas. Shirley Chisholm and Ron Dellums held hearings on military bases all over the world, documenting evidence of racial inequalities in the administration of military justice and military discharge policies and in promotion procedures.

I joined with the head of Howard University's communications school, and we held hearings. We called witnesses representing every aspect of the communications industry to testify regarding the lack of blacks in the mass media, exposing their absence in front of the camera, behind it, in management, on the staff, and as editors and producers. We stimulated a new emphasis in the national debate that resulted in the awarding of more radio and television licenses to black businesses.

Gus Hawkins joined with the Delta Sigma Theta Sorority, Dr. Hawkes Metropolitan Research Council, the NAACP Legal Defense Fund, the National Urban League, and the National Council of Negro Women, and hundreds of educators to examine blacks in education. It laid the groundwork for a permanent organization to deal with the future needs of blacks in education. Stokes and I convened a three-day conference at Harvard University on national proprieties and interacted with publishers and editors of the country's major daily newspapers and radio stations.

The CBC organized other conferences, one on black politics in the District of Columbia, one in the southern regional forum in Birmingham and the regional forum on the campus of Texas Southern University in Houston.

We developed the priorities and requested a meeting with President Nixon to discuss our proposal. It was entitled The Deep and Dangerous Alienation of the Country's 25 Million Blacks. President Nixon refused to meet with us, but he and his advisors soon found out that it was the worst public relations blunder possible. CBC members began a sustained attack on him and his insensitive, sometimes racist, policies. We were unrelenting in our criticism and condemnation. During Sessions of the house, on radio, television, in press conferences and speeches, we highlighted his failure to address critical problems in housing and employment and in education. We Pointed out his having time to meet with foreign leaders, with Girl Scouts, with political campaign contributors, with professional athletes and pet lovers, but not the highest black elected officials in the country.

And our collective voice was heard around the world, and it did not paint a pretty picture.

The struggle between communism and democracy was taking place among black, brown, and yellow people worldwide, especially in Africa, and guess what. Democracy was losing the debate and supporters. International news agencies, like British broadcast, the Soviet task, China's radio Peking reported daily how black officials were being snubbed. He was forced to recapitulate and meet with the CBC.

Frankie freeman of Delta sorority and syndicated columnist Olfield Dukes, with assistance from black educators, civil rights lawyers, organized a task force and prepared a document to give to the President. We presented him with what we called a Black Paper, consisting of 60 recommendations supported by documentation and research for each. The meeting took place in the oval office in the presence of his entire cabinet and camera crews from almost every nation on earth.

You all know what has happened since. The rest is history. The Black Caucus, now 42 strong -- [Applause] -- is no longer a select Democratic subcommittee, but an integral part of the congressional legislative process.

In closing, let me comment on one other important factor in the development of the early days of the CBC. The historic first Black Caucus, \$100-a-plate dinner in 1971, was held here in Washington, DC, to raise money so that we would have adequate staff and permanent headquarters. Nothing like it in recent history has stirred the emotions of Black Americans. The entertainment was Dick Gregory, Nancy Wilson, the Master of

Ceremony was Bill Cosby. The keynote speaker was Ozzy Davis. Everybody involved paid his or her own expenses and volunteered their talents.

To highlight how independent the CBC had become, I noted, as Chairman of that dinner, that the -- that not a single table was purchased by a labor union. Only four tables were purchased by major corporations. And none by the Democratic and Republican campaign committees. But so what? A few quotes from Isaac Davis' speech tells the whole story. He Started by saying, and I quote: I am told there are more than 2800 people here tonight, all black they were, and that the fire marshal would not let anymore in. Then he continued. That destroys the myth that our people can fill a hall for a party but not for a cause.

He went on to say attracting that many people is a pretty good indication what price we place on our freedom and on the men and women who are dedicated to fighting for it, end of quote.

In the body of his speech, Isaac said, and I quote again: My text is very simple. It's not the man; it's the plan. And those of us still caught up in the dream that rhetoric will solve our problems, let me state it another way. It's not the rap; it's the map. The burden of Ozzy's appeal to the 13 of us was to give us a plan of action, a ten black commandments, a simple moral intelligent plan. Ozzy's speech captured the essence and the true meaning of political power.

The assembled group understood well we had to use it wisely and often, and I might say that the election and reelection of President Obama tells us that we used it wisely.

Thank you.

(Applause)

>> (Dwight Deneal) Good morning.

>> Good morning.

>> Congressman Clay, thank you for those words. Very inspirational. As a young African American man, to listen to that is awesome. So thank you again.

I have the distinct pleasure of introducing Ms. Darlene Young, the national President for Blacks In Government. Darlene Young was installed as the 14th national President of Blacks In Government on January 17, 2013, marking her second election as a national president.

(Applause)

It should be noted she is the only individual to be elected twice in the history of this organization.

Ms. Young is employed by the State Department as an information security system officer information specialist in the bureau of educational and cultural affairs. Her expertise in the computer field has given her the opportunity to travel to worldwide places such as Egypt, Italy, Thailand, and Greece. Her responsibilities range from designing a building to configuring and installing various hardware and software products and systems for our federal government facilities. She has.

Deployed with the state -- she has been employed with the state department over 29 years, and over the years has received numerous awards. Ms. Young Attended the University of District of Columbia and received her bachelor's degree in computer information systems.

One of her greatest accomplishments was to become the Blacks in Government national president from 2005 to 2008. During her ten years as national president, Ms. Young established partnerships with the Graduate School for America by having individual development planning sessions at the 2006 national training conference and the creation of the Young Leadership Academy, which cultivates leaders from Blacks in Government and enhances members' professional development.

It should be noted that over 100 graduates have completed the Darlene H. Young Leadership Academy, producing leaders for the public, both federal and state, and private-sector workforce, including the State Department. This is important because, as we all know, as a result of retirement, both public and private sectors experiencing a mass exodus of employees. She is also instrumental in forging relationships and garnering multiple supports for numerous government agencies, both at the federal and state level, to promote Blacks in Government. Ladies and gentlemen, please join me in welcoming national president of Blacks in Government, Ms. Darlene Young.

(Applause)

>> (Darlene H. Young) Good morning.

>> Good morning.

>> They didn't think they had a (Inaudible) coming up past that flag.

It is, indeed, an honor for me to be here today with Secretary Duncan, with his words, with our partner and brother from Liberia, Mr. Williams; with the Honorable Congressman Clay, and all the history that they have just shared. And he even gave

me some information about Blacks In Government, so I am happy to know he has been a part of us. To Wanda Gill -- Dr. Wanda Gill, who is the President of the Education Department chapter here. And to Mr. Dwight Deneal. It is an honor for me to be here today representing our organization.

I see in the audience we also have our national secretary, Ms. Felicia Shingler. Stand up so they can see who you are. She serves on the national executive committee, and we are happy she is here with us as well.

I am going to talk a little bit about blacks in government and the History of Blacks in Government, so let me begin -- just a little bit. We were established in 1975, and we were incorporated in 1976, and we had some major pioneers who helped do that. They were our founders. We had persons like Mr. James Pat Dougherty, Ms. Shirlene Grey, Ms. Doris Bing, Mr. Darfield Crawford, Mr. Calvin McDaniels, The Honorable Ramona McCarthy Hawkins, and the late Honorable Ruby S. Fields. Our African American employees of the Department of Health Education and Welfare at the Park Lawn building in Maryland started our journey.

I think some of Park Lawn employees have now moved to Gaithersburg is what I heard.

Blacks In Government's goals and objectives are to be an advocate of equal opportunity, to eliminate the practices and racism of discrimination, to promote professionalism, to develop and promote programs which will enhance ethnic pride and educational opportunities, to establish a mechanism for gathering and dissemination of information, and finally, to provide a nonpartisan platform on major issues of local, regional, and national significance that affect us all.

Our organization has two structures. The first part of the structure is the national Board of Directors. The national Board of Directors is comprised of two regional directors that are elected to serve on the board of directors. The board of directors includes the president, the secretary, and the treasurer. The national executive committee, which is the other arm of the organization, consists of your president, your executive vice president, your first, second, and third vice president, your secretary, your treasurer and assistant treasurer.

Standing committees and special committees. There are 11 regions, and the national headquarters of Blacks in Government resides in Region 11, where you are, 3005 Georgia Avenue West. Anytime you are in that area, feel free to stop in and see us.

There are 11 regions, and out of those, there are 3 representatives that are elected from each chapter. Each region has those representatives. There are over 250 chapters of Blacks In Government.

Blacks In Government has an opportunity to represent 1.3 million state, local, and federal employees. Collectively, we are diverse, talented, ethnically educated and civil servants. Remember, Blacks In Government is the only government organization that can represent the interests of the state, the local, and the federal employees.

Now, let me tell you about what we do. We do have a national training institute, and this year we will be in Dallas, Texas, August 19-22. We have 13 presidents that have presided before me. As you heard, I am serving as the 14th president. In 2009, Blacks in Government created the Distinguished Service Hall of Fame. That's an award that's given to the honor of those persons in BIG who have made major contributions to the betterment of our organization. We have 19 inductees, so you can tell that BIG has been busy.

BIG has many programs for its members, such as the MAP, which is the monetary assistance program; the stack, which is our educational program for our members to get their higher education, whether it be at a bachelor or master or doctor at level. We have a legal assistance fund. We have future leaders of America, which was created and under the President of Mr. Reeves, immediate past President. We have our STEM and Oratoracle. These are geared toward helping our young people become better young people and also become civil servants.

We created the Leadership Academy, and that is to help people to become leaders at the professional and working level.

BIG is also part of an organization called the National Policy Alliance. That organization consists of ten other black organizations, and we, as those presidents, come together, and we meet quarterly with our President of the United States, Mr. Barack Obama.

During those meetings, we have an opportunity to talk about the struggles and the issues that our constituencies are facing. At that time, when we are speaking with him, we also try to bring some of the solutions, so he knows how we would like some of those things to be handled.

I can say in the visits that I participated in as immediate past-president and look forward to our meeting this month; I can say that the information that we provided him, he took action on and he made things happen.

BIG is 37 years old, and we have been very successful in impacting the history. We have testified on -- at Congress on various issues. We have been moving about, trying to make sure that the federal, state, and local government employees' voices are heard.

I want to just say a few other things, and then I am going to sit down. It is important that as we think about the 150th anniversary of the Emancipation Proclamation and the 50-year March on Washington for jobs and freedom, that we remember that we all have a responsibility. As you heard the Secretary Duncan speak about our educational process, and it hurts my heart when I think about the thought that all of those, congressman Clay and many others, have done to make sure that we could have our education, and to hear that the statistics state that our children are in the worst state in the educational field right now than they've ever been since they went -- fought for us to have the right to go to school. We have a responsibility, not only as Blacks in Government, but we, as a people, to stand up now and help our young people get educated.

If you only have a little bit of time, you need to volunteer. You need to be held accountable for making sure that the next generation will be able to be civil servants, not only at the state, local, and federal level, but be good stewards of our earth.

So I'm going to leave you with a little poem that I oftentimes share, and it talks about planning a successful garden for leadership. I got this poem out of a daily guidepost back in 1987. It was an unknown author. I have had an opportunity to share that, and I think it speaks volumes of how leadership, as we must follow, if we want our young people and our being to continue.

And so it goes a little bit like this, and it says we're going to plant a garden of success. You are going to plant four rows of Ps, prayer, promptness, patience, and preparation. You are going to plant four rows of squash. You are going to squash the gossip, you are going to squash the indifference, you are going to squash the criticism, and you are going to squash the negative thinking.

You are going to plant four rows of turnips, turn up for the tough job, turn up whenever you are needed, turn up for a friendly smile. Turn up with a determination to be a better person.

I believe if we plant these gardens and we plan to dig into it, we can begin to see not only us, but our young people flourish and cultivate and saturate with affection and reap the great harvest of peace, prosperity, and happiness for all.

I thank you for thinking big.

(Applause)

>> (Dwight Deneal) Good morning again. I have the distinct honor of introducing Ms. Cynthia Dinkins. Ms. Cynthia Dinkins is the President and CEO of the Northern Virginia Urban League. As President and CEO, she oversees the programmatic direction, ensures the organization's fiscal sustainability, and builds innovative partnerships with northern Virginia businesses and civic sectors in order to fuel empowerment programs for the region.

Ms. Dinkins spent over a decade in nonprofit leadership and management and is an established leader in technology, philanthropy, and nonprofit management. She served as principal consultant for Innovative Works, a technology firm, and led the firm's growth in infrastructure development in the Washington, DC, office by brokering a deal with a high-profile partner like the Smithsonian Channel.

Ms. Dinkins was also the chief operating officer of the National Visionary Leadership Project, a nonprofit organization whose purpose is to archive the history of African Americans who have shaped U.S. history.

Ms. Dinkins received her undergraduate degree -- forgive me if I say this with a little bit of pride -- from the real HU, Hampton University, her Master's degree of business administration from College of William and Mary. She is a board member of Communities and schools and sits on the advisory council of the Arlington Academy of Hope.

She is a proud parent of Courtney Alexandria. Please join me in welcoming Ms. Cynthia Dinkins.

(Applause)

>> Okay, okay, it's always good to see another Hamptonian in the house, but I will be dating myself because it was HI when I graduated, Hampton Institute. Thank you for that.

Good afternoon, everyone. Thank you so much for being here today on this most important celebration. I want to personally thank Dr. Wanda Gill, who has known me all my life. Her husband and my father grew up together in Louisiana, so I've always looked up to the Gills, and they are like family to me. So when I got the call to be here, well, of course I had to come. Of course, I had to be here. And I've been so enlightened and impressed by this panel today. It's just amazing.

(Applause)

I wish my daughter was here to hear this. I thank you all.

Well, I'm here to speak briefly about the National Urban League, more specifically the Northern Virginia Urban League, of which I serve as the President and CEO. The National Urban League is the second oldest civil rights organization in the United States. We were founded in 1910, and we reside in New York City.

However, currently, we have 98 affiliates in 36 states, as well as the District of Columbia. Our league is currently led by -- I'm from Louisiana, so a Louisianan, Mark Morial, former mayor of New Orleans and under Mark's leadership, this organization has just grown. Mark has created a motto now. It's "Empowering Communities and Changing Lives," and he has identified five focus areas for the League to work in: Education and Youth, empowerment economically, health and the quality of life, civic engagement, civil rights, and racial justice.

Now, each of the affiliates has their own specialty. In northern Virginia, we focus on education and youth, economic empowerment, health and the quality of life, and civic engagement.

When Secretary Duncan shared his -- shared some of his thoughts today about the disparity in education among people of color, children of color, and the majority, that is what we're so passionate about, especially in those STEM fields. You know, right now, we don't have the skilled workforce in order to compete globally. Our children demonstrate well below some of the other industrialized communities. So I agree with Secretary Duncan when he said this isn't a black issue or a Hispanic issue; this is an issue for America in order for us to be competitive globally.

So at the Urban League in Northern Virginia, we are launching a STEM initiative that is going to combine not only the science, technology, engineering, and mathematics component, but cultural arts. That's another thing that our schools are lacking, the music, the art, everything around that. So we're very excited to launch a program where our children will be doing murals with a renowned muralist from Washington, DC. They'll be learning how to do -- to build and to maintain a salt water fish tank. Well, you have to know chemistry and different sciences to do that. And then they are going to be doing video -- what do they call it? I used to call it story boarding. Now it's called video boarding or something. So the children will build a story digitally, which they can show and share with their family.

We're also going to be doing a program called Making the Connection. I was talking to Congressman Clay earlier, and so many of our young people don't understand their history. Making the Connection is going to be studying their roots, where they came from, because we need to make sure that, you know, they're so young, they don't

know about the civil rights movement. They don't know about Dr. Dorothy Height, Dr. Martin Luther King, Jr. or Malcolm X. So we want to do things to engage them so they can connect the dots.

Because what we need today is children who are going to be innovative, who are going to be pioneers. You know, these people are going to create not only new jobs, but new industries. We need the innovators to create the products of the 21st Century. I am very optimistic we can do so, but it takes all of us to do so. You know, it takes a village. Now it's going to take more than a village. It's going to take a village and then some. We all need to be committed to helping our young people as far as education.

One of the things people often ask, you know, with the dire situation of our young people in education, what gives you hope that we're creating the next innovators and pioneers? Well, I answer by saying when there was a time when people were not encouraged to study and to go into those fields, we had a Garrett Morgan who developed the traffic signal and the gas mask. We had a Madam C.J. Walker, who invented hair-growing lotion and became the first African American millionaire. Then we had Ned. Ned is the first known slave to apply for a patent. And so if all of that could be done prior to the 21st Century, and in a time where, you know, we were not encouraged to pursue education, then I feel very confident that we can move forward.

Let me tell you a little more about Ned. I just told you that Ned was a slave, and he was part of a case in the United States to determine whether or not a slave can hold a patent. The Dred Scott ruling was the basis of this case that said slaves were property, and property could not hold a patent.

As you know, the Confederacy seceded from the United States, and they created their own constitution. In doing so, it gave slaves the right to hold a patent in the Confederacy, and although it made it illegal for slaves to read and write. The only reason they gave slaves the right to have a patent was so the patent could be transferred to the slave owner.

And so even with these horrible prejudice and racist attitudes, the confederates still valued the slave's mind, ingenuity, and creativity.

So you ask me do I have hope for the future? Absolutely. We will have another Garrett Morgan. We will have another Madam C.J. Walker, and we definitely will have another Ned.

You know, another thing I like to do with our young people is to inspire them. Tell them to pick someone, you know, in the community, in your church, in your home, that inspires you and excites you to get up every day and do the best you can do every day.

I was down with Mark Morial last week at a conference, and he said that is his biggest fear. How are we grooming the next generation to be competent and competitive individuals? So this will not be our last African American president. So we will have a Hispanic president. So we will have a female president, an Asian president. And these are the things that get me excited and get me up every day. Whose life can I help change?

As Ms. Young said earlier, if you have time, you know, it takes one person, adopt one child -- not actually adopt -- but you know, mentor one child or adopt a child. But show that child that you care about them, that they're important.

I don't know if we give enough love these days to our children. You know, we're so busy working and commuting and everything, and we get home, you know, I don't know if families still have time to have dinner, to sit down at the table. That's where I learned about, you know, the topics of the day with my mother and my father. I remember when I was a teenager, they made me watch 60 Minutes, and I could never understand that. And that's where I learned about Barbara Jordan.

So you know, not only those of us who don't have children or who have children, we have to take one under our wing, at least one. It's so rewarding. And we have, at the Northern Virginia Urban League, I also want to mention we are the only affiliate to have a museum. In our building, we're a historic landmark, where slaves were sold in our building. So we have a museum downstairs that depicts the slavery, and I encourage you all to come by and visit our museum. It's called the Freedom House. We are celebrating the fifth anniversary this year. Of course, a lot of the slaves that were sold were free men and women.

So you know, working late at night sometimes, I hear things, and I'm like I'm on your side. You know? But -- (Laughter) -- in closing, I'd like to leave one of my favorite -- I don't know if this is a poem. It's by Reverend Benjamin O. Mayes, who was the former President of Morehouse, when Dr. King Attended. He was the spiritual advisor to several United States presidents. He was also the pastor who eulogized Dr. King at his funeral.

It goes like this:

“The tragedy of life doesn't lie in not reaching your goal. The tragedy lies in having no goal to reach. It isn't a calamity to die with dreams unfulfilled, but it is a calamity not to dream. It isn't a disgrace not to reach the stars, but it is a disgrace to have no stars to reach. Not failure, but low aim is a sin. “

Thank you very much.

(Applause)

>> (Dr. Wanda E. Gill) Now you see why they were all here. History is an important piece of who we are, not only as African Americans, but as Americans period. Although we're celebrating black history, we are celebrating American history.

We have some special presentations to make, but let me thank each and every member of the panel. Let's give them another round of applause.

(Applause)

Wonderful insight, wonderful common theme, wonderful references for us.

I was reminded when Cindy was talking about how important quotes used to be. You would learn poems, and those things would sustain you. And our children need that. Here at the Department, we have two wonderful programs, Horton's Kids and the Amidon Power Lunch sessions, and those are mostly black children. Horton's Kids come here, and they are tutored by employees, and Amidon is up the street. I work with Amidon. I tutor a child usually today (Wednesday). I will be there tomorrow for my second-grader. But where I am going with it is most of the tutors are white. And I have a major problem with that, so I have put out an appeal to my membership, and I am going to make it publicly now, we need more black employees stepping to the plate to work with our children. If you are in this building, there is no excuse because the kids come to you.

Okay? So that's my little two cents for that.

We're moving on, though, to the presentation part of the program, and I want Selina to join me, and our guests, as we make these presentations.

>> If you Guys are comfortable, I think they probably want us to come on up.

>> This is to Gabriel I. H. Williams, Minister for Press and Public Affairs, the Republic of Liberia, U.S. Department of Education Chapter of BIG and the EEOS office, Black History Month Program, 2013.

The U.S. Department of Education, Chapter of BIG and the EEOS office thank you for sharing the history of the Republic of Liberia with ED employees and guests during the Black History Month program on this day, we greatly appreciate and support, as we continue to partner with your country on important initiatives.

Thank you very much.

(Applause)

In addition to that, all right, what would life be without a Blacks In Government bag? And I have one other thing that my assistant, Steven Jefferson, is back there pulling out that's a personal gift from me. While they are doing that, I just want to share with you because of the wonderful inauguration of Barack Obama, I had the opportunity to find a personal gift that I like for each of you, and it is a bust by Lenox of Barack Obama, and so we are going to take one of them out for each of you. I've asked Steven to keep the others boxed. These are little personal gifts from me. I want the audience to know all of our speakers are volunteers. They pay for their transportation, everything, and we so appreciate their giving up their valuable time to come and be with us today.

So I want to take one out, and the others can all stay in the boxes, and they say that the boxes are also collectible. You're very welcome. One other thing is coming your way.

I am such a lousy opener. Okay. I'm only going to open one, and then the others will be given to them.

Okay. Former Congressman Bill Clay.

(Applause)

>> (Off microphone)

>> The next one goes to Cynthia Dinkins.

(Off microphone)

>> I want to thank each and every one of you for coming today and for joining us in this first program. Won't you come on up and say hello to our wonderful guests. Thank you. Okay. Thank you on Mediasite, those who turned on. Thank you.

(Applause)

This text is being provided in a rough draft format. Communication Access Realtime Translation (CART) is provided in order to facilitate communication accessibility and may not be a totally verbatim record of the proceedings.

Appendix F: Agenda of the February 19, 2013 Black History Month Program



February 19, 2013 Black History Month Program Agenda

10:00 am – 12:00 pm

Blacks In Government (BIG) Black History Month Program in Collaboration with ED's EEOS Office

Welcome

Wanda E. Gill, Ed.D. President of BIG &
Steven Jefferson, EEOS Office

Introduction of Mr. Tony Miller

Mr. Jesse Sharpe, ED BIG Vice President

Importance of HBCUs

Mr. Tony Miller, United States Deputy Secretary of
Education

Introduction of Dr. M. Sammye Miller	Mr. Jesse Sharpe, ED BIG Vice President
Dr. M. Sammye Miller	Emancipation & the Need for HBCU's
Introduction of Dr. John Wolfe	Dr. Leonard Haynes Senior Director, Institutional Service OPE/HEP
Dr. John Wolfe	The Need for HBCU's: Then and Now
Introduction of Dr. Mickey Burnim	Dr. Wanda E. Gill
Dr. Mickey Burnim	Bowie State University History & Accomplishments
Introduction of Mr. Isaac	Ms. Veronica Edwards, ED BIG Executive Board
Mr. Jerry Isaac	The Military Resource Center, Bowie State University
Presentations to Speakers/Photos	Wanda Gill & Steven Jefferson with ED BIG Executive Board Members, Program Participants

Appendix G: Biographies of Presenters at February 19, 2013 Program

Biography of Anthony Wilder Miller, Deputy Secretary

Tony Miller is the deputy secretary and chief operating officer at the U.S. Department of Education. In this role, he manages a broad range of operational, management and program functions.



Prior to joining the Department in 2009, Miller was an operating partner with Silver Lake, a leading private equity firm. From 2003 to 2006, he was with LRN Corporation, a compliance software and eLearning company, where he was executive vice president of operations. Prior to LRN, he worked for 10 years at McKinsey & Company, where he was a partner specializing in growth strategies, operating performance improvement and restructuring for companies throughout the United States, Europe and Asia. Miller began his professional career with Delco Electronics, a subsidiary of GM Hughes Electronics, where he managed regional channel marketing. In addition to his private-sector operating experience, Miller advised the Los Angeles Unified School District from 1997 to 2000, developing student achievement goals and strategies, aligning budgets and operating plans, and designing metrics and processes for overseeing district-wide performance. He undertook similar work with the Santa Monica-Malibu Unified School District in 2001. Through his service as an ex-officio member of the Los Angeles Unified School District Board of Education Budget and Finance Committee in 2002–03, he deepened his understanding of state funding and school district budgeting matters.

Tony Miller is a graduate of Purdue University and holds a Master's in Business Administration from the Stanford Graduate School of Business.

Biography of Dr. M. Sammye Miller, Chairman of the History Department, Bowie State University



Dr. M. Sammye Miller is currently Chairman of the History Department and Professor of History at Bowie State University. He has formerly served as Dean of the School of Arts and Sciences and Special Assistant to the Provost. He has completed post -doctoral Studies at Stanford University after earning his Ph.D from Catholic University of America in the field of “The History of the United States”. He earned his Masters from Trinity University and his Bachelor’s degree from Delaware State University.

Dr. Miller has served as the Executive Director of the Association for the Study of African-American Life and History and has served as the Editor of the Negro History Bulletin. Earlier in career, Dr. Miller served as Program Analyst for the Museum Programs at the National Endowment of the Humanities.

Dr. Miller holds memberships in: the National Council for the Social Studies: the American Historical Association: the Organization of American Historians: the Southern Historical Association, and the Association for the Study of African American Life and History.

He has over 30 refereed article publications, 16 book reviews, and numerous invitational presentations at learned societies on a wide range of American History and Black History topics.

Dr. Miller has served as a consultant for the:

- U. S. Department of State
- United States Agency for International Development
- National Endowment for the Humanities
- Association for the Study of African-American Life and History

- U.S. Department of Agriculture
- U.S. Defense Mapping Agency
- Central Intelligence Agency
- Prince George’s County Public Schools
- Charles County Public Schools

Picture and Biography of John T. Wolfe, Jr., Ph.D.



With more than forty-seven years in higher education Dr. John T. Wolfe, Jr., continues to actively serve as an academic administrator, faculty member, consultant, and mentor with deep compassion for and commitment to those who seek the opportunities, advantages, and perspectives of higher education. He has served as president of Kentucky State University and Savannah State University respectively. He also served as Associate Vice Chancellor for Faculty Affairs for the 35 institutions in the University System of Georgia (USG). Currently, he is Associate Vice Chancellor for Academic Leadership Development and Diversity for the 11 institutions in the University System of Maryland (USM) where coordinates programs for the development and advancement of academic departments chairs and deans. He is the primary point of contact on diversity issues within the USM.

Highlights of the many professional and civic activities with which he has been involved include hosting “The Educational Forum” a Bowie State University cable television program; serving as: President of the Black Caucus of the 60,000 member National Council of Teachers of English; a member of the National Council of Teachers of English Board of Directors; a member of the National Association for Equal Opportunity in Higher Education (NAFEO) delegation to West Africa; Chair of the Kentucky Delegation to a White House Conference on Libraries and Information Services; member of the American Council on Education Commission on Leadership Development; NCAA Division II President’s Council Transition Team; as an invited presenter at an International Conference on Inclusion in Higher Education in Bellagio Italy; and a member of the University System of Georgia Yamacraw Design Center Review Team in Glasgow, Scotland; and member of the writing team for the 2013 Maryland State Plan for Postsecondary Education.

With longstanding involvement in professional organizations, he is a member of the sixty year old Higher Education Group of Washington, D.C., where he has served as secretary and president. He is a member of the National Association of Diversity

Officers in Higher Education and the American Association of Colleges and Universities. He recently completed his second two-year term as chair of the Washington Regional Task Force Against Campus Prejudice (WRTF) and is immediate past chair of the Historically Black Colleges and Universities Regional Summit on Student Retention. He is a member of the Alpha Kappa Mu and Kappa Delta Pi honor societies.

He has held fellowships with the Gulf Oil Faculty Forum, National Endowment for the Humanities, and the American Council on Education. He has been honored as an Old Master by Purdue University and was inducted into the Washington Urban League's Senior Hall of Fame. Dr. Wolfe has published articles on linguistics and higher education topics.

He earned a bachelor's degree in English-Education from Chicago Teachers College, a master's degree in English-Education, and a Ph.D. in linguistics from Purdue University.

Picture and Biography of Dr. Mickey L. Burnim, President, Bowie State University

Dr. Mickey L. Burnim began his tenure as the ninth president of Bowie State University (BSU) on September 1, 2006. With 25 years of experience as a leader in higher education, Burnim has engaged the university community in a shared vision that is guiding the enhancement of institutional excellence and academic distinction with a focus on helping students succeed.



High Resolution Photo

Under his leadership, Bowie State University has seen steady growth in enrollment and the addition of eight new degree programs. His focus on strengthening the fiscal foundation of the university has led to significant increases in grants and contracts, the launch of a multi-million dollar fundraising campaign and a revitalized BSU Foundation. He has built stronger relationships with alumni who are showing greater support and participation in giving to advance the university's commitment to student success.

An economist by training, Burnim holds a B.A. degree and an M.A. degree from the University of North Texas, and a Ph.D. from the University of Wisconsin at Madison, all in economics. He has written papers and published several scholarly articles on labor economics and public finance.

Burnim serves on the board of directors for the National Association for Equal Opportunity in Education (NAFEO), and he recently completed his term as chairman of

the board of the American Association of State Colleges and Universities (AASCU). He serves on the National Collegiate Athletic Association (NCAA) President's Council for Division II and is chairman of the Central Intercollegiate Athletic Association (CIAA) Board of Directors. In addition, he serves as an educational leadership consultant to various entities.

Prior to arriving at Bowie State University, Burnim served as the chancellor for 11 years at Elizabeth City State University (ECSU). He also previously served as provost and vice chancellor for academic affairs at North Carolina Central University. Earlier in his career, he worked as assistant vice president for academic affairs in the General Administration of the University of North Carolina; and as a staff economist at the U.S. Department of Housing and Urban Development. He began his career as a faculty member at Florida State University.

A native of Teague, Texas, the president and his wife, LaVera Levels Burnim, have two adult children, a son-in-law, a daughter-in-law, and five grandchildren.

Biography of Jerry L. Isaac

Jerry L Isaac, Director of Continuing Education and External Programs, Military Resource Center, Bowie State University, has a long career in higher education at two HBCUs, Bowie State University since 1997 and Lincoln University prior to 1997. Throughout his career, he has held positions as Assistant Vice President of Academic Affairs, Director of Affirmative Action, Interim Director of Institutional Research, Director of Title III, Assistant to the President for Governmental Relations and Coordinator of Title III, Assistant to the President, Research Associate, Assistant Dean, School of Graduate Studies and Research, Assistant Dean- Office of Graduate Studies Director of Academic Programs in Montgomery County, Maryland, to name a few.

Mr. Isaac earned the Masters of Art degree in Social Psychology from The University of Michigan and the Bachelor's degree in psychology from Hampton University. He has also completed coursework for the Doctor of Public Administration at the University of Baltimore.

Mr. Isaac's experiences with the development of centers made him an ideal candidate to develop the Military Resource Center at Bowie State University. The Obama administration is very interested in promoting programs for veterans, especially those programs that promote education, training and job placement, as veterans' transition.

Appendix H: Tony Miller's Remarks

HBCU President's Presentations
10 minute remarks – Barnard
February 19, 2013

INTRO

The Obama Administration is committed to strengthening and supporting the nation's Historically Black Colleges and Universities. President Obama has said:

"HBCUs continue a proud tradition as vibrant centers of intellectual inquiry and engines of scientific discovery and innovation. New waves of students, faculty, and alumni are building on their rich legacies and helping America achieve our goal of once again leading the world in having the highest proportion of college graduates by 2020."

Today, we know that from cradle through career, our education system is truly in a state of crisis. And in the spirit of Black History Month, we know that in higher ed, the racial achievement gap persists

- About 30 percent of U.S. minority 25- to 34-year-olds have an associate's or higher degree, which is below the average for 23 of the 33 other OECD countries (Slovenia, Greece, Germany, Hungary)
- ~60% of black students at 4-yr institutions did not attain a degree within 6 years from the first institution in which they enrolled
- ~84% of black students at 2-yr institutions did not attain a degree within 6 years from the first institution in which they enrolled
- While 82% of African Americans 25 and older had a high school diploma or higher in 2010, only 18% had a bachelor's degree or higher
 - That compares with 28.2% of all U.S. adults 25 and older and 29.2% of white adults
 - Just 54% of black male 9th graders even expect that they'll ever complete a bachelor's degree, 31% ever enroll, and 16% go on to complete a bachelor's degree.
- The graduation rate for minority students overall is below any of the values for reporting OECD countries.
- While far too few black students have college degrees, even fewer have STEM degrees, and only 17% of all black college graduates majored in STEM, fewest of any race. Only about 3% of African American workers have STEM jobs

The generational impact of these indicators is also real and demands that we act with urgency

- In the U.S. only 29% of all students will ever go on to attend college if their parents haven't.

WHAT ED HAS DONE

This administration remains committed to addressing this crisis head on.

- During the last four years, the federal government has funded the biggest increase in college aid since the days of the GI bill.
- That investment, made without going back to taxpayers for a nickel, is one of the accomplishments I am most proud of
- In 2008, six million students with Pell grants were enrolled in our nation's colleges and universities. Today, more than 9.6 million students rely on Pell grants to attend college.
 - And just as encouraging, applications from low-income students with family incomes below \$10,000 a year, are increasing twice as fast as the overall growth rate in applications.

Beyond Pell, the Department has taken additional steps to keep college affordable:

- Simplified the FAFSA process- Free Application for Federal Student Aid
- We have income-based repayment - studentaid.ed.gov - to help limit the percentage of income that has to be paid to student loans and forgiven after 25 years. Info and calculator on that site cap at 10%
- Public service loan forgiveness available beginning with those that graduate in 2014. Teachers, nurses, police officers, firefighters, and others in public service
- **Just last week**, we released the college scorecard – providing students and parents clearer options, and the ability to shop for educational institutions that provide the greatest value and meet their educational and financial needs.

IMPORTANCE OF HBCUs

HBCUs have been and will continue to be a vital part of addressing the crisis and reaching the President's 2020 goal because we know how important our HBCUs are to serving African American students and they disproportionately produce black graduates.

- HBCUs upwards of 370,000 students annually and continue to serve many students who are the first in their families to attend college.
- While representing only 3% of the nation's 3,688 IHEs, the 105 HBCUs are responsible for producing approximately 23 percent of all bachelor's degrees, 13 percent of all master's degrees, and 20 percent of all first professional degrees earned by African Americans.
- As a country, we have approximately 2-3 million unfilled jobs because our graduates lack the skills that the workforce demands. So as we move forward, it's especially critical to leverage HBCUs who produce a significant number of graduates in high-growth and high-need industries
- HBCUs produce significant numbers of African American bachelor's graduates in sectors such as:
 - Agriculture (51.6%)
 - Biology (42.2%)

- Computer science (35%)
- Communications Technology (44%)
- Engineering technology (33%)
- Mathematics (43%)
- In 2008 178,000 students at HBCUs relied on Pell. Today, more than 225,000 rely on Pell, an over 26% increase.
- Pell funding going to HBCUs has increased from \$607.5 million to \$925.5 million an over 52% increase
- Overall, all Title IV funding to HBCUs has increased by 30% since the start of the Administration

CALL TO ACTION

There's always more work to be done and we remain committed to tackling these challenges.

We can't do this alone and it's going to take your leadership and working within your communities at the state and local level coming together to adequately address our urgent need.

- We need your voices in the conversation to encourage and inspire our young people to take their educational pursuits seriously.
- Continue to challenge those in your communities to focus on these issues
 - Resources are critical and we're losing the battle on public funding – from higher ED through K-12 we need states to hold the line during these challenging times and we need our institutions of higher ed to do their part to keep tuition from rising.

Education truly is the civil rights issue of our time. We are in a critical time and we have a once in a generation opportunity to improve our nation's future. Under John Wilson, and now John Brown's leadership, I know our Department has been and will continue to be committed to our nation's HBCUs. Thank you, and I wish you all a very productive session here today.

Appendix I: Dr. John Wolfe's Power Point Presentation

*HBCUs Historically and Contemporarily Considered:
A Return to the Source**

“Almost all education has a political motive: it aims at strengthening some group, national or religious or social, in the competition with other groups. It is this motive, in the main, which determines the subjects taught, the knowledge offered and the knowledge withheld, and also decides what mental habits pupils are expected to acquire.” (p.147)

Bertrand Russell,
Principles of Social Reconstruction, 1916

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*HBCUs Historically and Contemporarily Considered:
A Return to the Source**

"History teaches us that certain circumstances make it very easy for foreign people to impose their dominion. But history also teaches us that no matter what the material aspects of that domination, it can only be preserved by a permanent and organized control of the dominated people's cultural life; otherwise it cannot be definitively implanted without killing a significant part of the population. "

Amilcar Cabral, "National Liberation and Culture."
February 20, 1970.

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*HBCUs Historically and Contemporarily Considered:
A Return to the Source**

“Tis with our judgments as our watches, none
Go just alike, yet each believes his own.”

Alexander Pope

An Essay on Criticism

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*HBCUs Historically and Contemporarily Considered:
A Return to the Source**

“Before northern benevolent societies entered the South in 1862, before President Abraham Lincoln issued the Emancipation Proclamation in 1863, and before Congress created the Bureau of Refugees, Freedmen and Abandoned Lands (Freedmen’s Bureau) in 1865, slaves and free persons of color had already begun to make plans for the systematic instruction of their illiterates. Early black schools were established and supported largely through the Afro-Americans’ own efforts.” (p. 7)

James D. Anderson, *The Education of Blacks in the South, 1860-1935*

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*HBCUs Historically and Contemporarily Considered:
A Return to the Source**

"We must always remember that people do not fight for ideals or for the things on other people's minds. People fight for practical things: for peace, for living better in peace, and for their children's future. Liberty, fraternity and equality continue to be empty words for people if they do not mean a real improvement in the conditions of their lives."

Amilcar Cabral, 1969

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*HBCUs Historically and Contemporarily Considered:
A Return to the Source**

"... 'Few people who were not right in the midst of the scenes can form any exact idea of the intense desire which the people of my race showed for education. It was a whole race trying to go to school. Few were too young, and none too old, to make the attempt to learn.' Washington's provocative words stick in the mind and serve to underscore the tragedy of the weakened and eroded intellectual culture in many contemporary villages. But he also reminds us of a foundation that can be recovered and renewed: '... a whole race trying to go to school.' " (p.181)

Robert M. Franklin, III.

Crisis in the Village: Restoring Hope in African American Communities.

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*HBCUs Historically and Contemporarily Considered: A Return to the Source**

Research on Diversity in HBCUs

"... a serious discussion on the **purposes and future objectives of HBCUs** needs to take place between students, staff and faculty at HBCUs. Is the objective of HBCUs **to educate African Americans? Or it is to retain an African-American identity?** These are **two very distinct objectives**. If it is to educate African Americans, then the best education needs to be given which could include a combination of African American history and culture with a diverse, global-based educational experience. And, if the objective of HBCUs is to retain an African American identity, then **a diverse educational experience may not be essential**. Defining clearly the future purpose and objectives of HBCUs will allow the institutions to move forward in their chosen direction with clarity and purpose. . . ."

A. Nahal, A. Thompson, M. A. Rahman, & V. Orr,
(2011) <http://diversitydiscover.com/sharedescribediversity.html>

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*HBCUs Historically and Contemporarily Considered: A Return to the Source**

FEDERAL LEGISLATION

- [Civil Rights Act of 1866](#), 14 Stat. 27-30, enacted April 9, 1866, is a [United States federal law](#) that was mainly intended to protect the [civil rights of African Americans](#), in the wake of the [American Civil War](#). The Act was enacted by [Congress](#) in 1866 but vetoed by President [Andrew Johnson](#). In April 1866 Congress again passed the bill. Although Johnson again vetoed it, a two-thirds majority in each house overcame the veto and the bill became law.
- [Civil Rights Act of 1875](#), also known as the [Ku Klux Klan Act](#), prohibiting ethnic violence against blacks.
- [Civil Rights Act of 1875](#), prohibiting discrimination in "public accommodations", found unconstitutional in 1883 as Congress could not regulate conduct of individuals.
- [Civil Rights Act of 1957](#), establishing the [Civil Rights Commission](#).
- [Civil Rights Act of 1960](#), establishing federal inspection of local voter registration polls.
- [Civil Rights Act of 1964](#), prohibiting discrimination based on race, color, religion, sex, and national origin by federal and state governments as well as some public places.
- [Civil Rights Act of 1968](#), also known as the [Fair Housing Act](#), prohibiting discrimination in sale, rental, and financing of housing based on race, creed, and national origin.
- [Civil Rights Act of 1991](#), providing the right to trial by jury on discrimination claims and introducing the possibility of emotional distress damages, while limiting the amount that a jury could award.

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*HBCUs Historically and Contemporarily Considered: A Return to the Source**

Relevant Litigation in 19th, 20th, and 21st Centuries - 1

- ⊗ *Plessy v. Ferguson* (1896), "Separate But Equal".
- ⊗ *Sweatt v. Painter* (1947), Negro Male & UT Law School Admissions.
- ⊗ *McLaurin v. Oklahoma State Board Regents for Higher Education* (1950), Negro Male. Equal Protection Clause, graduate school admission based on race unconstitutional
- ⊗ *Brown v. Board of Education* (1954), "Separate But Equal" is unconstitutional.
- ⊗ *Adams v. Richardson* (1972), NAACP sued HEW for violations of Civil Rights Act of 1964.
- ⊗ *Bakke v. University of CA Regents* (1978), White student and Medical School Admissions. Equal Protection Clause, Quota system unconstitutional.

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*HBCUs Historically and Contemporarily Considered: A Return to the Source**

Relevant Litigation in 19th, 20th, and 21st Centuries - 2:

- ⊗ *Hopwood v Texas* (1996), Equal Protection Clause of Fourteenth Amendment, Race in Admissions.
- ⊗ *US v Fordice* (1992), The eight public universities in Mississippi had not sufficiently integrated and that the state must take action to change this under the Equal Protection Clause.
- ⊗ *Grutter v Bolinger* (2003), Admissions/Diversity, Equal Protection Clause.
- ⊗ *Grutz v Bolinger* (2005), Admissions/Diversity, Equal Protection Clause.
- ⊗ *Coalition for Equity & Excellence in Higher Education v Maryland Higher Education Commission and State of Maryland* (2006), Title VI of Civil Rights Act 1964 and Equal Protection Clause of Fourteenth Amendment
- ⊗ *Fisher v Texas* (2011), Admissions/Diversity, Equal Protection Clause, Pending

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*HBCUs Historically and Contemporarily Considered: A Return to the Source**

Presidential Executive Orders and HBCUs

- In 1980, President Jimmy Carter signed Executive Order 12232, which established a federal program "... to overcome the effects of discriminatory treatment and to strengthen and expand the capacity of historically black colleges and universities to provide quality education."
- In 1981, President Reagan, under Executive Order 12320, established the White House Initiative on Historically Black Colleges and Universities, which expanded the previous program and set into motion a government wide effort to strengthen our nation's HBCUs. In 1989, President George Bush signed Executive Order 12677. This executive order established a Presidential Advisory Board on Historically Black Colleges and Universities to advise the president and the secretary of education on methods, programs, and strategies to strengthen these valued institutions.
- In 1993, President William Jefferson Clinton signed Executive Order 12876. This executive order required for a senior level executive in each agency have oversight in implementing the order, and that the Office of Management and Budget be involved in monitoring implementation of the order.
- On Feb. 12, 2002, President George W. Bush signed Executive Order 13256. This executive order transferred the White House Initiative on Historically Black Colleges and Universities to the Office of the Secretary within the U.S. Department of Education. Previously, the White House Initiative was housed in the Department's Office of Postsecondary Education.
- On Feb 26, 2010, President Barack Obama signed Executive Order 13532, Promoting Excellence, Innovation, and Sustainability at Historically Black Colleges and Universities.

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*HBCUs Historically and Contemporarily Considered: A Return to the Source**

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***HBCUs Historically and Contemporarily Considered:
A Return to the Source****

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***HBCUs Historically and Contemporarily Considered:
A Return to the Source****

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Appendix J: Power Point of Jerry Isaac's Presentation



Bowie State University
Military Resource Center
(MRC)

A Model for Supporting Students
Serving or Having Served in the
United States Armed Forces



BOWIE
STATE UNIVERSITY
Prepare for Life

For their service and sacrifice, warm words of thanks from a grateful nation are more than warranted, but they aren't nearly enough. We also owe our veterans the care they were promised and the benefits that they have earned. We have a sacred trust with those who wear the uniform of the United States of America. It's a commitment that begins at enlistment, and it must never end. But we know that for too long, we've fallen short of meeting that commitment. Too many wounded warriors go without the care that they need. Too many veterans don't receive the support that they've earned. Too many who once wore our nation's uniform now sleep in our nation's streets.

President Barack Obama, March 19, 2009

Governor O'Malley and I understand that one of the most basic obligations we have is to serve those who have served under our nation's flag. Our veterans face unique challenges and need us to stand up to ensure that they have access to the benefits they've earned

Lt. Governor (Anthony) Brown

The veterans of our military services have put their lives on the line to protect the freedoms that we enjoy. They have dedicated their lives to their country and deserve to be recognized for their commitment.

Judd Gregg



In 2010, the Department of Veterans Affairs reported:

- In 2009, more than 564,000 individuals used GI Bill education benefits. It issued nearly \$162,053 million in Post 9/11 GI Bill benefit payments to 34,393 individuals and their educational institutions.
- Nearly 78,127 veterans took advantage of the vocational rehabilitation and employment services

Maryland

- More than 476,202 veterans live in the State of Maryland.
- VA expenditures in Maryland: \$1.4 Billion
- Number of Maryland veterans using GI Bill education benefits: 10,085
- Number of Maryland participants in VA vocational rehabilitation: 828

Department of Veteran Affairs, State Summary: Maryland and the U.S. Department of Veteran Affairs, November 2010



Bowie State University

- Fall 2011 enrollment: 5608
- Students using Veteran Affairs Education benefits: 289
- Member of the Servicemembers Opportunity Colleges (SOC) Consortium
- Strategic location to Andrews Air Force base and Ft. Meade



Fulfilling a Need: The Timeline (Critical Actions)

Fall 2009 - College of Education forms the Veterans Advisory Board with membership including Bowie State faculty, staff, students and community and military representatives.

Spring 2010 – Office of Continuing Education and External Programs formed. Dr. Christopher Sny, Associate Professor of Education, took on the responsibility to explore ways for BSU to support its student veterans.

January 2011 – Maryland's Lt. Governor Anthony Brown formed a Campus Compact with all Maryland Colleges and Universities to establish centralized points of contacts for services provided to veterans

April 2012 – BSU receives grant from the Thurgood Marshall College Fund to establish a Veterans Center and to develop a program to increase the number of veterans enrolling in STEM programs.



Time to Create

- The funds from the Thurgood Marshall College Fund ended the ability of the University to continue to discuss the need for a Veterans Center.
- Ernest planning with implementation as a goal started on May 1, 2012.
- Summer 2012 was spent developing the implementation plans discussed in the Veterans Advisory Committee during the previous three years.
- Linkages were formalized with each academic and student office that would allow for a smooth referral of students.
- Relationships were developed with community organizations that would foster the creation of a community veterans network



Grand Opening

The Military Resource Center formally opened on October 31, 2012. (Two days after Tropical Storm Sandy passed through)



Grand Opening



What's Next?

- Educate the campus on the needs of veterans and military students
- Continue building the community veterans network
- Assess the efforts of the MRC in order to improve services and programs
- Expand programming for students through the development of relevant workshops and activities
- Seek external and stable funding for the MRC



Questions

Appendix K: Transcript of February 19, 2013 Program

RAW TRANSCRIPT

U.S DEPARTMENT OF EDUCATION
SALUTE TO THE NATION'S HISTORICALLY BLACK COLLEGES
AND UNIVERSITIES
FEBRUARY 19, 2013

This text is being provided in a rough draft
format. Communication Access Realtime
Translation (CART) is provided in order to

facilitate communication accessibility and may not be a totally verbatim record of the proceedings.

>> Good morning. I'm Dr. Wanda Gill, President of the Education Chapter of Blacks in Government. We are very pleased to welcome you to our celebration, and we hope that you will enjoy it.

As you know, there are over 100 accredited HBCUs in our nation, and we are bringing to you today a program to highlight the accomplishments of one of those and to talk about a system. Whether those schools are private or public or in systems, we know that they are serving a wonderful group of young students who need our support, many of whom are the first generation from their families to go to college.

Joining me in this program is Steven Jefferson of the EEOS office, and we are very pleased to work with them in supporting all of our Black History Month programs. Steven?

>> Good morning. Thank you, Dr. Gill. Good morning, everyone. My name/again, is Steve Jefferson. I work in the Equal Employment Opportunity Services Office, I am an equal employment opportunity specialist, emphasis on our African American program here; I am the Special Emphasis Program Manager for that area.

Here at the Department of Education, African Americans represent 30% -- 36% of the workforce. However, those numbers aren't everything. One of the main goals this year, from our Director, is to establish different SEPMs to target inclusion and diversity at the workforce here. So next month we'll establish a committee to target those areas of diversity and inclusion. I wanted to thank Dr. Gill for her excellence, her drive, her passion to put together these programs. She really has a heart to promote change, and I'm very excited to see, you know, the impact and our efforts as we work together to promote change and diversity here at the Department.

I want to thank everyone for coming out, and enjoy today's activities.

(Applause)

>>(Jesse Sharpe) Good morning, everyone. I want to thank Dr. Gill for giving me the opportunity to introduce our own Tony Miller, Deputy Secretary and Chief Operating Officer at the U.S. Department of Education, a man that I personally admire for all of his wonderful programming and his basketball skills.

(Laughter)

Prior to joining the Department in 2009, Tony Miller was an operating partner with Silver Lake, a leading private equity firm. From 2003 to 2006, he was with LRN Corporation, a compliance software and eLearning company, where he was Executive Vice President of operations.

Prior to LRN, he worked for ten years at McKenzie and Co., where he was a partner specializing in growth

opportunities, operating performance, improvement, and restructuring for companies throughout the United States, Europe, and Asia.

Tony Miller began his professional career with Delco electronics, a subsidiary of GM Hughes electronics, where he managed regional channel marketing. In addition to his private sector operating experience, Mr. Miller advised the Los Angeles Unified School Districts from 1997 to 2000, developing student achievement goals and strategies, aligning budgets and operating plans, and designing metrics and processes for overseeing district-wide performance.

He undertook similar work with the Santa Monica-Malibu Unified School District in 2001.

Through his service as an ex officio member of the Los Angeles Unified School District Board of Education Budget and Finance Committee, in 2002 to 2003, he deepened his understanding of state funding in school district budgeting matters.

Here I welcome Mr. Tony Miller.
(Applause)

>> Tony Miller: Thank you. Thank you for that introduction. Thank you, Dr. Gill, for a great program today. I'm going to give you some opening remarks and talk about, especially in the context of Black History Month, the importance of education, the importance of education and particularly for African Americans, and how it will help us to participate in our full economy and democratic society and the important roles that HBCUs play.

Some of you may have heard me say this. I'm actually a product of an HBCU. I say that in the literal sense in that both my mother and father went to Virginia State, met at Virginia State, and had it not been for that HBCU, I would not be here today. So -- (Laughter) -- literally, I'm a product of an HBCU.

But I think it's important always to set the context for the important role of education. We all know it. We know the important role that it's played historically. But it's never been more important than in today's kind of global economy. We know, as you talk to 17-year-olds, they say does it really matter to get an education? I said how many people would like to make a million dollars? All the hands go up. And I said do you realize that on average, the difference in lifetime earnings if you just have a high school degree versus a college degree is about a million dollars in lifetime earnings? People didn't appreciate that.

I said in the current recession, how many people are worried about getting a job or not having a job? Do you realize that, again, if you have an associate's degree, baccalaureate degree, or a postgraduate degree, the likelihood that you are going to be employed is directly correlated, literally three times more, if you've got a college degree versus just a high school degree? And the likelihood of being employed is greater; the likelihood of having higher earnings is higher.

Then talk about the generational impact. We know the generational impact, it's the gift that keeps on giving, or frankly, it's the challenge that endures. What do I mean? I mean if a parent is likely to have gone on to college, the likelihood that the children in that household

will also go on to college and complete are much higher than if one or more parent has not gone on to college. The likelihood that child will not go on to college, but that they will not complete high school. We know in this economy, the prospects for those who don't even graduate high school are dim.

I think that's why we also talk about education being the civil rights issue of our generation. It is the path to economic prosperity. It's also critical to our national security.

We know right now that far too few who even graduate high schools are prepared to participate even in the military. We know to be part of a vibrant democracy means to be informed, literate, and engaged.

Again, the role of education has never been greater. The current challenge we have, given our education system, has never been greater.

We know that 7,000 students will drop out each and every day -- each and every day -- and we know unfortunately, far too many who drop out of high school will be African American. We know the graduation rate for African Americans are some of the lowest of any ethnic group in the country. We know that as we look at the pipeline of 15-year-olds in terms of their preparation to graduate high school and participate in some of the fastest-growing fields, STEM fields, science, technology, engineering, and mathematics, we know that as a country we rank 25th in math and 17th in science. So we are not doing enough to prepare all of our young kids. And again, if you look at many African Americans, they are even further disadvantaged.

So with that, with the importance of education, with the current crisis that we have in education, it's what role are HBCUs playing? I think there it's important to just always remind ourselves of that important role. Frankly, HBCUs, while they only represent a vast minority of all the institutes of higher ed, 3% of all the institutions of higher ed, we know they represent 13% of all masters degrees and 20% of all first professionals degrees earned by African Americans. We know that not quite 400,000 students annually will be the first time, these families will have students for the first time attending any college including HBCUs.

We know if you look at some of the fastest-growing fields -- some of the fastest-growing fields, STEM technology, HBCUs will account for 44% of African Americans with Bachelor's degrees. HBCUs account for 43% of engineering and technology degrees; 43% of Math degrees; and 25% of Computer Science degrees.

So HBCUs play an absolutely critical role, so we need to do all we can to support, honor, cherish, and reinvest in HBCUs because, again, in the context of an increasingly global economy where education is critical to participating in that global economy, it's critical to our democracy, it's critical to our national security, how do we ensure that all -- I mean all, regardless of race, socioeconomic status, nationality, all can participate in the American dream? It's critical that we invest in education, and HBCUs are critical in that.

With that, let me just close with something that the President has said, and I think it's consistent with our commitment and what we are trying to do. And I quote. "HBCUs continue a proud tradition as vibrant centers of intellectual inquiry and engines of scientific discovery and innovation. New waves of students, faculty, and alumni are building on their rich legacies and helping America achieve our goal of once again

leading the world in having the highest proportion of college graduates by 2020."

It's that kind of commitment that we have at the highest levels to HBCUs and their important role in ensuring that this country remains the greatest country in the world.

With that, I look forward to welcome you to an exciting program today, celebrating Black History Month, and to our speaker, who is coming up next. Thank you.

(Applause)

>> (Jesse Sharpe) Back again. I'm proud to have the opportunity to present two Millers, Dr. Sammye Miller is currently Chairman of the history department and professor of history at Bowie State University. He has formerly served as Dean of the School of Arts and Sciences and special assistant to the provost. He has completed postdoctoral studies at Stanford University, after earning his PhD from Catholic University of America in the field of the history of the United States. He earned his Masters from Trinity University and his bachelor's degree from Delaware State University.

Dr. Miller has served as Executive Director of the Association of the Study of African American Life and History and has served as the editor of the ***Negro History Bulletin***.

Earlier in his career, Dr. Miller served as Program Analyst for the Museum Programs at the National Endowment for the Humanities.

Dr. Miller holds memberships in the National Council of Social Studies, the American Historical Association, the Organization of American Historians, the Southern Historical Association, and the Association for the Study of American Life and History.

He has over 30 referred articles, publications, 16 book reviews, and numerous international presentations at learned societies on a wide range of American historical and black history topics.

Dr. Miller has served as a consultant for the following: U.S. Department of State; United States Agency for International Development; National Endowment for the Humanities; Association for the Study of African American Life and History; U.S. Defense Mapping Agency; U.S. Department of Agriculture; Central Intelligence Agency; Prince George's County Public Schools; and Charles County Public Schools.

We are very pleased and honored that Dr. Miller is with us today. Please join us in welcoming Dr. Sammye Miller.

(Applause)

>> SAMMYE MILLER: Thank you. Good morning, everyone.

I want to thank Dr. Gill for inviting me. It's always a pleasure to come back where I've been before. I want to acknowledge my President, Dr. Burnham, my colleague, Jerry Isaacs, my old boss, John Wolfe; Dr. Haynes, who is everywhere, a distinguished scholar in his own right; Deputy Secretary, my first cousin because my grandfather's name is Tony Miller. Of course, he is a good Kappa man, so that puts him in a good place.

(Laughter)

I want to acknowledge my wife, who brought me here this morning, who said I'm retired from federal service. Don't bring me down here anymore.

(Laughter)

But nevertheless, I thank you so very much. Dr. Gill told me I had 15 minutes so I am going to cram all of this in 15 minutes. My task actually is threefold. It's, one, to acknowledge what and for whom we make this all possible. Then, I have to talk about Abraham Lincoln, known as the great emancipator, and how he got to issuing the Emancipation Proclamation. And lastly, you call them historically black colleges, but I was trained by (Inaudible) and Elsie Lewis before. We didn't use black education, it was Negro education. So in my parlance to be more historical, forgive me today, I'm using the word "Negro institutions," because that's what they were in those times.

I am going to mention Dr. Woodson for a couple of reasons. He, you know, had a PhD from Harvard, Masters from the University of Chicago, and of course, and a bachelor's degree from Berea College, which was not a historically black institution but took black students in the 19th century.

I was once offered the chair, but I wasn't married and couldn't live in Kentucky.

(Laughter)

So I had to -- I turned that job down, but I didn't realize the huge endowment and money they had. I came back to the east coast, thanked them very much, but I couldn't stay there. I wanted to see the place where Woodson (Inaudible). He was a descendant of slaves, had worked in the coal mines himself. I was the African American Association's fifth Director, and the youngest. I was 35 when I went there. I was very honored to sit in Dr. Woodson's place and take the helm of African American history.

He was a great man to me, Omega Psi Phi. For you, I am the only capital who wrote for Oracle. I claim that and come from the Omega family.

Nevertheless, Dr. Woodson was so far ahead of his time because in 1915, when he founded the Association, most schools thought that the Negro had no history worthy of study. Dr. Woodson probably would be kind of upset that we called it Black History Month. He liked and preferred the study of the Negro in history because he thought it was a scientific approach and thought history was a science more than an art. That was in his thinking when he helped frame the association. So he started there in 1915. In 1916, he did the *Journal of Negro History*.

And the Journal is the oldest scientific scholarly publication exclusively devoted to the history of the African American. There is no other publication like it. They have since changed the name to the Journal of African American History, but it is the oldest scholarly publication.

Then he did this document for younger readers, the Bulletin, which I had the chance to be the editor of and he formed that in 1935 for younger readers. He thought teachers and young people needed something. Then he established his own publishing company, which was the Associated Publishers. They are now defunct, but many of the major scholars, both black and white, published in the Associated Publishers.

But for our purposes, I would just like to mention what Dr. Woodman thought of black colleges. He was somewhat upset. He wrote this small book -- I am passing around -- called *The Miseducation of the Negro*. I advocate its reading for both whites and blacks because Dr. Woodson would maintain that not only African Americans are miseducated, but white people are miseducated, and therefore, they need to read this. It's almost like reading scriptures. You can read Dr. Woodson over and over again, but every time you read that book, as you get older, you will bring another kind of meaning to it. You can read a scriptural passage when you are 8, 18, 28, 38, and the scripture

changes for you. So does Dr. Woodson's writing. Dr. Woodson wrote so anybody I think ten years of age or older can understand what he had to say.

And he really thought that black colleges were creating black white people, and that was bold in the '20s and '30s. He thought the curriculum was flawed. It was not Afrocentric. He was so concerned he thought the curriculum trained us to love and serve other people.

So one of the things that he thought that black colleges should do at some point in time is develop a curriculum that would address the needs of African Americans so we would do what? Go buy from black stores, go to our own dentists, our own doctors, our own business persons. It really is Booker T. Washington who actually antedated that in the 1890s, but Dr. Woodson was the one to put it in a form of ideology, as you will see in that book, ***Miseducation of the Negro***.

He had a clarion call of black colleges. Not to beat up on them. Remember a couple minutes down the road, they weren't formed by black people, so therefore, they weren't designed as they were started to help us anyway.

One of the reasons I'd love to -- this is my 42nd year at Bowie state. It is my life. I could have gone places. Remember, I got a PhD from Catholic University and did post graduate work at Stanford. I could have gone other places. But I need to serve my people. And even when I worked in federal service, went to the National Endowment, I made sure black museums got taken care of. Even when I went to the CIA, I made sure we were taken care of. One of the things Dr. Woodson is advocating is we have to have our heads on correctly so we can serve our people. We can serve others, but we must learn to serve ourselves first. A book you won't hear too often, Dr. Woodson wrote a book called ***Negro Orators and Their Orations***. It's a rare book on black

speakers by black men in the 19th century. A Masterpiece. Then he did one called *The Minds of the Negro* as reflected through letters. He goes all the way back to collecting letters. The most interesting is the correspondence between Thomas Jefferson and Benjamin Banneker. Jefferson was devastated that the Paris Academy would invite a black scientist to come to Paris and study and speak. You see this rage in Jefferson. How dare you have a Negro at your academy?

Here is the problem. Thomas Jefferson can write such beautiful words, life, liberty, pursuit of happiness, endowed by your creator. He didn't mean any of it.

(Laughter)

That's the problem. He had 300 slaves. They could sleep with them but didn't want them to have liberty.

So I found that book just marvelous. The great Elsie Lewis from University of Chicago, who was my teacher, she introduced me to Woodson at that level.

I don't want to spend too much time because I've only got 15 minutes.

The next thing of concern is Abraham Lincoln, the great emancipator. The film, of course, is just wonderful. I took my class on a field trip to see it. I wanted them to see what Hollywood had done with Lincoln. The criticism has been the black part has been left out. We have to ask ourselves what took Lincoln so long? He's dragging his feet on freeing the African American. It's the great Harriet Tubman, my favorite black woman -- next to my wife -- got to get that clear -- (Laughter) -- but I just love Harriet Tubman. I am pleased to tell students that she's been canonized by the Episcopalian church. Her bust is in Westminster cathedral. And she is a Marylander. But what she kept telling Lincoln, you want to win this war, buddy? Free those Africans, and he wouldn't.

I kept asking people what did this slave woman know about warfare that Abraham Lincoln didn't know? Of course, people just struggle and struggle and struggle. Does anybody know that answer? I have all these great scholars out here. Why they wanted him to free those slaves right away? What's the greatest weapon in war, anybody? The greatest weapon in war is always what?

>> (Off microphone).

>> SAMMYE MILLER: No, no. The greatest weapon in war. The Russians knew this against Napoleon. What's the greatest weapon in war?

>> (Off microphone).

>> SAMMYE MILLER: Say again? No, sir. That's the President, got to be kind with him. You've got to have food. Food is the basis of war. You look at any nation that goes under, you cut that food off, you starve that nation to death, it will go under. That dumb Napoleon went into Russia, and they starved to death. He would repeat that mistake in World War II. You want to win any war -- that's how the Catholics got the Muslims out of Spain. They starved him to death. She wanted them to shut the plantations down. No slave, no food, you can't beat the Army. She knew that. She was a slave there in Maryland on that plantation seeing that food. But Lincoln was scared because what? He was sandwiched between Maryland, which had not seceded, and Virginia, a slave state.

He knew Maryland would secede and the District would be captured. Lincoln was also smart. I hear you, Harriet, but I can't do that. My job is to defend at all costs, not to free slaves. That's why he didn't do it.

When he does do it, he's smart. He still doesn't free us in Delaware, Maryland, West Virginia, Kentucky, and the border states. He's still watching that flank. He is a military man. I stayed to the students, I want you to look at Obama, the Congress, and Abraham

Lincoln. What did both of them do? They make executive measures as the commander of the Army and Navy. He made a military center. That's what the Emancipation Proclamation is, military measure. Didn't need Congress. He just did it. That's what Obama did. He (Inaudible) -- made Republicans crazy. But that's what you have to do. That's when history serves you, when you can look at what your forbearers did, then you can do the same thing. I am going to get off Lincoln before I get myself in trouble.

Lastly, since I only got 15 minutes, how did these black colleges come about? We have to really go all the way back to 1796 to the great Richard Allen of the African Methodist Episcopal church, and in those AME churches that broke from the white churches, they had something called African free schools. Remember, it was against the law to teach blacks to read and write in the 1700s. What do blacks do? Go in the churches and have schools in the basement. That's where we get the tie between church and black educations. It's a long tie. Many people don't know that. Everybody wants to criticize the church today. If there were no black church, there would be no black education. It was prohibited and forbidden.

When the war -- forbidden.

When the war breaks out and it's over, they realize they have 5 million people that need to be educated. Who steps to the plate? White missionaries, abolitionists. You look at historic black colleges, they all come out of the church. It was the white Methodists, the white Baptists, the Presbyterians, the Episcopalians, and to a lesser extent, even the Roman Catholic Church. The last ones to be dragged into this. They sent these missionaries out -- and some black abolitionists too, there were some, like the great Charlotte ray who went to the Deep South. Remember, they only had a slate board. Blacks were so eager to learn. In a classroom, you could have been 6 years old and 80 all at the same time. We hear our teachers complaining about supplies and

materials.

Can you imagine teaching 80 to 100 people with a slate board? Keeping their attention. My wife and I often talk about when we were in elementary school, we were with the nuns. We taught 6 grade over here, you shut up while I taught 7th grade. Teachers have no idea what real teaching is. I remember that.

I had white nuns, I didn't have black nuns. I had the Franciscan sisters. We better not act up. They didn't care about your background. They wanted one thing -- excellence. That's all they wanted, all they cared about. You had to wear that white shirt and blue tie every day. My wife still gets on me, you don't know how to dress down. I said I was raised by nuns. What do you expect?

So it was these schools founded by these churches -- by the way, it wasn't the Freedmen's Bureau. They did Howard University. Most of the black colleges came out of the freed men's aid societies, church related. That's why religion plays such a big part among black people because it was religion was a primary part of the curriculum.

Most of the teachers were preachers. Many people moonlighted; sometimes you are a preacher, Barbara, et cetera, et cetera. You really were a jack of all trades in these early black colleges. Last point I want to make, what really became the foundation for the black college is Booker T. Washington. People like to call him all kinds of names, but when I worked for the national Endowment, I went to Tuskegee myself. It is the only historically black college designed by black students. The bricks were made by black students. Every building at Tuskegee is historic. It is so unique. I meant with the architects at the time, went through the papers. What thrilled me about Booker T. Washington Tuskegee, he has students from Japan, China, Africa, Europe, including black students, so Dr. Washington was very unique. Tuskegee is the only black school still with a veterinarian school. It is the only black school doing aerospace agriculture because the future for agriculture is

not here but in space. Tuskegee is the only school.

When I survey agriculture, one of the things I get to do is look at all the land grant proposals. I am overwhelmed at the amount of food production done by the historically black colleges. Blew me away. I had no idea. Because we had these foreign populations coming in, their emphasis is not cows, it's goat meat. That's where these people who come from foreign nations. Every time I go down to Agriculture, I almost can't come home because I'm so fascinated at what's being done at the level of these historically black colleges. We all owe it to Booker T. Washington. I loved DuBois when I was coming up, but DuBois wanted us to do classical Greece, Rome, Latin, all this liberal arts stuff. But people, we had just come out of slavery. We couldn't even talk. People who can't feed themselves, they are in trouble. Dr. Washington wanted you to be able to feed yourself first, and then you can study Latin and Greek.

So they raised that great debate. You still, however, should read, black folks, even if you went -- *Souls of Black Folks*. If you read it once, read it again. The wage we are battling with our Muslim brothers, it's here. In the end, classical education will win out. As you know, without technology, you would be lost.

Thank you so very much.

(Applause).

>> (Leonard Haynes) Thank you very much, and good morning all of you, and let me express my appreciation to Dr. Gill for her organization of this important activity. And to our Deputy Secretary for joining us and his kind remarks he gave this morning. I think it is appropriate to have celebration of black history in the Department of Education. Can't do it here, where else could you do it? Don't be turned off by numbers this morning. I think there are a lot of spirits in this room who are deeply appreciative of what has taken place.

My task this morning is to introduce to you a good friend and colleague, John Wolfe. Before I do, I recognize my good friend and college and double fraternity brother too, Mickey Burnham, who is in the audience. We are now surrounded by Omegas. A Kappa (Tony Miller) just left the room.

(Laughter)

Well, as Dr. Miller said, we are fresh from this Lincoln revival, if you will. It is 150 years since the Emancipation Proclamation. The one point I would like to make before I introduce Dr. Wolfe, what strikes me, Dr. Miller, when we came out of the emancipation, there was no reconciliation commission. On the reparations. Almost 5 million blacks were simply left to fend for themselves. Nothing. Not own 40 acres and a mule, which was a limited expression by Sherman. But it's just amazing these black colleges, whatever you may think of this, survived at all since they had nothing to work with from the outset. So I am convinced as we go through this program -- and you just confirmed it again -- if they didn't exist today, they would have to be created. You heard the percentages that Dr. Tony Miller, 30% here, 40%. It's amazing. If they are not here, you don't have those percentages. At one point, I think we had fewer than 10 PhDs in physics who were African American in the whole country. Hampton started the PhD program in physics to help do this.

It's amazing. Things have changed. Granted, more success has taken place through our experience. But we still have a long way to go.

My task, of course, is to introduce you to John Wolfe. I am not going to belabor the point. Most of you know John. He is an outstanding educator, over 40 years in higher education. He is very active, continues to serve as a faculty member, consultant, mentor,

administrator. He has been President of Kentucky State, so he has had the land-grant experience. And Savannah State University respectively.

He has also served as Associate Vice Chancellor for Faculty Affairs for the University System of Georgia; and as Associate Vice Chancellor for Academic Leadership and Development and Diversity for the University System of Maryland where he is currently located.

He is the primary point of contact on diversity issues within the University of Maryland System. He has many, many highlights. He's done a number of international things, and whether it's in Italy or Africa. And he has completed a two-year term on the Washington Task Force Against Campus Prejudice, and Chair of Black Colleges, University Regional Summit on Student Retention. I think I spoke there last year, I believe, out at Ocean City.

He's held fellowships with the Gulf Oil Faculty Forum, (Inaudible) and of course, with the American Council on Education. He has been honored as an old master by Purdue University. That's where my daughter -- (Inaudible).

John Wolfe was inducted into the Washington Urban League Hall of Fame. He is published on linguistics and his PhD from Purdue is in linguistics. He has a Bachelor's degree from Chicago Teachers College and Master's degree in English Education.

So it is our great joy and privilege to welcome to the podium Dr. John Wolfe, distinguished educator.

(Applause)

>> JOHN WOLFE: Thank you.

It seems to me -- said Booker T. -- it shows a mighty lot of cheek to study chemistry and Greek, when Mr. Charlie needs a hand to hold the cotton on his land; when Ms. Ann needs a cook, why stick your nose

inside a book? I don't agree, said W.E.B.. If I should have the drive to seek knowledge of chemistry or Greek, I'll do it. Charles and Miss Can look another place for hand and cook. Some mid in skill of hand and some in cultivating land, but there are others who maintain the right to cultivate the brain.

It seems to me, said Booker T., that all you folks have missed the boat who shout about the right to vote and spend vain days and sleepless nights in uproar over civil rights. But work and save and buy a house.

I don't agree, said W.E.B.. For what can poverty avail if dignity and justice fail? Unless you help to make the laws, they'll steal your house on trumped-up charges. Ropes as tight, fire as hot, no matter how much cash you've got. Speak soft and try your little plan. But as for me, I'll be a man. It seems to me, said Booker T... I don't agree, says W.E.B.. The title of this is "Booker T. and W.E.B." written by African American poet WE Randall in 1948, and it framed the remarks that I want to make about historically black colleges and universities, historically and temporarily considered a return to the source.

Thank you, Dr. Haynes, for your gracious introduction. My distinguished colleagues, ladies and gentlemen, it is a pleasure to be here. What I want to do this morning is talk about three things directly and somewhat indirectly. The psycho social, the political, and the economic context for historically black colleges and universities, and I concur with all of the points that Dr. Miller made, and it's always frustrating to follow him because of his dynamism and the excellence of his historical perspective. But I want to embellish some of the points that he made.

And I have a slide presentation here that hopefully I can make this thing work that I want to include. But I want to start with a quote which is not in the slide projection from Abraham Lincoln himself, as in

C. Vann Woodward's presentation, the strange character of Jim Crow, 1966 -- I'm sorry. C. Vann Woodward, I said.

Lest we forget, before the civil war, Lincoln made it clear in 1858 - - and I quote -- that I am not nor ever have been in favor of bringing about in any way the social and political equality of white and black races; that I am not nor ever have been in favor of making voters or jurors of Negroes, nor qualifying them to hold office nor to intermarry with white people. And I will say in addition to this that there is a physical difference between the black and white races which I will believe forever forbid the two races living together in terms of social and political equality. The psycho social context of the great emancipator. The vestiges of that statement, and he, like Jefferson before him, had these beliefs, and yet they spewed words that affect us today in everything that we do.

So let me go to the first slide, if I can make this thing work right. This quote -- I am not going to read it. I'll let you read it, take a few minutes to read it. I think when we think about education generally, and as Dr. Haynes and Dr. Miller pointed out; education is about giving and taking or not giving at all. It doesn't make any difference who is delivering it and who is receiving it. It's about giving and receiving and who gets what and what's withheld and what's given. That's current today in everything that we do. I've got to get to the beginning of my electronic device here.

So the audience is not very large, I'm going to skip my questions about the audience and HBCUs. I want to go right to another quote that I think helps to frame the context, taken from a liberator, a revolutionary. You may not know this name, Amil Car Cabral, a Portuguese revolutionary in the late 1960s and '70s, trying to get Guinea and other islands. He was assassinated in 1972, '73. But I want you to look at this quote for a minute because I think it's very

important Dr. Miller, from the perspective of history and what history does today. And Cabral was a very interesting man because he did a lot of speaking about the use of culture and history as weapons. What did Dr. Miller talk about in his remarks? The food, the history - withholding food from troops to keep them occupied.

So I want to offer for your immediate consideration and subsequent contemplation a perspective on the psychosocial, political, and economic factors that gave rise to HBCUs and a brief view of the contemporary issues facing them. In so doing, as I've already tried to do, reinforce some of Dr. Miller's historical views.

So the body of knowledge and information, interpretation, and analysis of HBCUs, based upon a lot of knowledge, is enormous. There's a tremendous body of knowledge. The Library of Congress, not far from here, in fact, was in walking distance -- if you want to get good exercise. Howard University is right up the way. There's Bowie, there's University of District of Columbia, and Morgan State, all within 50 miles of where we are right now. They afford us all kinds of historical access and information about the nature of those particular institutions, as well as others.

However, I would caution you in forming judgments and conclusions about HBCUs based upon what you hear here today and based upon what you read in other sources because as Alexander Pope admonished us in his essay on criticism, 'tis with our judgments as our watches, none go just alike. Yet each believes his own. So whatever opinions you form, they are yours, and they may contradict with every other person in this room. So, too, is the case about HBCUs. Every person in this room who has had an explicit experience with an HBCU has had a bias and purely supportive perspective on that institution. So it's bifurcated is my basic point. Fiction and nonfiction, HBCU reading material is bountiful. I've included at the end of this presentation,

which Dr. Gill will have, a list of some of the sources I selected to pull together, but I want to mention a couple because of some points that Dr. Miller made. For example, Kenneth O'Riley, whose 1999 book ***Racial Matters*** blew the FBI's harassment of black leaders, paints a revealing portrait of presidents from Washington to Clinton on race. We are talking about HBCUs. He has a book, 1995, called ***Nixon's Piano, Presidential Politics and Race in the United States***. He documents that with the exception -- and put in quotation marks "Lincoln" and Lyndon Johnson, American presidents have used the power of their office to impede racial equality, just deployment about no reconciliation, et cetera, et cetera, et cetera. And you want some specific examples. In the book he talks about Eisenhower pandering during the course of the Brown v. Board lawsuit to get Negro votes. He talks about Nixon and Agnew using FBI information against the demonstrators at Kent State and the students who were killed at Kent State and Jackson State.

He talks about Reagan's nomination of William Rehnquist, whom you may recall, who had earlier in his career written a memorandum arguing that ***Plessy v. Ferguson*** case -- was right and should be affirmed. Okay?

The historical, the fictional and nonfictional accounts of the psychosocial context and the political context, of course, of the 11 oldest HBCUs, 1854 to 1881, that are still in existence, only 3, Wilberforce, Alcorn, and Virginia State, 1882, have had Negro presidents throughout their history. 8. Howard, Morgan, Fisk, Lincoln, St. Augustine's, Hampden, Talladega, and Spelman did not have a Negro president until the middle of the second decade or even as late as the 1950s. Howard had its first Negro President in 1956, Spelman in 1953. As Dr. Miller pointed to, their nature had a lot to do with that. Church schools, most of them -- in fact, all of those.

Another revealing depiction of such matters can be found in African American and American university political science professor Clarence Lusesne's black history book. It covers the period from 1792 and as Dr. Miller mentioned, construction -- and Dr. Haynes did as well - - the construction and slave labor involved in a lot of things in this country.

1792 was the year that the White House was constructed. And that covers the period from 1792 to the first years of President Obama's administration.

Those are important sources because many of them present points of view from the oppressor, dominator, as well as the slave and the worker, the kitchen worker. And we know that -- and I forget the number and I don't have it in my notes -- that 13, 15, 12, whatever number of our presidents were slave holders. So that says a lot about the psychosocial context.

The end of slavery and the vigorous pursuit of education and higher education, so we know that in -- slavery ended statutorily with the 13th Amendment in 1865, and I'm very explicit about the statutory end because, as Dr. Haynes pointed out, there was nothing. People were let loose to go, and all they knew was pick cotton, plant potatoes, dig, eat swine, go to their cabin and sleep on wooden floors. Where were they going to advance themselves? However, as economic practice and policy, myriad psychosocial political vestiges have remained in many ways to this day, largely as a result of the tremendous economic and political clout of southern states and their northern sympathizers. And Dr. Haynes and Dr. Miller pointed to the Border States and their impact.

So there is an important and often repeated question. Dr. Miller alluded to it, and the poem that I read at the beginning, the Randall poem, eluded to it. That is manifest right now in the consideration of

this question: Historically Black Colleges, are they needed now? I submit to you, that continuing neighborhood housing, school segregation, inadequate and underfunded K-12 education, increasingly nuanced discrimination in employment and promotion, services, and access to capital, as well as the malicious and unparalleled assaults on the person and character of President Barack Obama are other examples of the manifestation of this political context from which this has evolved.

Nonetheless, according to James D. Anderson in his book, *The Education of Blacks in the South 1860 to 1935*, and I have a slide here so you can -- this is it right here. 1862, 1863, 1865. Slaves, as Dr. Miller earlier pointed out, were already pursuing education. In clandestine ways, not -- because you know African American history, Negro history, they could not openly pursue that. And I would call your attention to some contemporary perspectives on that, the movie Django is but one example of that.

More than a hundred years later, this is what Cabral said. People fight for practical things, for peace, for living better, and for their children's future, which both Dr. Miller and Dr. Haynes alluded to liberty, fraternity, equality continue to be empty words, and so forth. Okay? Contempt rarely, Dr. -- Contemporarily, former Morehouse College President and now scholar in residence at Stanford University's Martin Luther King Institute, in his book, *Crisis in the College, Restoring Hope in African American Communities*, identified three crises, and several of the speakers preceding me used the word "crises." I'm not convinced that these are crises. They are societal moments that occur because of circumstances and conditions dictated by the people who live in that society. The crises to which he refers are resident in three anchor institutions in the black school, the family, the church -- in the black community: the family, the church, and HBCUs. And Dr. Franklin

uses this because he's -- he at the time he did this book, he was President of Morehouse and had been President of ITC as well.

Quoting Booker T. again -- and I agree with Dr. Miller, Booker T. is a much maligned and misunderstood African American race man, as DuBois said. And this dichotomy to which I'm segueing into, consider this. This is what Franklin said. In quoting Booker T., these are Booker T.'s words it's the last two lines there, three lines. But he also reminds us of a foundation that can be recovered and renewed. A whole race trying to go to school.

So slavery, as my colleagues pointed out -- the end of slavery -- opened up this VISTA, and everybody was scrambling for something internally they knew they needed, but externally, the conditions, the psychosocial, the political, and the economic factors of that existence blocked that.

Continuing with the contemporary perspective, consider the dichotomy that echoes in the early 20th century debate between Booker T. and DuBois which I've been referencing considering the role of Negroes and higher education. The hall Thompson Roman and Orr in 2011 conducted a research study on the notion of diversity in HBCUs. A lot of people frown on that. In fact, HBCUs have been diverse before diverse was a word of parlance today. If you know anything about American history, near the end and the beginning of World War II, when the Jews were driven out of Europe, they went to New England. These were scholars, premier leaders, intellectuals in the world. They went to New England to find jobs in colleges and universities, and they were rebuked. Where did they go? And as several of my colleagues have pointed out, they went to the HBCUs. Where they not only taught some of our greatest leaders, but their children were educated in the campus and day schools on those institutions -- on those campuses.

But (Inaudible) poses this repeated question. And I want you to take a look at it. I've highlighted the salient pieces. That may not play very well on the screen. The first one, purposes and future objectives of HBCU. Are they to educate African Americans or to retain its African American identity? The dichotomy. The DuBois, Booker T. dichotomy in a different way.

These are two very distinct objectives. A diverse educational experience may not be essential if you pursue one over the other. When this was presented to a group I was meeting with the other day, it was a diverse racial ethnic group, and Dr. Nahal is an East Indian PhD. She was a bit taken aback at the response because -- and I think many of you would agree -- there isn't a dichotomy from this perspective with respect to educating African Americans. If you educate African Americans, you are educating them to be citizens of the world, not of the particular HBCU in which -- I mean, yeah, at the ground level, but universally, we are educated to be citizens of the world and actually, educated, as Dr. Miller pointed out, to be citizens of space and time, the university.

Moving on, returning again to the quote I had from Cabral, people fight for practical things, for people, for living better in peace, and for their children's future. That's what we are about. That's what we were historically about. That's what we're about contemporarily, HBCUs are. HBCUs were created -- returning again to Cabral -- for liberation, liberation from the tyranny of slavery, liberation to pursue those things our ancestors kept in our brains as they labored in the fields and were abused and lashed and taught to be primal boxers and killers, as in Django. They are also the source of movement in higher ed which is a take note, and many of you are familiar with, they are the source of much of the everyone 'tis for the civil rights movement and the sit-ins.

There were killings on these campuses, South Carolina State. The students we know at North Carolina led the citizens in Greensboro. Just as Rosa Parks sat on the bus in Montgomery, these college students sat at lunch counters and took abuse of huge order.

We should not be remiss in discounting also the courage our brothers and sisters who endured the taunts and ire of the most hostile white segregationists in Alabama at the University of Alabama Tuscaloosa experienced.

(Inaudible), whom you know, preceded Malone and -- I can't think of the other name -- in 1957. James Hood and Vivian Malone, who integrated in '63. Harvey began at Clemson. There was not the kind of turmoil at Clemson that there was at the University of Alabama. If you know the two institutions, they are very different institutions, one -- both are land-grant. James Meredith, 62, and Charlene Hunter and Hamilton Holmes at the University of Georgia in '61.

I am going to wind down here with a couple of quick references. Between 1866 and 1991, Congress passed eight federal civil rights bills. The one we know is the civil rights bill of what year? '64. That's the one we all -- everybody files a suit under that. Whether you are black or white, they file suits under that law. But the civil rights bill of 1866, which is the salient one -- and it causes me to digress a bit. Dr. Miller mentioned the Association for Negro Life and History. You may not recall that in 1988 -- and they've had -- 1988 -- they've had themes each year. In 1988, the theme was "The Constitutional Status of Afro-Americans in the 20th century". You recall that? We had a program at Bowie. I was the keynote speaker.

The fact that these civil rights -- I want to mention the 1866 bill because it's salient and yet contradictory to where we are right now. It was mainly intended to protect the civil rights of African Americans in the wake of the American Civil War. It was enacted in 1865 by

Congress, but vetoed by Andrew Jackson. In 1866, Congress again passed the bill, although Johnson vetoed it again. They exercised the power -- which they have, the two-thirds majority vote -- to pass it. So a question, psychosocial, political, economic, where was the wisdom in the Congress of 1865 that does not exist in the Congress of 2013?

Now, I know I shouldn't be asking that political question here, but hey. The last couple of things I want to mention is the impact of litigation under these laws and acts, which go back to the 19th century does anyone know what that case was? A very, very, very important case, federal legislation.

1896, 19th century, *Plessy v. Ferguson*, the first real one, and it's precedent setting.

Then all the rest, right down to *Adams v. Richardson*, if you have been in the south. *Brown v. Board*, *McLauren v. Oklahoma*, and *Sweet v. Painter* is really the one that gets left out a lot because it set those two preceding *Brown* -- set the stage for *Brown* and the success of that case-- if you read the law.

These are the ones most familiar to us as we engage in education and higher education right now.

The one at the bottom, which is allegedly going to have significance -- it is still in the court. They have not made a decision yet, *Fischer v. Texas*, the white female, the 1%, 10% thing.

Let me close now with some observations about the past and HBCUs and leadership. This is from having worked in one of the oldest of this continent. Early in my career, before I even had my doctorate, I was a faculty member at Cuttington College in Liberia, West Africa. I was part of a three-member team that started the first faculty senate there and did a whole lot of things there. And Cuttington is one of those schools, it's the oldest private liberal arts coeducational college

in West Africa -- actually, on the continent. The Older one, founded by a former slave, is Forabay in Sierra Leone. I had the privilege of being and working on both campuses during my two-year stay in West Africa.

Those experiences, Savannah State, Kentucky State, Fayetteville State, and North Carolina, and then being on a board, has shaped the perspective that I have about leadership in HBCUs. And it's bifurcated. Let me do the personal individual one first.

To be an effective leader in an HBCU contemporarily, you need a lot of things. You've got to know who the hell you are, and excuse my expression, how much crap you can take if you are going to be an effective leader in any institution, in any organization, not just HBCUs, but we are talking about HBCs. You have to know who you are, how much you can take. You have to have today, more so than ever, a political acumen that is above all else because you are dealing with students, faculty, alumni, parents, legislators, federal, state, local. You are dealing with crazies, you are dealing with a whole lot of other things. You are dealing with people who claim your institution, and all they've ever done is come to a football or basketball game. Right, Dr. Burnhim?

>>(Dr. Burnhim) That's right.

>> JOHN WOLFE: Right, Dr. Haynes?

>> (Dr. Haynes) Yes.

>> JOHN WOLFE: There's two, here. You must understand the dynamics of the community the constant ebb and flow and change. You must pay attention to contemporary mantras. Access. It's on the wall in the foyer. Competitiveness, accountability, affordability, opportunity, preparation, underrepresented minorities. Who are they at the HBCU? To be effective as a President today -- and I'm sure Dr. Burnhim will say some more about this when he speaks -- it takes an

exceptional person. You know them. You have encountered them. It's not male, female. It's both. Those people who serve today, in my humble opinion, are serving in perhaps the most difficult times of the history of HBCUs. Back in 1888, 1878, 1884, you knew what the record - - what the issues were, who was going to be confronting you.

And back then, until the early '70s, you had philanthropic people - - northern philanthropic people, Phelps Stokes and a host of others, all the names don't come to me now, who provided the source of revenue. And the great detour, the debate between Booker T. and W.E.B., sort of confounded that because the philanthropists were bent on making sure these institutions did the job of training black folk to do and continue to do the white economic enterprise and support that, which is the problem I have with the mantra today with respect to higher ed. I am going to close on this note. Higher education's purpose is to develop a workforce, a workforce for whom? Go back to Cabral's point about why people fight. When I was in college, I was getting an education to have knowledge for knowledge's sake, which has served me well these 72 years on Friday. 72 years. And I think it will serve me for another 72 years.

But now I'm caught in this quagmire of serving and trying to mentor people, young people, at various levels of career, with this notion of workforce. And I tell them all the time you need to be like a sponge. Absorb everything you can. Sort it out later. Like the sponge, take in everything. When you are at home, meditating, then you sort it out, then you go back out there.

So ladies and gentlemen, that's my perspective on where HBCUs -- let me go right to this. These are some of the sources. Oh, the one in the middle right there, Black magic, have any of you seen that? If you have not seen that, if you want a commentary on the evolution of HBCU's athletic programs, watch that. It's a two-part series narrated

by -- I forget who -- I want to say Danny Glover, but that's not right. It talks about black athletes coming out of those colleges and how they eventually got to the pros. It's -- while it focuses on basketball, it has some very subtle, nuanced perspectives on the evolution and development and the adverse effects of desegregation on HBCU.

So ladies and gentlemen, that's my story, and I am sticking to it.

(Laughter)

I would call your attention to these two pieces in *Diverse* magazine. One about -- with the cover of Dr. Silver at Alabama State, and former mayor of Charlotte.

Thank you.

(Applause)

>> (Dr. Wanda Gill) I want the audience to understand that not only are these leaders, these are academic scholars of the highest caliber, and it's wonderful to have them here at the U.S. Department of Education.

I am privileged and honored now to introduce Dr. Mickey Burnhim, who began his tenure as the 9th President of Bowie State University on September 1, 2006.

With 25 years of experience as a leader in higher education, Dr. Burnhim has engaged the university community in a shared vision that is guiding the enhancement of institutional excellence and academic distinction with a focus on helping students succeed.

Under his leadership, Bowie State University has seen steady growth in enrollment and the addition of 8 new degree programs. That's a herculean task for any school.

His focus on strengthening the fiscal foundation of the university has led to significant increases in grants and contracts; the launch of a multi-million-dollar fund-raising campaign; and revitalized Bowie State University Foundation.

He has built strong relationships with alumni, who are showing greater support and participation in giving to advance the university's commitment to student success. And I challenge all HBCU alumni to do the same at your respective institutions.

An economist by training, Dr. Burnham holds a BA degree and MA degree from the University of North Texas, a PhD from the University of Wisconsin at Madison, all in economics, just what you need in these trying times of fiscal problems.

He has written papers and published several scholarly articles on labor economics and public finance.

Dr. Burnhim serves on the Board of Directors of the National Association for Equal Opportunity in Education. We call that NAFEO, and he recently completed his term as Chairman of the Board of the American Association of State Colleges and Universities. He serves on the National Collegiate Athletic Association President's Council for Division 2 and is chairman of the Intercollegiate Athletic Association Board of Directors.

In addition, he serves as an educational leadership consultant to various entities.

Prior to arriving at Bowie State University, he served as Chancellor for 11 years at Elizabeth City State University. He also previously served as Provost and Vice Chancellor for Academic Affairs at North Carolina Central University. Earlier in his career, he worked as Assistant Vice President for Academic Affairs in the general administration of the

University of North Carolina, and as a staff economist at the --
(Technical difficulties)

>> (Dr. Burnhim) Thank you, Dr. Gill, for that very generous introduction. And thank you for inviting me to be here to participate in this program today. I'd like to recognize all my colleagues who are present here today and to acknowledge them. I'll have to admit that one reason I so readily accepted this invitation to come was the opportunity to be here with them, and so I don't mind saying that I am not -- have not been disappointed. I've learned from them. They have given me much food for thought, and so I appreciate that. Thank you very much.

I'll have to admit, I was not real clear about what role I was to play as a participant in this program. But that's all right because presidents often find themselves in this situation, where their role is not well articulated or expressed. So I have a couple of things I want to do today. I want to talk a little bit about Bowie State University and to make sure that all of you know a little bit about its history.

Some of it has already been expressed by the scholars from whom we've heard this morning. It was stated that our HBCUs have their founding rooted in churches, and the same was true of Bowie State University. We trace our origins back to 1865. We are one of the ten oldest HBCUs in the country, founded when the Baltimore Association of the Moral and Educational Improvement of Colored People founded something that they called the Baltimore Free School # 1, founded in Baltimore there, in the basement of a church, a Baptist church.

Being the oldest institution in Maryland, Bowie provided education for recently emancipated slaves and their progeny, Bowie State University's history is full of change, growth, and development. For its first two years, the Baltimore Free School # 1 operated

(Inaudible). Then it operated as a grammar school and normal school. In 1893, the grammar school was eliminated, and the normal school operated exclusively for the training of black teachers. And that happened until 1911, when the school was relocated from Baltimore to Bowie in the year that the Omega Psi Phi fraternity was founded.

In 1938, the first four-year teacher preparation program was implemented, and the institution became known as State Teachers College at Bowie. The institution added a liberal arts program in 1963 and was then known as Bowie State College. This marked a change for the institution and students now had a wider choice of subjects and a fresh crop of highly qualified teachers trained in the humanities, the social sciences, as well as the hard sciences.

The institution achieved university status on July 1, 1998, and now offers an array of some 23 undergraduate programs and 20 graduate-level programs, including two doctoral programs, one in educational leadership from our college of education, and the other, the doctorate in computer science, which is in our college of arts and sciences.

So that's an abbreviated history of Bowie State University.

I was told that emancipation and the March on Washington were sort of central to this celebration today. So I thought just a little bit about those two areas. Emancipation, we've heard, and I've learned some things about emancipation, and I want to thank you for that. I've had a chance to interact with Dr. Wolfe over the years. Our relationship and friendship go back to his days at Fayetteville State and my days in the University of North Carolina system. So I've heard him speak on a number of occasions and know that it is always a treat.

Dr. Miller has been my colleague since I came to Bowie 6 1/2 years ago, but this is the first time I've really heard him talk in a professorial mode and posture. And I really did benefit from that tremendously and

appreciate it. So I did learn something about emancipation, and what that has meant from a practical perspective in this country.

So I want to share some of my thoughts about emancipation and the 1963 March on Washington. I start by asking what is emancipation? Well, it means the act of being freed or the state of being free. The Emancipation Proclamation proclaimed the legal freedom from chattel slavery for black people in America. The legal freedom from chattel slavery for black people in America. And we've heard about Abraham Lincoln and just what his thoughts were and what his motives were. But the fact of the matter is the emancipation took place in 1863, and it represents legal freedom.

But that was only part of being totally free, and one thing that I'm reminded of in February, when we celebrate Black History Month, is that Martin Luther King, Jr., one of our most articulate and effective spokespersons in the civil rights movement, is remembered for having said many things and having emphasized things in providing leadership.

But King recognized that total freedom would depend in large part on the existence of economic freedom, the ability to earn a living to support one's self and one's family. And to participate in the economy as independent entities.

To convince you of that, I want to call to your attention some quotations from a speech that he made at the 11th annual convention of SCLC, 1967. And I quote. "Now, in order to answer the question, where do we go from here, which is the theme for that convention, we must first honestly recognize where we are now. When the Constitution was written, a strange formula to determine taxes and representation declared that the Negro was 60% of a person."

"Today another curious formula seems to declare he is 50% of a person. Of the good things in life, the Negro has approximately one-

half those of whites. Of the bad things in life, he has twice those of whites. Thus, half of all Negroes live in substandard housing, and Negroes have half the income of whites.”

“When we turn to the negative experiences of life, the Negro has a double share. There are twice as many unemployed. The rate of infant mortality among Negroes is double that of whites. And there are twice as many Negroes dying at this time in Vietnam as whites in proportion to the size of their population. I wonder what those figures are for Afghanistan and Iraq.” End quote.

Then later on he says, as long as the mind is enslaved, the body can never be free. Yes. Psychological freedom. A firm sense of self-esteem is the most powerful weapon against a long night of physical slavery. No Lincolnian Emancipation Proclamation. No Jeffersonian civil rights bill can totally bring this kind of freedom.

Now, another basic challenge is to discover how to organize our strength into economic and political power. No one can deny that the Negro is in dire need of this kind of legitimate power. Indeed, one of the greatest problems that the Negro confronts is his lack of power.

Now, I end quote there and have one other line -- two other lines to share with you from King's speech to the SCLC at that 11th convention, 11th annual convention in 1967.

We must create full employment or we must create incomes. People must be made consumers by one method or another. So this was recognition. This was an outward expression, an explicit expression by Martin Luther King Jr. that economics was really a key to total freedom. And the fact that we had emancipation meant that the total story had not yet been realized, had not yet been heard. That was in 1967. Today it's 2013, and so perhaps the picture that he painted then is no longer relevant.

Well, let me share with you what was reported in the National Urban League's *The State of Black America 2012*, their most recent publication.

A few years ago they created something they called the equality index, something they called the equality index, where they compare the state of black America or to America in general or to white America. And one of those areas is in the economic arena. That equality index for 2012 showed that the greatest inequality, the greatest inequality between blacks and whites, is in the economic arena. Small gains that had been achieved in economic indicators have been reversed completely by the great recession.

And so the double portion that Dr. King spoke about in 1967 still exists when you look at the unemployment rate, when you look at income levels, that ratio of about 2 to 1 is still very, very relevant. Hence, as a people, whether you call them African Americans or Negro people, black people, as a people, we still do not have economic freedom, and therefore, we do not have total freedom. Emancipation has only been partially realized to this point.

Well, the HBCUs, I would argue, are a critical resource for our communities and for our nation because we represent a best opportunity disadvantaged peoples have to gain the knowledge, the skills, and psychological mind-set to participate fully in the global economy of the 21st Century.

Now, of course, HBCUs do more than provide opportunity for disadvantaged people. We are first-rate institutions of higher learning and can provide broad educational experiences that benefit all people. But we do this because it is a vital part of our historic mission.

As a higher education community, I believe that we do a better job of serving the special role that I just described than non-HBCU

institutions. But the times demand that we do an even better job. More of our students need to graduate with first-rate critical thinking and communication skills. Also, we need to direct more of our students to take advantage of the opportunities that are available today. It's not sufficient to just encourage them to earn your degree and to graduate. But if we know that the opportunities are there in the STEM disciplines, I think we have an opportunity to at least make sure they are aware of those opportunities and that they make decisions about majors, et cetera, in a way that will create opportunities for them down the road rather than shut them off.

We need to encourage more of our students to become entrepreneurs as opposed to preparing for a job to work for someone else.

We need to redouble our efforts to graduate our students with as little student loan debt as possible. Because the more that debt is, the less the investment -- forgive me for talking like an economist -- the less the investment in higher education, and the lower the returns that the student will receive.

Those are some of the things that I think that we, as HBCUs and the HBCU community need to focus on to be even more effective in serving the students that we are serving today, and this is a focus, I think, that looks forward rather than one that looks backwards. Yes, our history is great. We've done wonderful things in creating people in the past and in serving this nation. But my point is there is great work for us to do in our future, and I think some of these things can help us to become more effective as we move forward and as we condition throughout the 21st Century.

But with those thoughts, thank you very much for the opportunity to be here and to share with you.

(Applause)

>> (Veronica Edwards) Good morning to all, and thanks for coming. I'm here to -- first, let me thank you, Dr. Burnhim, for your wonderful presentation. We really enjoyed it. And I am here and stand before you here today to introduce Mr. Jerry Isaac. He is the Director of Continuing Education and External Programs, Military Resource Center at the Bowie State University. He has a long career in higher education with HBCUs. He has been with Bowie State University since 1997 and Lincoln University in Pennsylvania prior to 1997.

Throughout his career, he has held positions as Assistant Vice President of Academic Affairs, Director of Affirmative Action, Interim Director of Institutional Research, Director of Title III, Assistant to the President for Governmental Relations and Coordination of Title III programs, Assistant to the President, Research Associate, Assistant Dean, School of Graduate Studies and Research, Assistant Dean, Office of Graduate Studies, Director of Academic Programs in Montgomery County, Maryland. And that's just to name a few.

Mr. Isaac earned his masters of art degree in social psychology from the University of Michigan and his bachelor's degree in psychology from Hampton University. He has also completed coursework for the doctorate in public administration at the University of Baltimore. Mr. Isaac's experiences, with the development of centers, made him an ideal candidate to develop the Military Resource Center at Bowie State University.

And by the way, the Obama Administration is very interested in promoting programs for veterans and especially those programs that promote education, training, and job placement, as well as veteran transitions.

Please join me in welcoming Mr. Isaac to the podium. Thank you.

(Applause)

>> (Mr. Isaac) Good morning.

>> Good morning.

>> There is one little correction that I want to make about my history. I'm actually a graduate of Hampton Institute, the precursor to Hampton University.

(Laughter)

I also would like to admit that on May 12, 2013, I will be celebrating my 30th year out of college.

(Applause)

So I'm not as young as I look, despite the gray hair. But it's important to note that I have had experiences in historic black colleges. I am a graduate of Hampton Institute. After finishing graduate school, I went to work at Lincoln University in Pennsylvania. One of the things I do have to say is that Lincoln is the first of the historically black colleges in Pennsylvania, despite what Cheney University wants to say.

So I left Lincoln, which is the first of the historic black colleges, and came to Bowie State University, which is the first historic black college in the State of Maryland.

It's also important to note that historic black colleges have a long history of being associated with military ventures. Hampton, in its history, has a history, which was founded by a colonel, Chapman, integrated principles from the military, in terms of leadership, discipline, and order, into its curriculum as it began to educate students.

Lincoln University, during World War II, educated officers. Actually, if you go up to the campus, at least the last time I was there,

there is still a barracks there -- what used to be a barracks -- that serves as an educational building.

Bowie State University has the ROTC program, a very thriving program, to help educate its students.

So there's always been this relationship with the military at HBCUs. So it's no wonder that today, as we continue to educate our students, it's important for us to all have some type of program in place, some type of entity, that will help us prepare to support the students so that as they pursue their educational goals.

But as you see here, everybody, from the top, the President, supports what we're doing, supports our veterans as they are coming back to this country, because they've served us, they've served us well.

And it is our time to serve them as they pursue their educational goals.

One of the most exciting things working in Maryland is that the lieutenant governor, Anthony Brown, is very, very supportive of veterans' issues. He, himself, is a veteran. And he has taken many steps in order to make sure that the colleges in the State of Maryland are doing things to support veterans.

Actually, as the veterans are returning and as the President announced in the State of the Union address last week, 34,000 soldiers will be leaving Afghanistan next year, many of them coming back to this area. Many of them will be looking for ways to further their education in order to further their careers.

We need to prepare -- need to be prepared as educational institutions - on how to work with them when they come back. These are older students. They have many experiences. They have many life and death experiences. Many are combat veterans. They come back

with a need to transition back into society, the society that they left a few years ago.

We need to have on our campus those services that will be there to help them both emotionally, academically, and behaviorally.

Also, on the other end, as they are leaving us, help them find ways to transition into employment, into their careers.

So what we are try to go do at Bowie State University is create an entity and office that would be a point of contact that would allow them to come to one place to help them resolve whatever type of issue that they have, whether it's working with their VA benefits, finding out what health programs are available to them, how to find a tutor or how to work in a classroom full of 19-year-olds when they've been out there living in the real world, and how to work with professors who are looking at them and how to then work with our faculty to make sure they take into consideration the experience of the students that are veterans.

We also are growing a population of students who are still active duty military. So let me move on from here.

So over the -- about three years ago, more like four years ago, the College of Education put together a committee. It was based on the inclusion of the community, faculty, staff, and students. And their goal was to look at ways that we can work with our veterans. Okay? So initially we were just looking at how can we deal with the veterans who are coming to our campus? How can we prepare them for the challenges of both education and then ultimately their careers?

So like any campus, we have committees. We love committees. We love meeting, we love talking. We've spent lots of time talking. We come up with plans. And then we shoot down one plan and we think about another plan. We don't necessarily implement all the plans that

we have, but we do a lot of time talking about them, and we make them perfect. And then we talk about how to implement them, and then we come up with new plans.

So back in fall 2009, we started the committee, and we started making a plan. How do we help our veterans?

About a year later, continuing education was formed. One of the faculty members who were instrumented on that committee became part of continuing education. So we kind of took over the committee. So we continued to talk, continued to make plans. We decided what we are going to do and how we are going to do it.

Then in January 2011, the lieutenant governor called a meeting of all the colleges in the State of Maryland, all the colleges, and said look, you need to do something with veterans as they return to the university. We want to I can make sure that you are working with the students, making sure that they are able to progress toward graduation, that they have the support services in place, and then prepare an environment that's comfortable, create that community that makes it conducive for them to not only learn but to thrive and to move forward, to earn their degrees.

So with that in mind -- and also, we had a 48-hour window of opportunity to apply for a grant from the Thurgood Marshall College Fund. We applied for the fund, received the money. Then as everyone knows, once you receive the grant, you can no longer talk any longer. You now have to implement.

So with money in hand, the Lieutenant Governor's conference compact in hand also, we went forward and developed a military resource center. It's called that because we also realize that we can't just limit it to the veterans. We have an increasing number of students who are active duty military coming to our campus. They also need

support from us. We also need to support those dependents of both the active duty military students and the veterans so that they also can progress toward degree.

So on October 31 of last year, we formally opened the military resource center. We were able to acquire space in the library. We had the seed money from the Thurgood Marshall Foundation. We've had great support from all the colleges and departments on campus in terms of helping supply us with the things that we need in order to move forward. We continue to further the linkages with all of the colleges and the departments, the student and academic services units on campus, so that we can make smooth transitions to those offices so that the students, the veterans can receive the services that they need.

So for instance, if a student comes to our office and they say that they're having a problem in a course, we've created the linkage with the tutoring center -- we have a Director of Tutoring Services, so that we can get the student to the tutor to receive the services. If the person is having problems, needs a counselor, we can create linkage with the counseling department so we can make sure they get counseling services.

It's not over there. We make sure we take them to the counseling services. We have done that with all the offices. We've also worked on developing workshops and brown bags that we're implementing to give them added support. We're having workshops on financial management, study skills, tutorial services, and the brown bags are an opportunity for the students to sit down with us, tell us what is it -- what is important to them? What type of services do they need?

We actually have a brown bag session scheduled for tomorrow. The topic is "What is the military resource center to you?" We are trying to find out from them how do they approach the university, what their needs are, how we can help them, how we can shape the services

of the military research center so that they cater to the needs of the students.

So we are going to meet, assess, and then modify each time we go along. Everything we do, we are going to assess from the students how well we are doing what we are doing so we can then go back and improve our services to our students.

This is basically kind of the timeline I was telling you about (in reference to the power point chart), how we went from talking to implementation. And this was on the day that we opened, we do have a nice space. We have computers available to the students. We subscribe to different periodicals and journals and magazines that are interesting to them.

The space is set up in a way that they can network among themselves, to be social among themselves, to learn about different services from each other.

I was talking to one of the students yesterday, who was sitting in the office, who met another veteran he had never met before, who told him about some services that he never heard about. So it's very important that we, the students themselves, network and they have a place to do that.

We are working with the community, organizations, community in the greater Bowie area to make them part of this greater veteran network.

We will continue to work on this. We consider that we're only at the first step. We will continue to grow, to evolve. We will evolve with the input from the students. That will make us better. We're also going to be looking more externally to get the type of funding that we need and the type of input and partnerships that we need in order to make the services from the MRC meet the need of the students.

Were there any questions?

Thank you very much.

(Applause)

Oh, one more thing. This is how we reach you. This is how you can reach us. We're looking for partners. We're looking for relationships- to people who want to come out. And of course, we have a Twitter as well as Facebook page. Can't live without those these days.

Thank you very much.

(Applause)

>> (Dr. Wanda Gill) Thank you very, very, very much. I am going to ask both Jesse and Steven to give me a hand. If you can please secure those blue folders where I was sitting. We've got some certificates for folks. And I have a special award presentation from me personally that I wish to make to all of our presenters.

I would like to have those folks -- oh. Before I do that, let me say this, too.

I want to make sure, Jerry, that you meet with Gary Jones, who works with veterans issues here at the U.S. Department of Education. He was the gentleman that I told you I would hook you up with information. He is also on our ED Chapter of BIG executive board. Because the administration is very, very much interested in veterans, and he knows all about the programs, what the Department is doing, so I want to make sure that you meet with him after this session.

I want to thank each and every one of the presenters for the very fine programming. I want you to know that this is on Mediasite. Also I want you to know that this is being taped, and as I will do with this program and the one that we had on the 6th, I am going to put it in the

ERIC Clearinghouse to make sure that people know of our February 13, 2013 programming. So now, if the gentlemen are ready -- and they are - - we have one Obama bust out of the box. So I am going to have you come up, Dr. Miller, and we are going to have a picture of you with the statue. Take this all the way out.

I know Dr. Wolfe well enough to give him the one I am opening.

(Laughter)

So let's get a group picture.

(Inaudible)

This is actually a bust of President Obama created by Lenox for the inauguration. They tell me you should keep the boxes as well because it's highly collectible.

The certificate -- do I have his certificate? This is his.

>> That's why I got mine first.

(Laughter)

>> Here is the -- the certificate reads -- okay. The wording on it is all tailored to your specific speeches, but basically it says you make a difference.

>> (Off microphone)

This text is being provided in a rough draft format. Communication Access Realtime Translation (CART) is provided in order to facilitate communication accessibility and may not be a totally verbatim record of the proceedings.

Appendix L: [Pictures](#) from the February 6, 2013 Black History Month Program



From left to right, Selina Lee, Karen Holliday, Dwight Deneal, Patricia Kilby Robb in front of Secretary Arne Duncan, Dr. Wanda E. Gill, Cynthia Dinkins, Brenda Mitchell, Former Congressman Bill Clay, Darlene Young, National President of BIG, Shavonney White.



Mr. Arne Duncan, Secretary of the U.S. Department of Education



Ms. Darlene H. Young, National President of Blacks In Government (BIG)



Ms. Cynthia Dinkins, CEO of the Northern Virginia Urban League



Ms. Selina Lee, Dr. Wanda E. Gill & Mr. I. H. Williams holding the Lenox Obama Bust, A Gift from Dr. Gill.



Ms. Denise Rossier & Ms. Darlene Young

Appendix M: Pictures from the February 19, 2013 Black History Month Program



From Left to Right: Veronica Edwards, Gary Jones, ED BIG Executive Board Members; Dr. Mickey Burnim, President of Bowie State University; Kevin Jefferson, EEOS Office; Dr. John Wolfe of the University of Maryland System Administration and Former President of Savannah State University and Kentucky State University; Dr. Leonard Haynes, U.S. Department of Education; Dr. Wanda E. Gill, President of Blacks In Government; Mr. Jesse Sharpe, Vice President, Blacks In Government; Mr. Jerry Isaac, Bowie State University Military Resource Center; Dr. Sammye Miller, Chair of the History Department at Bowie State University; Ms. Catherine Means, ED Chapter of Big Member and Ms. Karen Holliday, Chair of the Membership Committee and the Scholarship Committee.



Dr. Wanda E. Gill presents Mr. Jerry Isaac with a certificate for his participation. He was also presented an inaugural bust of President Barack Obama made by Lenox.



Dr. Wanda E. Gill presents Dr. Sammye Miller with an inaugural bust of President Barack Obama made by Lenox. He also received a certificate for his participation.



Dr. Wanda E. Gill presents Dr. John Wolfe with a certificate for his participation. He also received an inaugural bust of President Barack Obama made by Lenox.

Appendix N: Picture and Biography of Bernard Demczuk



Bernard Demczuk, Ph.D. has been a 40-year DC resident living in the Shaw community where he has been active in labor, community, corporate, academic and government relations. He is currently the Assistant Vice President for DC government relations at the George Washington University where he has represented the university for 15 years.

Bernard started his career as the Recreational Director at St. Elizabeth's Hospital in Anacostia in 1971. While at St. Elizabeth's he helped form the employee's union. In 1977, he became a corrections officer at the DC Jail where he led his union, AFGE Local 1550, as the Chief Shop Stewart and Political Director. He was promoted to National Political Director of the national AFGE in 1981 where he directed the union's labor relations with the city from 1981 – 1989 and the union's National Political Action Committee. While at AFGE, he sat on the Metropolitan Labor Council, AFL-CIO's Board of Directors for eight years. In 1989, the local DC AFL-CIO selected him as the "Outstanding Trade Unionist of the Year." Bernard has traveled abroad widely teaching

and studying international labor relations in Russia, Europe, African, the Caribbean, Palestine, Israel, South and Central America and throughout the USA.

In 1989, Bernard joined Jesse Jackson's National Rainbow Coalition as its Labor Director. Before joining the Rainbow, he led Jesse Jackson's 1984 and 1988 labor strategy in those two Presidential campaigns. Then from 1992-1998, Mayor Sharon Pratt Kelly and Mayor Marion Barry selected Bernard as the Director of Intergovernmental Relations for the Executive Office of the Mayor (today's Office of Policy and Legislative Affairs) where he was the chief lobbyist for the Mayor to the city council, US Congress and White House.

Bernard retired from city government in 1998 when he was hired by GWU. At GW, he sits on the board of directors of the DC Chamber of Commerce, the Legislative Affairs Committee of the Board of Trade, the Ben's Chili Bowl Foundation and numerous other boards. He is Ben's Chili Bowl's historian and the resident historian of the Howard Theatre. Bernard holds a doctorate in American Studies and African American history and culture from GW. He lectures widely on DC Black history, labor history and governmental policy. In 2013, the Washington Urban League honored him with the Whitey M. Young Award.

Bernard teaches African American history and culture at the DCPS School Without Walls now in his 10th year at Walls. He teaches a Classic Black Cinema Class at Ballou High School and is the faculty advisor of the GW Williams House at GW. He lectures frequently in DC government and especially for the DC Dept. of Human Resources. He is Chairman of *The Spirit of Black DC*, a website devoted to sharing DC's rich, extensive and diverse Black history and culture for all at www.thespiritofblackdc.com.

Bernard is a jazz and blues enthusiast, gardener, chef, art collector, bass angler and very proud father to his 15 year old switch-hitting son, Che Marley Demczuk.

Appendix O: History of National Blacks In Government

The History of National Blacks In Government (BIG)

Blacks In Government was organized in 1975 and incorporated as a non-profit organization under the District of Columbia jurisdiction in 1976. BIG has been a national response to the need for African Americans in public service to organize around issues of mutual concern. BIG's goals are to promote EQUITY in all aspects of American life, EXCELLENCE in public service, and OPPORTUNITY for all Americans.

BIG is a non-profit 501©3 bi-partisan organization comprised of Federal, State, and local government employees committed to achieving excellence in government through equal employment opportunity. The Blacks In Government Annual National Training Conference has proven to be a viable training tool and career development resource for both government and non-government employees and agencies.

GOALS AND OBJECTIVES

1. To be an advocate of equal opportunity for Blacks in government.
2. To eliminate practices of racism and racial discrimination against Blacks in government.
3. To promote professionalism among Blacks in government.
4. To develop and promote programs which will enhance ethnic pride and educational opportunities for Blacks in government.
5. To establish a mechanism for gathering and disseminating information for Blacks in government.
6. To provide a nonpartisan platform on major issues of local, regional and national significance that affect Blacks in government.

Former & Current National BIG Presidents

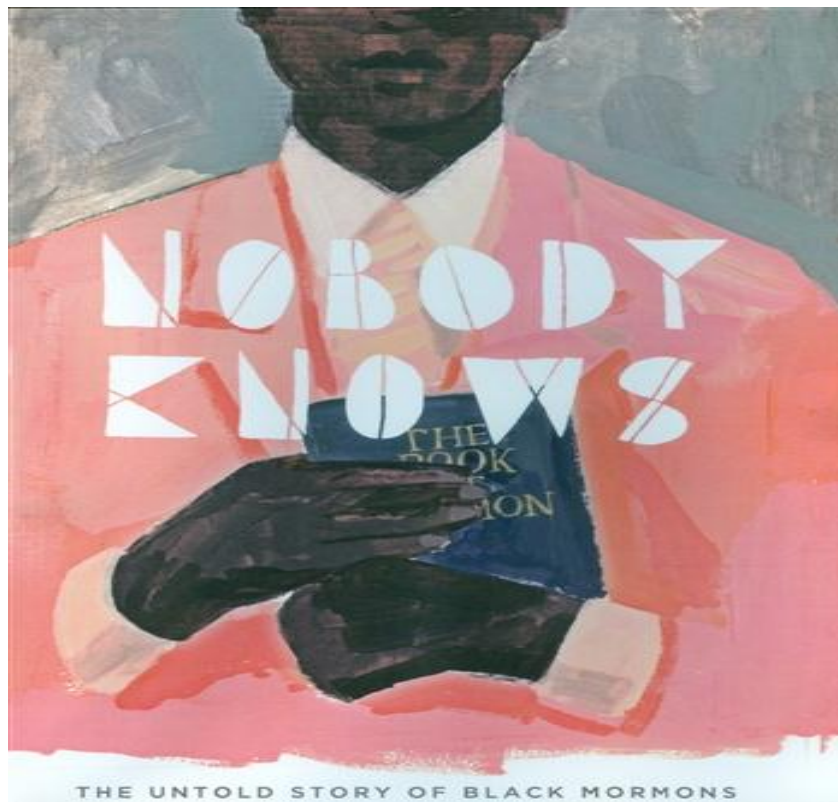
Ramona McCarthy Hawkins	1977-1978
Lonis C. Ballard	1979-1981
Mildred Goodman	1981-1984
Thomas O. Jenkins	1984-1984
James E. Rodgers, Jr.	1985-1986
Ruby S. Fields	1987-1990
Marion A. Bowden	1991-1994
Dorothy Greening	1994-1994
Oscar Eason, Jr.	1995-1998
Gerald R. Reed	1999-2002
Gregory Reeves	2003-2004
Darlene H. Young	2005-2008
J. David Reeves	2009-2012
Darlene H. Young	2013-2016

Appendix P. Flyers of Black History Month Programs

**The ED Chapter of BIG Invites You to the Screening of
The Documentary: “Nobody Knows: The Untold Story
of Black Mormons”**

Tuesday, February 5, 2013 at 12 noon, LBJ TDC Room 1W128

Utah Guests: Dr. Margaret Young, Producer & Mr. Darius Gray



NOBODY KNOWS: THE UNTOLD STORY OF BLACK MORMONS is an award-winning documentary about African American Latter-day Saints.

Few people, Mormon and non-Mormon, are aware that there has been an African American presence in the LDS Church from its earliest days, that the vanguard company of Mormon pioneers included three “colored servants” (slaves), and that subsequent pioneer companies included both freeborn Blacks (such as Jane Manning and Isaac James) and enslaved Blacks, such as Biddy Smith Mason and Elizabeth Flake. This documentary talks about that little-known legacy, and confronts the hard issues which surfaced in the most turbulent years of the Civil Rights Movement, when the Church continued to restrict its priesthood from those of African descent (a policy put into place in 1852).



***The ED Chapter of Blacks In Government (BIG) Celebrates America’s
Historically Black Colleges and Universities***

“Black History in the District of Columbia”

Presenter: Dr. Bernard Demczuk

Thursday, February 14, 2013

12 Noon

TDC Room 105/108

Bring Your Lunch



The ED Chapter of Blacks In Government (BIG)

***“Salutes the Nation’s Historically Black
Colleges and Universities”***

- Dr. Sammye Miller, Historian
- Dr. John Wolfe, University of Maryland System,
former President of Savannah State University and
Kentucky State University
- Dr. Mickey Burnim, President, Bowie State
University
- Mr. Jerry L. Isaac, Military Resource Center

Tuesday, February 19, 2013, 10 am – 12 noon

Barnard Auditorium, LBJ



The ED Chapter of Blacks In Government (BIG) is pleased to invite you to join our Black History Month Screening

“Daisy Bates: First Lady of Civil Rights”

Wednesday, February 20, 2013

12 Noon

TDC Room 103

Bring Your Lunch



The ED Chapter of Blacks In Government (BIG) presents the screening of

LOCKED OUT: THE FALL OF MASSIVE RESISTANCE

Thursday, February 28, 2013, Noon

TDC Rooms 105/108

Bring Your Lunch



In 1958, Virginia led other Southern states in refusing the Brown v. Board of Education decision. Several counties closed their public schools rather than allow black students into all-white schools. This documentary commemorates the 50th anniversary of the end of the so-called Massive Resistance laws and offers first-hand accounts from African-American students who found themselves on the front lines of this desegregation battle.

Appendix Q: Article Based on February 6, 2013 appearing online at AllAfrica.com

Liberian Diplomat Calls for Increased U.S. Support for Liberia's Educational System

18 FEBRUARY 2013

Related Topics

- **Liberia**

Liberia: Petroleum Company Reports New Oil Find

- **Education**

Namibia: Unam to Offer Military Degree Progr...

- **U.S., Canada and Africa**

Africa: Kerry Says U.S. Must Engage Globally...

The Minister Counselor for Press and Public Affairs at the Embassy of Liberia in Washington, D.C., Gabriel I.H. Williams, has appealed for increased assistance from the United States for the development of Liberia's educational system.

Hon. Williams made the appeal recently when he deputized for Liberia's Ambassador to the United States, His Excellency Jeremiah C. Sulunteh, during a program commemorating Black History Month at the U.S. Department of Education in Washington, D.C.

He noted that although Liberia has made tremendous progress since the end of the civil crises, the national development goals of the country would be difficult to achieve until the young population of the country benefit from proper education and training in various areas of technology.

Hon. Williams stated that the young people constitute more than 60 percent of the Liberian population, and many of them were armed by various factions during the civil war because they come from impoverished background and lack proper education.

"With the post-war development that is ongoing now, if these young people are not educated, if they are not given a sense of belonging, if they do not have jobs, our country will continue to be fragile," he told the audience.

The Liberian diplomat then lauded the United States for its constructive engagement with Liberia since the end of the civil war by being a critical part of the process to sustain the country's peace and progress.

Hon. Williams, who is also an author of a book on Liberia's civil war and its destabilizing effects in West Africa, riveted the audience with his presentation on Liberia-United States relations under the theme, "The Historical Significance of Liberia in the Emancipation Movement."

The impressive event, which was held under the auspices of the U.S. Education Department's branch of the organization called Blacks in Government (BIG), was held around this year's national themes for Black History Month, "Emancipation and the March on Washington."

Highlights of the event, held in collaboration with the Department's Equal Employment Opportunity Services (EEOS), were presentations by several speakers relating to this year's Black History Month themes.

Other speakers included former U.S. Congressman William "Bill" Clay, Sr., a founding member of the Congressional Black Caucus (CBC), who provided "History of the Congressional Black Caucus"; while Ms. Darlene Young, National President of BIG, and Ms Cynthia Dinkins, Chief Executive Officer of Northern Virginia Urban League, spoke on activities of their respective organizations to empower African Americans, as well as children.

Making remarks at the start of the program, U.S. Secretary of Education, Hon. Arne Duncan, said there was a tremendous sense of urgency within the US educational system, considering that many children, especially children of color and their families still do not have the opportunity they need to succeed.

Secretary Duncan pointed out that while the U.S. had made tremendous progress toward racial equality, there are still disparities between children of color and white children regarding access to quality education, expressing the need for efforts to be made to close the gap.

Dr. Wanda E. Gill, President of BIG's U.S. Education Department Chapter, assured that her organization would work towards supporting educational programs in Liberia.

Hon. Williams was accompanied to the program by Ms. DeContee Clements, Diaspora Affairs Liaison at the Liberian Embassy.

Appendix C

U.S. Department of Education Chapter of Blacks In Government's Reaction to the EEOC African American Workgroup Report

By

Wanda E. Gill, Ed.D., President of the U.S. Department of Education Chapter
of Blacks In Government (BIG)

April 8, 2013

“Our nation derives strength from the diversity of our population and from its commitment to equal opportunity for all. We are at our best when we draw on the talents of all parts of our society, and our greatest accomplishments are achieved when diverse perspectives are brought to bear when we face our greatest challenges.”

Barack Obama, Executive Order 13583

Introduction

The U.S. Department of Education Chapter of Blacks In Government (BIG) is pleased with the insight of the Equal Employment Opportunity Commission Office of Federal Operation's meetings with federal and non-federal interest groups, federal EEO directors and others from 2010 to "memorialize the obstacles and recommendations" of these groups. We particularly like the clear presentation of each obstacle with background, issues identified by Dialogue Partners, and Recommendations of Dialogue Partners.

The authors initiated this reaction starting on March 20, 2013. We reviewed some of the research findings noted in the report and conducted our own research to determine if there were findings from studies that supported our recommendations. Those findings are cited in this report both in the tables and in the end notes.

In the review of the EEOC African American Workgroup Report, we considered whether:

- There is any evidence indicating that the number and percentage of African Americans employed by any federal government agency is a variable in the barriers described in the report. Articulated another way, do barriers still exist in agencies with large numbers and percentages of African Americans relative to the total number of employees in an agency? Do barriers exist in those agencies with small numbers and percentages of African Americans?
- The recommendations were timely and strategic, given:
 - The Obama Administration:
 - The increasing numbers of other groups of people of color along with the lower number of Blacks employed by some agencies in the federal government.

2011-2012 Demographic and Employment Data for African Americans Compared to Selected Indicators

According to a February 16, 2012 Issue Brief #322 from the Economic Policy Institute, "...Among the states with sufficient data for reliable estimates, African American unemployment rates exceeded 10 percent in 24 states and the District of Columbia in the third quarter of 2011." Little improvement is projected for the remainder of the year. Similarly, a February 29, 2012 U.S. Labor Department Report: *The African American Labor Force in the Recovery*^x indicates the unemployment rate of African Americans was 13.6 percent in January 2013; it is dramatically higher than the 8.5% rate in November 2007, indicating a problematic all-time high in the age of Obama. The Report indicates 11.6% of the U.S. labor force or those employed or looking for work were Black. This represented a 61.4% participation rate compared to a 64.1% participation rate for all Americans. Nationally, Black women earned less than Black men or 91 cents per dollar earned by Black men. Black men earned \$653 per week while Black women earned \$595 per week. Black men earned 73.6% of the salary of White men and Black women earned 84.6% of the salary earned by White women.^{xi} More than a quarter of employed Black workers earned a college degree, though the number trails whites. Blacks are more likely to be employed in the public sector, with almost 20% in federal, state or local public government positions in 2011.^{xii} The same report indicates Black unemployment was 15.8% in 2011. The comparable figures for Whites and Hispanics are 7.9% and 11.5%, respectively.

Evidence of Barriers in the Federal Workforce

According to selected profiles in the [EEOC FY 2009 Annual Report on the Federal Work Force](#), "In general, the data for the profiled agencies indicate that a comparison of the participation rates of women, Hispanics or Latinos, Blacks or African Americans, Asians, Native Hawaiian/Other Pacific Islanders and American Indians/Alaska Natives will show a decline from the First-Level

positions to the Mid-Level positions and another decline from the Mid-Level positions to the Senior-Level positions.”

While the national unemployment rate for African Americans is alarming, the federal rate of employment of African Americans does not adequately reflect the discrimination they face in the workplace. According to BlackDemographics.com, Blacks make up 20.3 of government employees compared to their rate of 15% in the population of the United States.^{xiii} Of course, the number of African American employees differs across federal agencies. For instance, at the U.S. Department of Education, African Americans make up 1,531 out of 4,299 or 35.61 % of the total workforce in the first pay period of 2013. Comparative data at the U.S. Department of Agriculture (large agency with historical problems with racial and gender discrimination) and at the Department of State (agency with international implications for potential barriers from the workforce that could impact international initiatives) would be useful but was unavailable to us at the time of this report.

We view the *EEOC African American Workgroup Report* as an important start at identifying barriers to full employment access. We view the “unconscious bias” barrier as real but as a cover for those who intentionally and sophisticatedly discriminate, mostly through policy actions to diminish the accomplishments, skills, ability and educational level of high performing African Americans, as they level the field to elevate Whites with degrees with bank work histories and other history outside of education. We believe each agency can add their own cogent examples of overt and unconscious biases that represent considerable barriers and considerable strategies developed at some agencies to keep the playing field from ever being level.

On the following pages, the U.S. Department of Education Chapter of Blacks In Government (BIG) presents its response to the recommendations of the Working Group with additional insights. To ease the presentation, a table format is used to align our reactions to the seven obstacles, background, issues and

recommendations. Tables 1-7 summarizes the findings in the report for each obstacle along with the ED Chapter of BIG’s Reaction and Recommendations.

Table 1. Obstacle 1. Unconscious biases and perceptions about African Americans Impact Employment Decisions in the Federal Sector

Report Background Summary	Report Issues Summary	Report Recommendations Summary	ED Chapter of BIG Reaction and Recommendations
<p>Unconscious bias is defined as “social behavior . . . driven by learned stereotypes that operate automatically – and therefore unconsciously — when we interact with other people.”</p>	<p>There is a practice that African Americans are not considered, groomed, or selected for high level positions because of unconscious bias that those positions are nontraditional for African Americans.</p> <p>There is an assumption or unconscious bias that African Americans who are in high level positions cannot successfully perform in those positions</p> <p>Individual decision-makers may not be aware that their decisions are motivated by bias^{xiv} and they do not take</p>	<p>Conduct unconscious bias training for all employees, especially selection panelists and selection officials who need to be aware of subtle and unconscious ways that race bias can negatively affect their employment decisions.</p> <p>Special Emphasis Program Managers should sponsor events that feature discussions and presentations on unconscious bias. Academic and social science researchers can educate and demonstrate managers’ and employees’ unconscious bias through theory.</p> <p>Agencies should conduct interactive exercises that allow “actors” to act out real life offensive situations and include audience participation by asking questions that explore the dynamics of the offenses. The exercises should include “micro-inequities,” which are small slights, subtle discrimination and tiny injustices in the workplace.</p>	<p>We completely agree with the report findings, summary issues and recommendations on obstacle 1, unconscious biases^{xv} that impact federal employment decisions. We do believe that the “micro=inequities” described by Mary Rowe^{xvi}, have a more profound impact than she describes, when it comes to African Americans.</p> <p>Although the vast majority of cases of bias are unconscious, there are conscious biases in the federal workplace. Examples include the display of the confederate flag in cubicles in some agencies, as well as the cubicle and office placement of demeaning figures of women and African Americans. There are other examples that have gone unchecked in some agencies. Enforcement of conscious violations is extremely important, if the EEOC is to be taken seriously. While these examples are obvious there are less obvious examples of conscious racism. For instance, in one POC at ED, if the Senior Executive Service member made a decision to reduce job categories and provide uniform classifications, the action could very directly negatively impact African American employees who were teachers if the elimination of the ED Specialist position for people who taught in public schools reduced the advantage of African American employees who were former teachers and put them on par with college graduates who worked in banks and other places. In our opinion,</p>

	<p>steps to change this.</p> <p>It is difficult to prove discrimination motivated by unconscious bias and there is no legal basis.</p>	<p>Legal analysis of how unconscious bias can be evidence of discrimination under Title VII and other federal anti-discrimination laws.</p>	<p>this is an example of conscious racial discrimination which may even have been rewarded by the administration as a form of “simplifying government”.</p> <p>In an article by J. Nicole Shelton, Jennifer A. Richeson, Jessica Salvatore, and Sophie Trawalter, authors make clear it is often difficult for Blacks to identify biased whites. Their research suggests there are supervisors who hide their socially unacceptable biases well and overly compensate with embracing African Americans in short interactions. This may be one reason many African Americans perceive some Whites who clearly demonstrate bias as “friendly”, “kind” and “supportive” when in fact their policies and actions are otherwise. An example is the very friendly individual who limited the job categories of former Black teachers and, in so doing, made them on par with young Whites with no experience in teaching who could not qualify for the sacred and preferred “Education Specialist” job category.</p> <p>The focus on unconscious bias may very well cover the vast majority of supervisors of all races. It should be noted we believe this analysis should include managers and supervisors of all races who are also the subject of unconscious cultural biases against African Americans and Hispanics and cultural biases in favor of White and Asian groups. Therefore, we believe that additional hiring points, perhaps at least 10, should be awarded to African American candidates for jobs since this defacto unconscious and conscious bias is operative in the federal workplace.</p>
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Table 2. **Obstacle 2:** African Americans lack adequate mentoring and networking opportunities for higher level and management positions.

Report Background Summary	Report Issues Summary	Report Recommendations Summary	ED Chapter of BIG Reaction and Recommendations
<p>The major purposes of mentoring and networking are individual, professional, and personal facilitates employee entry and advancement into a new occupational and social world. Mentoring acquaints the individual with an organization’s values, customs and resources. Mentoring also provides role modeling behavior.</p> <p>Formal and informal mentoring and support from superiors and coworkers are key factors that help place African Americans on the organizational fast track. One study found that 73% of African American executives who reported having informal mentors at work had faster salary and total compensation growth than those without an informal mentor.</p> <p>Social science research has established a direct correlation between having mentors and</p>	<p>African Americans are less likely to have multidimensional relationships that combine social components with work-based components.</p> <p>African Americans are less likely to receive crucial information about career advancement, including coaching about networking, tips on informal or unwritten rules of the workplace, or information about job opportunities.</p> <p>Few management officials formally mentor any employees, and even fewer mentor employees who are African American.</p> <p>African Americans are less likely to become managers and senior executives because managers and senior executives tend to be groomed for their positions by mentors who steered and prepared them for career advancement.</p>	<p>Agencies should establish formal mentoring programs and monitor their effectiveness in increasing equal employment opportunities.</p> <p>Agencies should appoint Mentoring Program Managers to oversee the mentoring activities and metrics should be developed to assess the success of mentorship programs and activities.</p> <p>Group mentoring may be an option for agencies to consider, wherein a mentor may work with multiple employees at a time to discuss various career development topics.</p> <p>Senior Level officials should be encouraged to mentor subordinates.</p> <p>Agencies should foster mentoring without regard to race or any other protected basis.</p> <p>Mentors should work with employees to develop Individual Development Plans (IDPs) that create a roadmap for employees’ career advancement and</p>	<p>We completely concur with the need for higher level mentors for African Americans in the federal workforce. The background summary, issues, and recommendations are exactly on target. With that said, we believe agencies should pair all White managers and supervisors with mentees who are African American to ensure corrective actions needed to secure the described benefits of this close nurturing relationship. In an article reported by Rick Nauert, networking and mentoring is less effective for African American men than other groups. The explanation is that they are selecting mentors who are like them but who have less power in the workplace.^{xvii}</p> <p>Managers and supervisors who are unwilling to assume such mentoring should be downgraded on their performance appraisals.</p>

<p>increased occurrences of job growth, promotions and salary increases. Similarly, networking opportunities are vital for a diverse workplace because a network of professional contacts can help African Americans find unadvertised jobs, build their professional skills, and make them more employable by having someone vouch for them.</p> <p>Research has led scholars to conclude that African Americans suffer in the labor market from having weaker social networks than other groups. Having friends and relatives who can introduce someone to selecting officials or tell them about ripe opportunities has proven to be one of the most critical factors in getting work. Such connections can also help people hold onto their jobs.</p> <p>Networking is facilitated by affinity groups, or networking groups, which provide forums for employees to gather socially,</p>		<p>fulfillment.</p> <p>Mentors should be used to help employees acquire specific technical and leadership skills; to address succession planning needs; and in adjusting socially to the workplace.</p> <p>All agencies should establish an African American affinity group, and ensure that the group has the necessary resources in order to provide meaningful networking opportunities for African Americans.</p> <p>Agency senior executives should sponsor and champion African American affinity groups, should notify the group of job opportunities, and should act as a liaison between the affinity group and upper level management.</p>	<p>Similarly, those whose efforts ensure the promotion of African Americans should receive higher performance ratings because of their contributions to the agency's EEO goals and objectives.</p>
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meet other individuals with similar interests, and share ideas. Many federal agencies have reported positive effects from these groups.			
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Table 3. **Obstacle 3:** Insufficient training and development assignments perpetuate inequalities in skills and opportunities for African Americans.

Report Background Summary	Report Issues Summary	Report Recommendations Summary	ED Chapter of BIG Reaction and Recommendations
<p>Training is planned, organized experiences that assist in the gaining or expansion of key competencies. Training builds needed competencies in order to achieve mission success and performance objectives and helps prepare employees to take on new or expanded work duties and positions, including management positions.</p> <p>Development assignments are temporary projects assigned for the purpose of exposing employees to work duties and environments that will prepare them for promotional opportunities. One</p>	<p>African Americans are less likely to be offered the chance to act in supervisory positions than White males.</p> <p>Standards for granting training for African Americans are not transparent or objective.</p> <p>African Americans generally are not given as many developmental assignments as their White counterparts.</p> <p>Through development assignments, managers often steer African Americans into non-management tracks and positions such as staff positions or human resources, research, or administration rather than managerial or high level positions.</p>	<p>Agencies should establish objective and transparent criteria for granting employees' requested training and offering developmental assignments.</p> <p>In the case of scarce resources for training and where all qualified candidates who want training cannot be approved, agencies should consider using lotteries to determine who should receive training. Otherwise, when possible, a diverse pool of multiple officials can determine decisions on training requests.</p> <p>Agencies should monitor and track training approvals and denials to evaluate whether there is disparate treatment in training.</p> <p>Supervisors should consider all subordinate</p>	<p>The ED Chapter of Blacks In Government (BIG) agrees with the report background summary, report issues summary and report recommendations summary regarding insufficient training and development assignments for African Americans. In addition, we believe the agency should also afford employees who secure and document their own training incentives such as supervisory experiences to better prepare them for Senior Executive Service Corps positions. Often, when African American employees approach managers about training opportunities, they, unlike their white counterparts, are met with "no funds"</p>

<p>example of a development assignment is the opportunity to act in a supervisory capacity. An MSPB report issued in 2009 found that 13.9% of African American federal employees reported that they had served as acting supervisor compared to 22.3% of White employees.</p>	<p>Training and development opportunities can lead to higher levels of performance, and therefore higher performance evaluations. Several dialogue partners also reported that African Americans generally receive lower performance evaluations than White males, which can inhibit their promotion potential.</p>	<p>employees for acting supervisory appointments.</p> <p>Supervisors should assist employees in developing IDPs that reflect their career goals and aspirations and in receiving training and developmental opportunities that can help them reach those goals.</p> <p>Agencies should provide employees with easily accessible lists of courses and training on leadership development.</p> <p>Agencies should emphasize that employees who volunteer for difficult assignments and pursue training can distinguish themselves from their peers and increase their chances of promotion.</p>	<p>answers. Even when they offer to pay for conferences, coursework, and other professional development opportunities, they are met with denials more often than white employees, according to our survey findings. Therefore, we also recommend that African American employees be given time off for those conferences they pay for so that they will not have to use their leave for professional development, unlike other employees. This pervasive pattern of training denials to African Americans seems to permeate the U.S. Department of Education.</p>
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Table 4. **Obstacle 4:** Narrow recruitment methods negatively impact African Americans.

Report Background Summary	Report Issues Summary	Report Recommendations Summary	ED Chapter of BIG Reaction and Recommendations
<p>Recruitment is the activity employers use to create a continuous pool of qualified job applicants. Broad and effective recruitment practices are important because they ensure an effective and diverse workforce with people from different backgrounds who will have wide-ranging and creative ways to problem solve and will be able to produce innovative solutions in the workplace.</p> <p>Many organizations use affirmative outreach efforts in order to ensure that their recruitment methods result in a diverse pool of qualified individuals. When the pool of qualified individuals is not diverse, these organizations expand recruitment efforts and require that extra measures be taken to identify, recruit, and hire underrepresented groups such as African Americans. These extra measures often include media advertisements, participation in job</p>	<p>Agencies recruit too narrowly by preferring candidates who attended perceived prestigious universities and colleges, which tend to have low percentages of African American graduates.</p> <p>Agencies do not adequately advertise for high level and management positions at educational institutions with high percentages of African American students.</p> <p>Agencies do not utilize African American professional organizations to recruit qualified African American candidates.</p> <p>Agencies are not adequately recruiting African American interns for professional apprenticeships or partnering with Historically Black Colleges and Universities (HBCUs) and African American professional organizations.</p>	<p>Agencies should expand recruitment methods by entering into partnerships with affinity groups, professional organizations, universities, and media that will facilitate dialogue with African Americans who may be interested in careers in the federal government.</p> <p>Agency recruiters, representatives, and interviewers should be trained on cultural competency, EEO, diversity issues, and unconscious bias theory.</p> <p>Agencies should use internships to introduce African American students to federal careers and should consider awarding scholarships.</p> <p>Agencies should focus on the individual abilities of candidates rather than their branding, i.e., specific schools.</p> <p>Agencies should think of recruitment not only as attracting candidates for specific vacancies or internships, but also as an ongoing way to market the federal workplace as a desirable place to work. For instance, agencies</p>	<p>The ED Chapter of BIG concurs with the report background summary, report issues summary and report recommendations summary.</p> <p>Internships should have direct links to jobs for African Americans at ED. The national BIG partnership with INROADS, Inc. should include positions at federal agencies as those interns who complete the two summers of internships at an agency graduate, without competition. Additionally, the Presidential Management Fellows Program should be expanded to include graduates of Historical Black Colleges and Universities, just as it currently includes military personnel with Master’s degrees and individuals with Congressional experience at various levels. Each agency should commit to at least ten African American HBCU graduates in protected</p>

<p>fairs, word of mouth, internships,</p>		<p>should consider participating in high school career day events; host field trips to the agencies; and make presentations at meetings and conferences of professional associations.</p> <p>Agencies should widen their recruitment pool to attract and recruit qualified African Americans from the private sector into the federal sector. Thus, federal agencies should recruit at private sector job fairs and professional organization events targeted at African Americans.</p> <p>Agencies and OPM should publicize and recruit candidates for the Presidential Management Fellows Program through partnerships with HBCUs, professional organizations, African American graduate student associations, and job fairs.</p>	<p>positions, free of dismissal with no probationary period each year. While ED insists they do not keep track of those who leave during probationary periods by race, informal counts suggest more African Americans than any other race are terminated prior to the end of the probationary period.</p>
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Table 5. **Obstacle 5:** The perception of widespread inequality among African Americans in the federal workforce hinders their career advancement.

Report Background Summary	Report Issues Summary	Report Recommendations Summary	ED Chapter of BIG Reaction and Recommendations
<p>Researchers have affirmed that perceptions of unfairness or inequality can impact the career advancement of underrepresented groups. Employees who feel that their chances for advancement in an agency are limited are less likely to be highly motivated to pursue higher level positions and management. For example, according to the Expectancy Theory, motivation is created when an employee expects that accomplishment will be followed by rewards. However, when an employee perceives that there is a low probability that promotion is available to him or people in his demographic group, employees naturally are less motivated to contribute to the organization. Further, employees who feel that they have little chance of promotion are likely to have</p>	<p>Perceptions of widespread inequality among African Americans depress their pursuit of career-enhancing activities and management positions.</p> <p>Cynicism about equal employment opportunities has reinforced inequalities for African Americans.</p> <p>The lack of support and mentoring in upper level and management positions often results in feelings of isolation among African Americans in upper management.</p> <p>Perceptions of inequality are often subtly or directly communicated to African Americans who are not in management, which reinforces widespread fears and perceptions that African Americans must sacrifice social support and racial identity in order to be successful in management.</p>	<p>Agency heads should make a commitment to address inequities in a proactive and effective manner, and should become more visible and hands-on in managing diversity and holding senior management accountable for results.</p> <p>Agency heads should also seek to include all groups in diversity initiatives:</p> <ul style="list-style-type: none"> o Communicate the message that diversity is a priority and that it promotes the mission of the agency; o Consistently monitor agency diversity programs to ensure effectiveness; o Ensure that managers have technical as well as interpersonal, communications, and management skills; <p>Reward managers who comply with and promote diversity and hold managers accountable for diversity and EEO compliance in their performance evaluations.</p>	<p>While the ED Chapter of BIG finds the background summary and issues summary interesting, even after taking a look at the sources cited in the report, we are concerned these summaries place too much blame on the victims. Our experience indicates that even highly qualified and very well educated African Americans who actively seek out advancement opportunities are less likely to be selected for career-enhancing activities and management positions, even after being deemed highly qualified. The EEO complaints reports across agencies back this up.</p> <p>We do, however, agree with the report recommendations. We would add to the list, a recommendation for a very strong manager tracking system and include those managers who have all white offices, all white teams,</p>

<p>feelings of injustice. Similarly, the Equity Theory suggests that feelings of injustice are stimulated if someone believes that they receive fewer rewards than others who do comparable work or produce comparable achievements. In its most recently published results from the Career Advancement Survey, the MSPB found 56 percent of African American employees reported “great” or “moderate” discrimination against African Americans on the job, while only 15 percent of employees overall said that African American federal employees experienced significant discrimination at work. Additionally, 59 percent of African American federal employees said their organization was reluctant to promote minority employees into management, while just 17 percent of White employees said the same thing.</p>			<p>and all white committees. The perception at ED among many African American employees is that white managers select others like themselves and out right refuse consideration of those unlike them. WE further believe that the agency’s Diversity and Inclusion Council and other EEO groups are merely figure heads for agency paper tiger solutions to complex issues. The paradigm of minority EEO directors and offices suggest people are being put in their places to “handle” other employees like them. The dissonance of this policy screams for revision.</p>
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Table 6. **Obstacle 6:** Educational requirements create obstacles for African Americans in the federal workforce.

Report Background Summary	Report Issues Summary	Report Recommendations Summary	ED Chapter of BIG Reaction and Recommendations
<p>The Commission has noted that educational requirements can disparately impact particular protected groups, including African Americans. Studies have found that there is a strong relationship between education and advancement even in occupations that do not have explicit educational requirements. Likewise, studies have found a positive relationship between formal education and promotion rates for both professional and administrative positions. For most of American history, African Americans were legally and socially discouraged from pursuing professional and higher-paying careers. Likewise, African Americans were often prohibited from attending many higher educational institutions. Therefore, African Americans historically had less of an incentive and</p>	<p>Because today's work force still reflects the vestiges of the educational inequities of yesteryear, African Americans remain generally less likely to have college and advanced degrees that often are necessary to qualify for high level and managerial positions in the federal sector.</p> <p>Relatively few African Americans are entering into certain technical fields, such as Science, Technology, Engineering, and Mathematics (STEM).</p>	<p>Agencies should ensure that education requirements are job-related and a business necessity.</p> <p>Where possible, agencies should allow practical experience to replace educational achievements.</p> <p>Agencies should consider awarding scholarships and internships to undergraduate students pursuing STEM degrees.</p> <p>Agencies should partner with primary schools, secondary schools, colleges, and foundations to stimulate interest in STEM and to encourage students to attend college and pursue degrees in STEM.</p>	<p>At the U.S. Department of Education, there are a large number of highly educated African American employees who are underemployed for their educational credentials and, in many cases, experiences. Some at the Grade 15 level are in non-supervisory positions. We believe the assertion of an undereducated African American workforce is not valid at the U.S. Department of Education. We do, however, find that the job classifications appear very unfair. The preceding example of former teachers who should be Education Specialists (a high need category) have been mis-categorized in the Office of Innovation and Improvement and possibly in other offices as well, depending on the leadership and their motives.</p>

<p>opportunity to pursue higher education. The historic legal and social hurdles created huge disparities between Caucasian and African American educational attainment through most of American history. Although African Americans have made significant strides in closing the gap in educational attainment with White Americans in recent decades, the remnants of historic hurdles continue to impact the workforce today.</p>			
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Table 7. **Obstacle 7:** EEO regulations and laws are not adequately followed by agencies and are not effectively enforced.

Report Background Summary	Report Issues Summary	Report Recommendations Summary	ED Chapter of BIG Reaction and Recommendations
<p>While many agencies attain technical superficial compliance with EEO regulations and directives, there is an overall lack of commitment by agency heads to ensuring equal employment opportunities. Dialogue partners also maintained that agency heads are failing to incorporate EEO into their agency's missions and view EEO as a burdensome adjunct to the operations of the agency. The EEOC's Office of Federal Operations (OFO) has enforcement authority over federal sector EEO laws and regulations under Title VII, the Rehabilitation Act, the Age Discrimination in Employment Act, the Equal Pay Act, and the Genetic Information Non-discrimination Act. OFO's responsibilities include adjudicating complaints of discrimination on appeal as well as oversight of the EEO</p>	<p>Although agencies' reports indicate that they hold management accountable for EEO, many management officials are not being held accountable for EEO issues.</p> <p>EEO Directors who do not directly report to their agency's head represent a serious threat to the effectiveness of their agency's EEO programs.</p> <p>EEO programs often lack adequate resources and funding, to effectively prevent and address discrimination. Low funding levels reflect agencies' lack of commitment to achieving EEO principles and goals.</p> <p>Some agencies do not display a firm commitment to equal employment opportunity because it is not embraced by agency leadership and communicated through the ranks from the top down.</p> <p>Noncompliance with EEOC directives</p>	<p>As part of their annual performance ratings, managers, supervisors, and senior executives should be evaluated in at least one element that assesses their commitment to equal employment opportunity principles and goals.</p> <p>Awards, bonuses, and promotions should be contingent on managements' actions in EEO, and agencies should not grant proven discriminators awards, promotions, outstanding performance evaluations, etc.</p> <p>Agency should consider demotion and/or removal of managerial duties of management officials who have been found to have engaged in unlawful discrimination or have inadequately responded to harassment.</p> <p>The EEOC should issue an agency "EEO Scorecard" that evaluates agencies' EEO programs, inclusiveness, and accomplishments in various critical EEO elements, and it should be presented in a digestible, user-friendly manner that is available</p>	<p>The ED Chapter of Blacks In Government (BIG) agrees with the report background summary, report issues summary and recommendations. We would add the immediate removal and demotion of SES level managers who discriminate in any way or who have three EEO complaints against them, even if unproven. We note a reluctance to do so with white SES level managers, despite numerous complaints. In some instances, we believe these managers are deliberately working to eliminate competition from dialogue on their retaliatory and discriminatory behaviors, particularly in terms of job selection, promotion and classification assignments.</p>

<p>programs of federal agencies. Agencies are required to follow the statutes and laws under the Commission’s jurisdiction, the Commission’s regulations, as well as the Commission’s management directives and guidance. Section II(A) of EEOC Management Directive 715 (MD-715) provides that “commitment to equal employment opportunity must be embraced by agency leadership and communicated through the ranks from the top down. It is the responsibility of each agency head to take such measures as may be necessary to incorporate the principles of EEO into the agency’s organizational structure.” Further, EEOC regulations governing agency programs to promote equal employment opportunity require each agency to “maintain a continuing affirmative program to promote equal opportunity and to identify and eliminate discriminatory practices and policies.” To implement the program, each agency must designate a</p>	<p>undermines the importance of EEO and stymies the eradication of barriers to equal employment opportunities.</p> <p>The Commission lacks sufficient enforcement powers or “lacks teeth”, to effectively combat discrimination and eradicate impediments to full access for African Americans.</p> <p>When the Commission finds that an agency has engaged in unlawful discrimination and orders agencies to consider disciplining the responsible management officials, agencies usually do not discipline responsible management officials, which sends a strong message that EEO is not a top priority for the federal government.</p> <p>The Commission’s inability to directly order agencies to discipline managers who have been found to have engaged in unlawful discrimination sends a message to agencies, discriminators, employees, and the public that the federal government does not</p>	<p>to the public.</p> <p>The EEOC should publicize findings of discrimination in the federal sector via press releases.</p> <p>The EEOC should seek legal authority to order punishment for responsible management officials.</p> <p>The EEOC should enter into a new agreement with the Office of Special Counsel (OSC) and explore ways to refer more cases in which agencies have failed to comply with orders or if a violation warrants prosecution by OSC.</p>	
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Director of Equal Employment Opportunity who shall be under the immediate supervision of the agency head.	take discrimination seriously.		
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At the beginning of this U.S. Department of Education Chapter of Blacks In Government’s Reaction to the EEOC Workgroup’s Report, we indicated, we considered whether:

- There is any evidence indicating that the number and percentage of African Americans employed by any federal government agency is a variable in the barriers described in the report. Articulated another way, do barriers still existed in agencies with large numbers and percentages of African Americans relative to the total number of employees in an agency? Do barriers exist in those agencies with small numbers and percentages of African Americans?

These barriers appear to be present in large agencies, including those with African American managers and supervisors, as well as small agencies. We further believe that many EEO Directors are hard pressed to deal with complaints. Using the U.S. Department of Education as an example of a small agency where the described barriers are indeed present, we examined the report presented in the [U.S. Equal Employment Opportunity Commission’s Agency Profiles from 2011 Report](#) data and statistics.

Reprisal, age and race were the most frequently occurring allegations at the U.S Department of Education in 2011. It is noteworthy that a mere 3.1% of settlements were completed, as a result of counseling (that was complete in 2011) which may suggest an unwillingness of supervisors to participate. It is also interesting that almost a third or 32.3% of complaints were withdrawn. Could it be that employees see no benefit to the process, since supervisors appear to be free to indicate they do not wish to participate? It would be useful if the EEOC required agencies to report whether supervisors refused to participate in all forms of counseling and if this refusal is reflected

in supervisors' ratings. The fact that 61.5% of complainants filed suggests a willingness to pursue wrongful and discriminatory actions of supervisors. The fact that only 40 complaints were filed out of 4,299 employees, of whom 1,531 are Black (data from first pay period in 2013), representing a rate of less than .01% of all employees and .026% of Black employees does not mean that discrimination towards Blacks is not occurring. It does suggest that many employees are not aware of some of the more subtle forms this discrimination is taking or feels complaints don't yield results or know their supervisors will not participate in settlement or counseling. An example of a subtle but deliberate discriminatory move is the change in job category to favor more young white rather than Black employees, that has already been cited in the table above. To repeat, many Black employees coming to ED from teaching positions qualify for the Education Specialist job series category. Many of the White employees coming from banking, editing and jobs other than teaching do not qualify for the Education Specialist job series. When a member of the SES corps intentionally eliminates the Education Specialist series from a primary office, an unfair advantage is given to Whites and other groups who do not have teaching experience while serving to undermine the stronger position of Blacks coming into government from teaching positions. The Education Program Specialist series is one of those job categories that is in high demand at the U.S. Department of Education and is one of the series for which the agency has been recruiting.

The EEO charts also show the 20.9% settlement rate at the U.S. Department of Education. The charts also show only one finding of discrimination, suggesting employees need much better (often more costly) legal representation. There appears to be anecdotal evidence, given for this report, that investigators hired by ED did not ask (as one employee who wanted to submit testimony only if asked) "the right questions". It should be noted that the U.S. Department of Education had no monetary damages assessed in 2011, indicating a flawed process in this agency where supervisors not only can and do refuse to participate in counseling but retaliate further by their involvement in negotiating settlements. This flawed process at the U.S.

Department of Education leads to almost no settlements in most cases. It also appears as though those employees working in the EEOC office are rewarded for lack of settlements. We believe EEO personnel should be rewarded for protecting employees rather than the agency and should admit to wrongdoing to prevent the brain drain that has resulted in stymied efforts at innovation. The U.S. Department of Education was selected for closer scrutiny because this is the authors' agency and it happens to be a relatively small agency. With that said, other agencies may also be rewarding EEO personnel for not reaching and paying for settlements and for involving retaliators, harassers, and other discriminators in talks of settlement, often without outcomes (a settlement).

Recommendations:

1. Policy forbidding awards and incentives to those in or out of EEO offices from refusing to participate in counseling, refusing to negotiate with counsel for employees, and for blocking full disclosure through selection of investigators who narrowly define questions aimed at circumventing the issues in question.
2. Policy forbidding those accused of retaliation for EEO complaints, harassment and discrimination from participating in any negotiations for settlement, including monetary awards of attorneys' fees and damages, among others.

Department of Education (ED)
 FY 2011 EEO Complaint Processing Statistics

OUTCOME OF COUNSELINGS COMPLETED IN FY 2011

Pre-Complaint Counseling Outcomes	Completed by EEO Counselor		Completed Using ADR		All Completed Counselings	
	#	%	#	%	#	%
Pre-Complaint Counseling	37		28		65	
Settlements	1	2.7%	1	3.6%	2	3.1%
Withdrawals or No Complaints Filed	14	37.8%	7	25%	21	32.3%
Complaints Filed*					40	61.5%
Decision to File Complaint Pending at End of FY					2	3.1%

*Includes only complaints filed in FY 2011 where counseling was also completed during FY 2011.

AGENCY USE OF ADR FOR EEO DISPUTE RESOLUTION IN FY 2011

	Total Number	Offer Rate	Participation Rate
Pre-Complaint Counselings	65	95.4%	43.1%
Complaint Closures	43	51.2%	23.3%

BASES MOST FREQUENTLY ALLEGED IN FY 2011

	Top Basis 1	Top Basis 2	Top Basis 3
Bases of Alleged Discrimination	Reprisal	Age	Race (Black or African American)

TIMELINESS IN FY 2011

	Total #	# Timely	% Timely	FY 2010 APD*	FY 2011 APD*	% Change	Govt Wide APD*
All Pre-Complaint Counselings (minus remands)	65	60	92.3%				
All Investigations	42	40	95.2%	158	192	21.5%	183
All Complaint Closures	43			587	430	-26.7%	346
Merit Decisions (no AJ)	26	26	100%	451	385	-14.6%	429
Dismissal Decisions (no AJ)	4			40	54	35%	73
*APD = Average Processing Days							

OUTCOMES OF COMPLAINTS IN FY 2011

	COMPLAINT CLOSURES		FINAL AGENCY DECISION (NO AJ DECISION)		FINAL ORDER (AJ DECISION FULLY IMPLEMENTED)		FINAL ORDER (AJ DECISION NOT FULLY IMPLEMENTED)	
	#	%	#	%	#	%	#	%
TOTAL COMPLAINTS FILED	40							
TOTAL CLOSURES	43							
SETTLEMENTS	9	20.9%						
WITHDRAWALS	0	0%						
TOTAL FINAL AGENCY ACTIONS	34	79.1%	30	88.2%	4	11.8%	0	0%
DISMISSALS	4	11.8%	4	100%	0	0%	0	0%

MERIT DECISIONS	30	88.2%	26	86.7%	4	13.3%	0	0%
FINDING DISCRIMINATION	1	3.3%	0	0%	1	100%	0	0%
FINDING NO DISCRIMINATION	29	96.7%	26	89.7%	3	10.3%	0	0%

COSTS ASSOCIATED WITH EEO PROCESS IN FY 2011

	TOTAL #	TOTAL AMOUNT	AVERAGE AMOUNT
PRE-COMPLAINT SETTLEMENTS W/ MONETARY BENEFITS	0	\$0	\$0
ADR SETTLEMENTS W/ MONETARY BENEFITS	0	\$0	\$0
INVESTIGATION COSTS	42	\$164,307	\$3,912
COMPLAINT CLOSURES WITH MONETARY	7	\$28,792	\$4,113

BENEFITS			
ADR SETTLEMENTS W/ MONETARY BENEFITS	0	\$0	\$0

The U.S. Department of Agriculture is a larger agency with 96,000 employees from 2007-2008, of whom the number of African Americans was not disclosed.^{xviii} Comparable data from the same EEO report indicates a large number of complaints with higher fees paid to investigators and cash settlements. The question for the EEOC is whether these are better investigations with more pertinent questions than those conducted by the U.S. Department of Education.

At the U.S. Department of Agriculture 953 pre-complaint sessions were conducted and 505 complaints were filed out of which 470 or 49.3% of complaints were filed and completed in 2011. The bases of complaints were gender (female), age and reprisal which is not surprising given the number of African American and other minority employees at the agency. Of particular note is the payment of monetary benefits at every stage of the process at the U.S. Department of Agriculture. This indicates a willingness to admit to damages to employees, unlike the process at the U.S. Department of Education. Pre-complaint settlements alone cost Agriculture \$247,176. Investigative costs at Agriculture cost \$1,868,632. Complaint closures with monetary benefits cost Agriculture \$2,595,409. ADR Settlements with monetary benefits were reported as \$116,505 and as \$568,543 in the same chart. Costs to Agriculture total \$5,173,805.

Department of Agriculture (USDA)
 FY 2011 EEO Complaint Processing Statistics

OUTCOME OF COUNSELINGS COMPLETED IN FY 2011

Pre-Complaint Counseling Outcomes	Completed by EEO Counselor		Completed Using ADR		All Completed Counselings	
	#	%	#	%	#	%
Pre-Complaint Counseling	690		263		953	
Settlements	35	5.1%	61	23.2%	96	10.1%
Withdrawals or No Complaints Filed	266	38.6%	84	31.9%	350	36.7%
Complaints Filed*					470	49.3%
Decision to File Complaint Pending at End of FY					37	3.9%

*Includes only complaints filed in FY 2011 where counseling was also completed during FY 2011.

AGENCY USE OF ADR FOR EEO DISPUTE RESOLUTION IN FY 2011

	Total Number	Offer Rate	Participation Rate
Pre-Complaint Counselings	953	81%	27.6%
Complaint Closures	457	33.3%	16.4%

BASES MOST FREQUENTLY ALLEGED IN FY 2011

	Top Basis 1	Top Basis 2	Top Basis 3
Bases of Alleged Discrimination	Reprisal	Age	Sex (Female)

TIMELINESS IN FY 2011

	Total #	# Timely	% Timely	FY 2010 APD*	FY 2011 APD*	% Change	Govt Wide APD*
All Pre-Complaint Counselings (minus remands)	952	748	78.6%				

All Investigations	441	186	42.2%	324	270	-16.7%	183
All Complaint Closures	457			662	496	-25.1%	346
Merit Decisions (no AJ)	162	25	15.4%	693	638	-7.9%	429
Dismissal Decisions (no AJ)	72			260	133	-48.8%	73
*APD = Average Processing Days							

OUTCOMES OF COMPLAINTS IN FY 2011

	Complaint Closures		Final Agency Decision (no AJ Decision)		Final Order (AJ Decision Fully Implemented)		Final Order (AJ Decision Not Fully Implemented)	
	#	%	#	%	#	%	#	%
Total Complaints Filed	505							

Total Closures	457								
Settlements	127	27.8%							
Withdrawals	31	6.8%							
Total Final Agency Actions	299	65.4%	234	78.3%	65	21.7%	0	0%	
Dismissals	74	24.7%	72	97.3%	2	2.7%	0	0%	
Merit Decisions	225	75.3%	162	72%	63	28%	0	0%	
Finding Discrimination	30	13.3%	28	93.3%	2	6.7%	0	0%	
Finding No Discrimination	195	86.7%	134	68.7%	61	31.3%	0	0%	

COSTS ASSOCIATED WITH EEO PROCESS IN FY 2011

	Total #	Total Amount	Average Amount
Pre-Complaint Settlements w/ Monetary Benefits	26	\$247,176	\$9,506
ADR Settlements w/ Monetary Benefits	12	\$116,505	\$9,708
Investigation Costs	441	\$1,868,632	\$4,237
Complaint Closures with Monetary Benefits	129	\$2,595,409	\$20,119
ADR Settlements w/ Monetary Benefits	25	\$568,543	\$22,741

- The recommendations were timely and strategic, given:
 - The Obama Administration:
 - The increasing numbers of other groups of people of color along with the lower number of Blacks employed by some agencies in the federal government.

The Obama Administration

We found these recommendations to be timely and strategic in the second term of the Obama Administration where both symbolism and legacy are more important factors. When Barack Obama was sworn in during the 57th Inaugural Ceremonies, he was holding the Bibles of President Abraham Lincoln and the Rev. Dr. Martin Luther King, Jr. whose now national holiday was celebrated on the week-end of the inauguration. Just as President Lincoln symbolized emancipation and reunification, Dr. King symbolized equality and national unity after testing unjust laws of segregation throughout the American South. Medgar Evers' widow, Myrlie Evers-Williams did the Invocation, symbolized the millions of deaths of Black men (and women and children) who stood up to fight for equality under the law and in practice, despite the presence of the Klu Klux Klan and the White Citizens' Council, among other supremacy groups. Beyond the symbolism is the reality of the need for these reminders, not only in an historical context but also in a real time context.

Americans and the world have witnessed the unprecedented disrespect of the president and the presidency by mostly White Americans including the governor who shook her finger in the President's face while speaking to him, calls that he is a liar from a member of the House of Representatives as he delivered the State of the Union Address, and reports of meetings by key elected Republicans to undermine his presidency, as he was celebrating his first term inauguration. As most of those who elected him were celebrating the historical election, with its promise of the removal of racial barriers with the ascendance of the first African American president, some were taking what appears to be an almost treasonous stance to block legislation, appointments and innovative solutions to our problems because of what can only be described as race-based hatred. Despite the historic Obama led passage of a national health care program designed to help children and designed to make healthcare more affordable for all, despite the critical and timely salvation of the nation from what is best described as an historic depression due to the failure of our major financial institutions, despite the nation's involvement in two wars and the successful conclusion of one by

the end of the first term, our first African American president is still plagued by race based hatred and a Congress that has stymied his successful attempts to more fully cut the budget deficit, streamline defense spending, and revamp and revitalize the economy.

So, yes, we view the identification, discussion of background, recommendations and refinement of recommendations by the EEOC as both timely and strategic in the second term of the Obama administration when legacy is even more important now than it was in the first administration. The increased importance in the second term is due to the fact that with Mr. Obama's election comes the elimination of any speculation that the first election was a fluke. His election was clearly intentional in that he offers the best solutions to America's pressing problems, nationally as well as internationally. While race could not have been emphasized as much in the first term, it can be more in focus in the second term. In the first term, the emphasis had to be on poverty and, as we know, that includes large numbers of all sorts of people, including minorities.

National Federal Workforce Goal: Increasing Numbers of Hispanics, Asians, Native Americans & Others

As the federal government realizes its goal of increasing the numbers of Hispanics, Asians, Native Americans, the disabled, and veterans in the federal workforce, the likelihood that agencies will decrease the number of African American workers is more likely, especially with the 7 barriers described in this report. We are concerned that national demographic data is currently used to reflect workforce goals and doesn't take into consideration concentrations in specific geographic regions. For instance, in the Washington, D.C. area there are large numbers and percentages of highly qualified African Americans in the federal workforce. There are also large numbers of eligible African Americans for positions in the workforce, especially with so many Historically Black Colleges and Universities, with their graduate degree programs, in close proximity to most federal jobs in the D.C. area. Howard University, Bowie State University, Baltimore - based Coppin State University and Morgan State University, Maryland-

Eastern Shore- based University of Maryland Eastern Shore are but a few close in. within a 2-3 hour drive, Virginia Union, Virginia State University and Delaware State University also offer highly qualified African American graduates. The University of Maryland graduates large numbers of African Americans, all well qualified for government positions. So, there is an opportunity for special recruitment, internship, job placement programs for graduates of these HBCUs. The concern for national hiring quotas for African Americans based in the Washington, D.C. area rather than more realistic geographically based population statistics has already been expressed in the ERIC Clearinghouse publication #ED538186 [U.S. Department of Education Chapter of Blacks In Government \(BIG\) Report: The Status of the African American Workforce at the U.S. Department of Education](#) by the first of the co-authors.

Final Recommendation: One final tangential note is our recommendation that the EEO Commission monitor and track furloughed employees by race, gender, age and job classification to help determine if African American employees are more closely impacted by sequestration, furloughs, terminations and other actions as either a direct or indirect consequence of any one or more of these barriers.

ⁱ U.S Department of Labor, The African American Labor Force in the Recovery at http://www.dol.gov/_sec/media/reports/BlackLaborForce/BlackLaborForce.pdf

ⁱⁱ U.S Department of Labor, The African American Labor Force in the Recovery at http://www.dol.gov/_sec/media/reports/BlackLaborForce/BlackLaborForce.pdf

ⁱⁱⁱ U.S Department of Labor, The African American Labor Force in the Recovery at http://www.dol.gov/_sec/media/reports/BlackLaborForce/BlackLaborForce.pdf

^{iv} BlackDemographics.com at <http://blackdemographics.com/economics/employment/>

^v Linda Hamilton Krieger, *The Content of Our Categories: A Cognitive Bias Approach to Discrimination and Equal Employment*, **Stanford Law Review**, Vol 47, pp. 1163-1165 (1995) at <http://www.jstor.org/stable/10.2307/1229191>, “suggests that a large number of biased employment decisions result not from discriminatory motivation, as current legal models presume, but from a large number of unintentional categorization-related judgment errors characterizing normal human cognitive functioning.”

^{vi} Nilanjana Dasgupta, *Implicit Ingroup Favoritism, Outgroup Favoritism, and Their Behavioral Manifestations*, 17 **Soc. Just. Res.** 143, 147–48, 2004 at <http://link.springer.com/article/10.1023/B%3ASORE.0000027407.70241.15#page-1>, documents the unconscious bias of White Americans towards their own group and against African Americans and describes how these biases are manifested behaviorally. Relying on earlier studies, she indicates group based inequality in housing, education, healthcare, employment and the justice system.

^{vii} Mary Rowe, *Micro-affirmations and Micro-inequalities*, **Journal of the International Ombudsman Association**, Vol. 1, p.1, pp.1-9 (2008) at <http://fctl.ucf.edu/events/winterconference/2008/content/Monday/microaffirmations.pdf>, describes Micro Inequalities as ...”small events which are often...hard-to-prove...covert...often unintentional, frequently unrecognized by the perpetrator which occur wherever people are perceived to be different....”

^{viii} **Rick Nauert, PHD, Senior News Editor, *Work Networks and Mentoring Less Effective for African-American Men***, in Psych Central at <http://psychcentral.com/news/2011/12/20/work-networks-and-mentoring-less-effective-for-african-american-men/32799.html>, Data from approximately 250 college-educated, African-American men was analyzed to determine factors that related to their career success. The study was published in the December issue of the *Journal of Vocational Behavior* and was done to see if conclusions from previous studies with Caucasians held true for African Americans. Findings indicated that for Black males, universal predictors of success were level of education, training and willingness to move for new opportunities rather than mentoring

and networking. Mentoring was associated with greater career satisfaction, and, as a result, researchers recommended multiple mentors for Black males. Authors further discouraged organizations from implementing formal mentoring programs created for specific racial, ethnic or gender groups, since they can be viewed as favoritism and perpetuate stereotypes that those individuals need extra help to succeed. They preferred programs for all employees and noted that "... in a bad economy, having a climate that encourages learning and development is probably a better strategy than programs that are targeted toward a particular group,"

Appendix A: EEOC African American Workgroup Report



EEOC African American Workgroup Report

Executive Summary

In January 2010, Carlton Hadden, Director of the Equal Employment Opportunity Commission's (EEOC) Office of Federal Operations (OFO), commissioned a work group to identify the obstacles that remain in the federal workplace that hinder equal employment opportunities for African Americans.[\[1\]](#)

This workgroup was created in furtherance of the EEOC's overall mission to eradicate discrimination in both the federal sector and private sector workplace. EEOC's OFO ensures equality of opportunity within the federal sector by implementing its regulatory and adjudicatory authority and through use of its oversight function.[\[2\]](#)

In advancement of the mission of the Commission and OFO's oversight responsibilities, between 2010 and 2012, the African American workgroup engaged in a series of discussions with EEO officials, various affinity groups, and subject matter experts. The workgroup decided that it would be most efficient to hold these discussions in conjunction with a similar workgroup commissioned to identify obstacles for Women in the federal workplace.[\[3\]](#)

In summation, the workgroup began the dialogue about obstacles facing African Americans by engaging in a roundtable discussion with federal EEO Directors, who are responsible for the implementation of a continuing affirmative employment program to promote equal employment opportunity and to identify and eliminate discriminatory practices and policies. Next, the workgroup engaged in roundtable dialogue with federal Special Emphasis Program Managers, who are tasked with assisting agencies in ensuring equal opportunity for specific

protected classes that are underrepresented. Subsequently, the workgroup held roundtable discussions with various affinity groups, including Blacks in Government (BIG); Federally Employed Women (FEW); and the African American Federal Executives Association (AAFEA).

Additionally, the workgroup dialogued with non-federal interest and advocacy groups, including the Equal Justice Society, the Women's Bar Association of the District of Columbia, Workplace Flexibility 2010, and the Equal Rights Center. Finally, we received input from academic expert Dr. Paula Caplan, who is the Voices of Diversity Project Director for the W.E.B. Dubois Institute at Harvard University and an author, noted research psychologist, and professor. We assured our dialogue partners that their contributions to this discussion would only be generally reported and not specifically attributed to any particular dialogue partner.

Our dialogue partners identified many obstacles to achieving equality for African Americans in the federal workforce, and provided recommendations for overcoming those obstacles. For the most part, the impediments identified below were independently and repeatedly identified by our dialogue partners as the most formidable obstacles to equal employment opportunities for African Americans in the federal sector. We note that while we are not issuing a traditional report with findings and conclusions of the EEOC, we are issuing this report to memorialize the obstacles and recommendations identified by our dialogue partners.

Obstacle 1:

Unconscious biases and perceptions about African Americans still play a significant role in employment decisions in the federal sector.

Background:

Dialogue partners reported that discrimination today tends to be more subtle and can often be directly attributable to unconscious bias. Unconscious bias is defined as "social behavior . . . driven by learned stereotypes that operate automatically - and therefore unconsciously - when we interact with other people." [\[4\]](#)

Prejudiced actions are largely the unconscious manifestation of mental processing and stereotypical associations, of which the prejudiced subject may be completely unaware.[\[5\]](#) While individuals are generally unaware of their unconscious biases, there are tools available to help individuals understand the biases that underlie their everyday decision making. For instance, the Implicit Association Test (IAT) is a test that assesses bias by measuring the speed with which an individual associates a categorical status (such as African American) with a given characteristic or description (such as good or bad).[\[6\]](#)

Researchers contend that a large number of biased employment decisions result not from discriminatory motivation, as current legal frameworks derived from the Civil Rights era suggest, but from a variety of unintentional categorization-related judgment errors associated with normal human cognitive functioning.^[7]

Issues Identified by Dialogue Partners:

The dialogue partners reported that unconscious bias creates the following issues for African Americans:

- There is a practice that African Americans are not considered, groomed, or selected for high level positions because of the stereotypical view (or unconscious bias) that those positions are considered nontraditional for African Americans.
- There is a stereotypical assumption (or unconscious bias) that African Americans who are in high level positions cannot successfully perform in those positions because those positions are considered nontraditional for African Americans.
- Individuals may not be aware that their decisions are motivated by bias because it is subconscious rather than intentional, and therefore they do not take steps to change their biased decision making.
- It is difficult to prove discrimination motivated by unconscious bias because it is not conducive to current legal analysis.

Recommendations of Dialogue Partners:

The dialogue partners made the following recommendations to address unconscious biases that affect African Americans:

- Conduct unconscious bias training for all employees so they can become aware of their biases, such as:

All selection panelists and selection officials should receive comprehensive training on unconscious bias that will keep them attuned to the subtle and unconscious ways that race bias can negatively affect all aspects of employment.

Special Emphasis Program Managers should sponsor events that feature discussions and presentations on unconscious bias. Such discussions may feature academic and social science researchers to educate employees on unconscious bias theory.

Agencies should conduct interactive exercises that allow "actors" to act out real life offensive situations and the audience can participate by asking questions that explore why the offender was offended or why the offender did not realize what they said or did was offensive. The exercises should address "micro-inequities," which are small slights, subtle discrimination and tiny injustices in the workplace.[\[8\]](#)

- Legal experts must analyze how unconscious bias can be evaluated as evidence of discrimination under Title VII and other federal antidiscrimination laws.

Obstacle 2:

African Americans lack adequate mentoring and networking opportunities for higher level and management positions

Background:

Our dialogue partners reported that African Americans lack sufficient mentoring and networking opportunities in the federal sector. The purpose of mentoring and networking opportunities is the professional and personal development of an individual.[\[9\]](#) Mentoring is viewed as crucial for enhancing an individual's skills and intellectual development; for using influence to facilitate an individual's entry and advancement; for welcoming the individual into a new occupational and social world and acquainting the individual with its values, customs, resources, and role players; and for providing role modeling behavior.[\[10\]](#)

Formal and informal mentoring and support from superiors and coworkers are key factors that help place African Americans on the organizational fast track. One study found that 73% of African American executives who reported having informal mentors at work had faster salary and total compensation growth than those without an informal mentor.[\[11\]](#) Social science research has established a direct correlation between having mentors and increased occurrences of job growth, promotions and salary increases.[\[12\]](#)

Similarly, networking opportunities are vital for a diverse workplace because a network of professional contacts can help African Americans find unadvertised jobs, build their professional skills, and make them more employable by having someone vouch for them. Research has led scholars to conclude that African Americans

suffer in the labor market from having weaker social networks than other groups.^[13] Having friends and relatives who can introduce someone to selecting officials or tell them about ripe opportunities has proven to be one of the most critical factors in getting work.^[14] Such connections can also help people hold onto their jobs.^[15]

One means of networking is the establishment of affinity groups, also called networking groups, which provide forums for employees to gather socially, meet other individuals with similar interests, and share ideas. Many federal agencies have found positive effects from affinity groups. For example, the Central Intelligence Agency (CIA) has found that affinity groups make employees feel more valued.^[16]

Issues Identified by Dialogue Partners:

The dialogue partners reported that a lack of mentoring and networking opportunities create the following issues for African Americans:

- African Americans are less likely to have multidimensional relationships that combine social components with work-based components.
- African Americans are less likely to receive crucial information about career advancement, including coaching about networking, tips on informal or unwritten rules of the workplace, or information about job opportunities.
- Few management officials formally mentor any employees, and even fewer mentor employees who are African American.
- African Americans are less likely to become managers and senior executives because managers and senior executives tend to be groomed for their positions by mentors who steered and prepared them for career advancement.

Recommendations of Dialogue Partners:

The dialogue partners made the following recommendations to address mentoring and networking issues that affect African Americans:

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- Agencies should establish formal mentoring programs and monitor their effectiveness in increasing equal employment opportunities.
 - Agencies should appoint Mentoring Program Managers to oversee the mentoring activities and metrics should be developed to assess the success of mentorship programs and activities.
 - Group mentoring may be an option for agencies to consider, wherein a mentor may work with multiple employees at a time to discuss various career development topics.
 - Senior Level officials should be encouraged to mentor subordinates.
 - Agencies should foster mentoring without regard to race or any other protected basis.
 - Mentors should work with employees to develop Individual Development Plans (IDPs) that identify helpful training and generally create a roadmap for employees' career advancement and fulfillment.
 - Mentors should be used to help employees acquire specific technical and leadership skills; to address succession planning needs; and in adjusting socially to the workplace.
 - All agencies should establish an African American affinity group, and ensure that the group has the necessary resources in order to provide meaningful networking opportunities for African Americans.
 - Agency senior executives should sponsor and champion African American affinity groups, should notify the group of job opportunities, and should act as a liaison between the affinity group and upper level management.

Obstacle 3:

Insufficient training and development assignments perpetuate inequalities in skills and opportunities for African Americans.

Background:

Our dialogue partners reported that insufficient training and development opportunities pose a significant impediment to the realization of equal employment opportunities for African Americans in the federal sector. Training is planned, organized experiences that assist in the gaining or expansion of key competencies.[\[17\]](#) Training not only builds needed competencies in order to achieve mission success and performance objectives,

but also helps prepare employees to take on new or expanded work duties and positions, including management positions.

Development assignments are temporary projects assigned for the purpose of exposing employees to work duties and environments that will prepare them for promotional opportunities. One example of a development assignment is the opportunity to act in a supervisory capacity. An MSPB report issued in 2009 found that 13.9% of African American federal employees reported that they had served as acting supervisor at least regularly, whereas 22.3% of White employees reported that they had served as acting supervisor.[\[18\]](#) This may place African Americans at a distinct disadvantage for promotions because serving in an acting supervisory capacity is often a gateway experience for supervisory or higher level positions. As noted by the MSPB, employees who had served in an acting supervisory capacity were "more likely to have received a greater number of promotions during the course of their Government careers."[\[19\]](#)

Issues Identified by Dialogue Partners:

The dialogue partners reported that a lack of training and development assignments creates the following issues for African Americans:

- African Americans are less likely to be offered the chance to act in supervisory positions than White males.
- Standards for granting training for African Americans are not transparent or objective.
- African Americans generally are not given as many developmental assignments as their White counterparts.
- Through development assignments, managers often steer African Americans into non-management tracks and positions such as staff positions or human resources, research, or administration rather than managerial or high level positions.
- Training and development opportunities can lead to higher levels of performance, and therefore higher performance evaluations. Several dialogue partners also reported that African Americans generally receive lower performance evaluations than White males, which can inhibit their promotion potential.

Recommendations of Dialogue Partners:

The dialogue partners made the following recommendations to address the lack of training and development assignments that affect African Americans:

- Agencies should establish objective and transparent criteria for granting employees' requested training and offering developmental assignments.
- In the case of scarce resources for training and where all qualified candidates who want training cannot be approved, agencies should consider using lotteries to determine who should receive training. Otherwise, when possible, a diverse pool of multiple officials can determine decisions on training requests.
- Agencies should monitor and track training approvals and denials to evaluate whether there is disparate treatment in training.
- Supervisors should consider all subordinate employees for acting supervisory appointments.
- Supervisors should assist employees in developing IDPs that reflect their career goals and aspirations and in receiving training and developmental opportunities that can help them reach those goals.
- Agencies should provide employees with easily accessible lists of courses and training on leadership development.
- Agencies should emphasize that employees who volunteer for difficult assignments and pursue training can distinguish themselves from their peers and increase their chances of promotion.

Obstacle 4:

Narrow recruitment methods negatively impact African Americans.

Background:

Our dialogue partners reported that narrow recruitment methods negatively impact African Americans in the federal sector. Recruitment is the activity employers use to create a continuous pool of qualified job applicants. Broad and effective recruitment practices are important because they ensure an effective and diverse workforce with people from different backgrounds who will have wide-ranging and creative ways to problem solve and will be able to produce innovative solutions in the workplace.

Many organizations use affirmative outreach efforts in order to ensure that their recruitment methods result in a diverse pool of qualified individuals.[\[20\]](#) When the pool of qualified individuals is not diverse, these organizations expand recruitment efforts and require that extra measures be taken to identify, recruit, and hire underrepresented groups such as African Americans.[\[21\]](#) These extra measures often include media advertisements, participation in job fairs, word of mouth, internships, and ongoing relationships with community organizations and schools.

Issues Identified by Dialogue Partners:

The dialogue partners reported that narrow recruitment methods create the following issues for African Americans:

- Agencies recruit too narrowly by preferring candidates who attended perceived prestigious universities and colleges, which tend to have low percentages of African American graduates.
- Agencies do not adequately advertise for high level and management positions at educational institutions with high percentages of African American students.
- Agencies do not utilize African American professional organizations to recruit qualified African American candidates.
- Agencies are not adequately recruiting African American interns for professional apprenticeships or partnering with Historically Black Colleges and Universities (HBCUs) and African American professional organizations.

Recommendations of Dialogue Partners:

The dialogue partners made the following recommendations to address narrow recruitment methods that negatively affect African Americans:

- Agencies should expand recruitment methods by entering into partnerships with affinity groups, professional organizations, universities, and media that will facilitate dialogue with African Americans who may be interested in careers in the federal government.
- Agency recruiters, representatives, and interviewers should be trained on cultural competency, EEO, diversity issues, and unconscious bias theory.
- Agencies should use internships to introduce African American students to federal careers and should consider awarding scholarships.
- Agencies should focus on the individual abilities of candidates rather than their branding, i.e., specific schools.
- Agencies should think of recruitment not only as attracting candidates for specific vacancies or internships, but also as an ongoing way to market the federal workplace as a desirable place to work. For instance, agencies should consider participating in high school career day events; host field trips to the agencies; and make presentations at meetings and conferences of professional associations.
- Agencies should widen their recruitment pool to attract and recruit qualified African Americans from the private sector into the federal sector. Thus, federal agencies should recruit at private sector job fairs and private sector professional organization events targeted at African Americans.
- Agencies and OPM should publicize and recruit candidates for the Presidential Management Fellows Program^[22] through partnerships with HBCUs, professional organizations, African American graduate student associations, and job fairs.

Obstacle 5:

The perception of widespread inequality among African Americans in the federal workforce hinders their career advancement.

Background:

According to our dialogue partners, widespread perceptions of inequality among African Americans in the federal sector negatively impacts their career advancement. Researchers have affirmed that perceptions of unfairness or inequality can impact the career advancement of underrepresented groups.^[23] Employees who feel that their chances for advancement in an agency are limited are less likely to be highly motivated to pursue higher level positions and management.^[24] For example, according to the Expectancy Theory, motivation is created when an employee expects that accomplishment will be followed by rewards.^[25] However, when an employee perceives that there is a low probability that promotion is available to him or people in his demographic group, employees naturally are less motivated to contribute to the organization.^[26] Further, employees who feel that they have little chance of promotion are likely to have feelings of injustice.^[27] Similarly, the Equity Theory suggests that feelings of injustice are stimulated if someone believes that they receive fewer rewards than others who do comparable work or produce comparable achievements.^[28]

In its most recently published results from the Career Advancement Survey, the MSPB found 56 percent of African American employees reported "great" or "moderate" discrimination against African Americans on the job, while only 15 percent of employees overall said that African American federal employees experienced significant discrimination at work.^[29] Additionally, 59 percent of African American federal employees said their organization was reluctant to promote minority employees into management, while just 17 percent of White employees said the same thing.^[30]

Issues Identified by Dialogue Partners:

The dialogue partners reported that perceptions of widespread inequality among African Americans create the following issues for African Americans:

- Perceptions of widespread inequality among African Americans depress their pursuit of career-enhancing activities and management positions.
- Cynicism about equal employment opportunities has reinforced inequalities for African Americans.
- The lack of support and mentoring in upper level and management positions often results in feelings of isolation among African Americans in upper management.

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- Perceptions of inequality are often subtly or directly communicated to African Americans who are not in management, which reinforces widespread fears and perceptions that African Americans must sacrifice social support and racial identity in order to be successful in management.

Recommendations of Dialogue Partners:

The dialogue partners made the following recommendations to address the perceptions of widespread inequality among African Americans:

- Agency heads should make a commitment to address inequities in a proactive and effective manner, and should become more visible and hands-on in managing diversity and holding senior management accountable for results.
- Agency heads should also:
 - Seek to include all groups in diversity initiatives;
 - Communicate the message that diversity is a priority and that it promotes the mission of the agency;
 - Consistently monitor agency diversity programs to ensure effectiveness;
 - Ensure that managers have technical as well as interpersonal, communications, and management skills;
 - Reward managers who comply with and promote diversity and hold managers accountable for diversity and EEO compliance in their performance evaluations;
 - Expand and utilize African American Special Emphasis Programs; and
 - Be briefed by African American affinity groups and African American Special Emphasis Program Managers on obstacles.

Obstacle 6:

Educational requirements create obstacles for African Americans in the federal workforce.

Background:

Dialogue partners reported that educational requirements create obstacles for some African Americans in the federal sector. The Commission has noted that educational requirements can disparately impact particular protected groups, including African Americans.^[31] Studies have found that there is a strong relationship between education and advancement even in occupations that do not have explicit educational requirements.^[32] Likewise, studies have found a positive relationship between formal education and promotion rates for both professional and administrative positions.^[33]

For most of American history, African Americans were legally and socially discouraged from pursuing professional and higher-paying careers. Likewise, African Americans were often prohibited from attending many higher educational institutions. Therefore, African Americans historically had less of an incentive and opportunity to pursue higher education. The historic legal and social hurdles created huge disparities between Caucasian and African American educational attainment through most of American history. Although African Americans have made significant strides in closing the gap in educational attainment with White Americans in recent decades, the remnants of historic hurdles continue to impact the workforce today.

Issues Identified by Dialogue Partners:

The dialogue partners reported that educational requirements create the following issues for African Americans:

- Because today's work force still reflects the vestiges of the educational inequities of yesteryear, African Americans remain generally less likely to have college and advanced degrees that often are necessary to qualify for high level and managerial positions in the federal sector.^[34]
- Relatively few African Americans are entering into certain technical fields, such as Science, Technology, Engineering, and Mathematics (STEM).

Recommendations of Dialogue Partners:

The dialogue partners made the following recommendations to address the obstacles that educational requirements may pose to some African Americans:

- Agencies should ensure that education requirements are job-related and a business necessity.[\[35\]](#)
- Where possible, agencies should allow practical experience to replace educational achievements.
- Agencies should consider awarding scholarships and internships to undergraduate students pursuing STEM degrees.
- Agencies should partner with primary schools, secondary schools, colleges, and foundations to stimulate interest in STEM and to encourage students to attend college and pursue degrees in STEM.[\[36\]](#)

Obstacle 7:

EEO regulations and laws are not adequately followed by agencies and are not effectively enforced.

Background:

Dialogue partners reported that EEO regulations, laws and policies are often not adhered to and enforced. They maintained that, while many agencies attain technical superficial compliance with EEO regulations and directives, there is an overall lack of commitment by agency heads to ensuring equal employment opportunities. Dialogue partners also maintained that agency heads are failing to incorporate EEO into their agency's missions and view EEO as a burdensome adjunct to the operations of the agency.

The EEOC's Office of Federal Operations (OFO) has enforcement authority over federal sector EEO laws and regulations under Title VII, the Rehabilitation Act, the Age Discrimination in Employment Act, the Equal Pay Act, and the Genetic Information Non-discrimination Act. OFO's responsibilities include adjudicating complaints of discrimination on appeal as well as oversight of the EEO programs of federal agencies.

Agencies are required to follow the statutes and laws under the Commission's jurisdiction, the Commission's regulations, as well as the Commission's management directives and guidance. Section II(A) of EEOC

Management Directive 715 (MD-715) provides that "commitment to equal employment opportunity must be embraced by agency leadership and communicated through the ranks from the top down. It is the responsibility of each agency head to take such measures as may be necessary to incorporate the principles of EEO into the agency's organizational structure." Further, EEOC regulations governing agency programs to promote equal employment opportunity require each agency to "maintain a continuing affirmative program to promote equal opportunity and to identify and eliminate discriminatory practices and policies."[\[37\]](#) To implement the program, each agency must designate a Director of Equal Employment Opportunity who shall be under the immediate supervision of the agency head.[\[38\]](#)

Issues Identified by Dialogue Partners:

The dialogue partners reported the following obstacles for African Americans because of inadequate enforcement of EEO regulations and directives:

- Although a majority of the agencies report that they hold management accountable for EEO, many agencies define "accountable" loosely, and in fact management officials are not being held accountable for EEO issues.
- EEO Directors who do not directly report to their agency's head represent a serious threat to the effectiveness of their agency's EEO programs.
- EEO programs generally lack adequate resources, including funding, to effectively prevent and address discrimination. Additionally, the lack of funding reflects agencies' lack of commitment to achieving EEO principles and goals.
- Some agencies do not display a firm commitment to equal employment opportunity because it is not embraced by agency leadership and communicated through the ranks from the top down.
- Noncompliance with EEOC directives undermines the importance of EEO and stymies the eradication of barriers to equal employment opportunities.
- The Commission lacks sufficient enforcement powers, or "lacks teeth", to effectively combat discrimination and eradicate impediments for African Americans.

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- When the Commission finds that an agency has engaged in unlawful discrimination and orders agencies to consider disciplining the responsible management officials, agencies usually do not discipline responsible management officials, which sends a strong message that EEO is not a top priority for the federal government.
 - The Commission's inability to directly order agencies to discipline managers who have been found to have engaged in unlawful discrimination sends a message to agencies, discriminators, employees, and the public that the federal government does not take discrimination seriously.

Recommendations of Dialogue Partners:

The dialogue partners made the following recommendations to address inadequately enforced EEO regulations:

- As part of their annual performance ratings, managers, supervisors, and senior executives should be evaluated in at least one element that assesses their commitment to equal employment opportunity principles and goals.
- Awards, bonuses, and promotions should be contingent on managements' actions in EEO, and agencies should not grant proven discriminators awards, promotions, outstanding performance evaluations, etc.
- Agency should consider demotion and/or removal of managerial duties of management officials who have been found to have engaged in unlawful discrimination or have inadequately responded to harassment.
- The EEOC should issue an agency "EEO Scorecard" that evaluates agencies' EEO programs, inclusiveness, and accomplishments in various critical EEO elements, and it should be presented in a digestible, user-friendly manner that is available to the public.
- The EEOC should publicize findings of discrimination in the federal sector via press releases.
- The EEOC should seek legal authority to order punishment for responsible management officials.

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- The EEOC should enter into a new agreement with the Office of Special Counsel (OSC) and explore ways to refer more cases in which agencies have failed to comply with our orders or if a violation warrants prosecution by OSC.

Conclusion

The work of the Commission and its dialogue partners is timely. On February 22, 2012, the EEOC approved its Strategic Plan for Fiscal Years 2012-2016. The Strategic Plan establishes a framework to achieve the EEOC's mission to stop and remedy unlawful employment discrimination and to promote equal opportunity in the workplace. With regard to the federal sector, the new Strategic Plan sets forth our objective to use education and outreach to prevent employment discrimination, deliver excellent service through effective systems, update technology, have a skilled and diverse workforce, and combat employment discrimination through strategic law enforcement.

Through our discussions with our dialogue partners, we have learned that further research into the identified obstacles is necessary. An in-depth statistical study into how these particular obstacles affect African Americans would be helpful to determine what actions can be taken to address the obstacles. In particular, in-depth research is needed in the area of unconscious bias to be able to determine its prevalence and effects on the federal sector and how the EEOC and agencies can work together to address the problem. Additionally, the Office of Federal Operations should take steps to further cultivate our relationships with the dialogue partners that partnered with this workgroup, as they will continue to provide information about and insight into the obstacles that continue to face African Americans in the federal workplace.

[\[1\]](#) We note that in the African American community the terms "African American" and "Black" are often used interchangeably. In this report, we use the term "African American."

[\[2\]](#) OFO's responsibilities include oversight of the EEO programs of federal agencies. The EEOC's Management Directive 715 (MD-715) provides federal agencies with policy guidance for establishing and

maintaining effective programs of equal employment opportunity under Section 717 of Title VII, and Section 501 of the Rehabilitation Act of 1973 (Rehabilitation Act), as amended, 29 U.S.C. § 791 et seq. MD-715 requires agencies to take appropriate steps to ensure that all employment decisions are free from discrimination and sets forth the standards by which EEOC will review the sufficiency of agency Title VII and Rehabilitation Act programs. Moreover, pursuant to MD-715, the EEOC evaluates agency policies, procedures, and practices to identify barriers to equal employment opportunity, and the agencies specify plans to remove any barriers to equal employment opportunity.

[3] A separate report memorializing the observations and recommendations from the dialogue partners regarding issues affecting Women in the federal government is forthcoming.

[4] Americans for American Values, "*What Is Implicit Bias?*," available online at http://www.americanvaluesinstitute.org/?page_id=14.

[5] *Id.*

[6] Samuel R. Bagenstos, *Implicit Bias, "Science," and Antidiscrimination Law*, Harvard Law and Policy Review, Vol. 1, p. 477 (2007).

[7] Linda Hamilton Krieger, *The Content of Our Categories: A Cognitive Bias Approach to Discrimination and Equal Employment Opportunity*, Stanford Law Review, Vol. 47, pp. 1163-1165 (1995).

[8] Mary Rowe, *Micro-affirmations and Micro-inequities*, Journal of the International Ombudsman Association, Vol. 1, No. 1, pp. 1-9 (2008).

[9] Kijana Crawford and Danielle Smith, *The We and the Us: Mentoring African American Women*, The Journal of Black Studies, Vol. 36, No. 1, pp. 52-54 (September 2005).

[10] *Id.*

[11] Price M. Cobbs and Judith L. Turnock, *Cracking the Corporate Code: The Revealing Success Stories of 32 African American Executives* (2003).

[12] *Id.*

[13] Michael A. Fletcher, *Black Jobless Rate is Twice that of Whites*, The Washington Post, December 14, 2012, available online at http://www.washingtonpost.com/business/economy/2012/12/14/01b6c9be-37e5-11e2-b01f-5f55b193f58f_story.html .

[14] *Id.*

[15] *Id.*

[16] Jason Forsythe, *Winning with Diversity*, New York Times (2004), available online at <http://www.nytimes.com/marketing/jobmarket/diversity/affinity.html>.

[17] NASA's Goddard Space Flight Center Office of Human Capital Management, *Career Development and Training*, available online at http://ohcm.gsfc.nasa.gov/sup_info/toolbox/career/career.htm.

[18] U.S. Merit Systems Protection Board, *Fair and Equitable Treatment: Progress Made and Challenges Remaining*, p. 45, (December 2009).

[19] U.S. Merit Systems Protection Board, *Fair and Equitable Treatment*, *supra* at 34.

[20] See for example, *North Carolina State University Office for Institutional Equity and Diversity: Guidelines for Recruiting a Diverse Workforce*, (June 2011), available online at http://oied.ncsu.edu/oied/hiring/OEO_Recruitment_Guidelines.pdf .

[21] *Id.*

[22] The Presidential Management Fellows Program is a prestigious two year paid government fellowship sponsored by the Office of Personnel Management (OPM). Since 1977, the Presidential Management Fellows Program has matched outstanding graduate students with exciting federal opportunities. Agencies can hire very competitive individuals from a network of graduate schools that nominate their best students. Finalists are pre-qualified at the GS-9 level, although agencies may initially appoint at the GS-9, GS-11, or GS-12 or equivalent, available online at <http://www.pmf.gov/about/index.aspx> .

[23] Ray Friedman, Melinda Kane, and Daniel B. Cornfield, *Social Support and Career Optimism: Examining the Effectiveness of Network Groups Among Black Managers*, *Human Relations*, Vol. 51, No. 9, p. 1157 (1998).

[24] *Id.*

[25] *Id.*

[26] *Id.*

[27] *Id.*

[28] J. Stacy Adams and Sara Freedman, *Equity Theory Revisited: Comments and Annotated Bibliography*, *Advances in Experimental Social Psychology*, Vol. 9, pp. 43-90 (1976).

[29] U.S. Merit Systems Protection Board, *2007 Career Advancement in Workforce Diversity Survey*, p. 55.

[30] *Id.* at p. 50.

[31] U.S. Equal Employment Opportunity Commission, Compliance Manual, Section 15, Race and Color Discrimination, No. 915.003, at 15-V.B. (April 19, 2006), available online at <http://www.eeoc.gov/policy/docs/race-color.html#VB> .

[32] U.S. Merit Systems Protection Board, *Women in the Federal Government: Ambitions and Achievements*, p. 13 (May 2011).

[33] U.S. Merit Systems Protection Board, *Fair and Equitable Treatment*, *supra* at 36.

[34] According to the U.S. Census Bureau's most recent statistics on educational attainment, 81 percent of African Americans 25 years of age or older had at least a high school diploma or its equivalent in 2009, 18 percent had at least a bachelor's degree, and six percent had an advanced degree (master's, doctorate, medical, or law). In contrast, among non-Hispanic Whites, 90 percent had a high school diploma, 31 percent had at least a bachelor's degree, and 12 percent had an advanced degree. U.S. Census Bureau, *Educational Attainment in the United States: 2009* (February 2011), available online at <http://www.census.gov/prod/2012pubs/p20-566.pdf> .

[35] "Educational requirements obviously may be important for certain jobs. For example, graduation from medical school is required to practice medicine. However, employers often impose educational requirements out of their own sense of desirable qualifications. Such requirements may run afoul of Title VII if they have a disparate impact and exceed what is needed to perform the job." As the Supreme Court stated in *Griggs v. Duke Power Co.*, 401 U.S. 424 (1971), which is one of its earliest interpretations of Title VII: "History is filled with examples of men and women who rendered highly effective performance without the conventional badges of accomplishment in terms of certificates, diplomas, or degrees. Diplomas and tests are useful servants, but

Congress has mandated the commonsense proposition that they are not to become masters of reality." EEOC Compliance Manual Section 15, "Race and Color Discrimination," No. 915.003, at VI.B.2 (Apr. 19, 2006).

[36] For instance, in December 2010, the National Aeronautics and Space Administration (NASA) selected the United Negro College Fund Special Programs Corporation to administer a \$1 million career development and educational program designed to address the critical shortage of minority students in science and engineering fields. Likewise, NASA's Minority University Research and Education Program strives to ensure that underrepresented and underserved students participate in NASA education and research projects in pursuit of STEM careers. Additionally, the Minority University Research and Education Program enhances the research needs and technology enterprises of HBCUs, and NASA's Office of Education encourages HBCUs to collaborate with teacher preparation programs that improve the quality and diversity of STEM teachers. Available online at http://www.nasa.gov/home/hqnews/2010/dec/HQ_10-342_Science_Careers_Program.html.

[37] 29 C.F.R. § 1614.102(a).

[38] 29 C.F.R. § 1614.102(b)(4).

^{ix} 2008 U.S. Department of Agriculture employee roster of employees online covers civil servants at USDA's Animal and Plant Health Inspection Service (APHIS); Departmental Administration (DA), Food Safety and Inspection Service (FSIS); the Food and Nutrition Service (FNS); the Farm Service Agency (FSA); the Forest Service (USFS); the Natural Resources Conservation Service (NRCS); the Research, Education, and Economics program agency (REE); the Rural Development program agency (RD), and the USDA Office of the Inspector General (OIG) at <http://archive.org/details/U.s.DepartmentOfAgricultureEmployeeRosterAndSalaryList2008>.

^x U.S Department of Labor, The African American Labor Force in the Recovery at <http://www.dol.gov/sec/media/reports/BlackLaborForce/BlackLaborForce.pdf>

^{xi} U.S Department of Labor, The African American Labor Force in the Recovery at <http://www.dol.gov/sec/media/reports/BlackLaborForce/BlackLaborForce.pdf>

^{xii} U.S Department of Labor, The African American Labor Force in the Recovery at <http://www.dol.gov/sec/media/reports/BlackLaborForce/BlackLaborForce.pdf>

^{xiii} BlackDemographics.com at <http://blackdemographics.com/economics/employment/>

^{xiv} Linda Hamilton Krieger, *The Content of Our Categories: A Cognitive Bias Approach to Discrimination and Equal Employment*, **Stanford Law Review**, Vol 47, pp. 1163-1165 (1995) at <http://www.jstor.org/stable/10.2307/1229191>, “suggests that a large number of biased employment decisions result not from discriminatory motivation, as current legal models presume, but from a large number of unintentional categorization-related judgment errors characterizing normal human cognitive functioning.”

^{xv} Nilanjana Dasgupta, *Implicit Ingroup Favoritism, Outgroup Favoritism, and Their Behavioral Manifestations*, 17 **Soc. Just. Res.** 143, 147–48, 2004 at <http://link.springer.com/article/10.1023/B%3ASORE.0000027407.70241.15#page-1>, documents the unconscious bias of White Americans towards their own group and against African Americans and describes how these biases are manifested behaviorally. Relying on earlier studies, she indicates group based inequality in housing, education, healthcare, employment and the justice system.

^{xvi} Mary Rowe, *Micro- affirmations and Micro- inequalities*, **Journal of the International Ombudsman Association**, Vol. 1, p.1, pp.1-9 (2008) at <http://fctl.ucf.edu/events/winterconference/2008/content/Monday/microaffirmations.pdf>, describes Micro Inequalities as ...”small events which are often...hard-to-prove...covert...often unintentional, frequently unrecognized by the perpetrator which occur wherever people are perceived to be different....”

^{xvii} Rick Nauert, PHD, Senior News Editor, **Work Networks and Mentoring Less Effective for African-American Men**, in Psych Central at <http://psychcentral.com/news/2011/12/20/work-networks-and-mentoring-less-effective-for-african-american-men/32799.html>, Data from approximately 250 college-educated, African-American men was analyzed to determine factors that related to their career success. The study was published in the December issue of the *Journal of Vocational Behavior* and was done to see if conclusions from previous studies with Caucasians held true for African Americans. Findings indicated that for Black males, universal predictors of success were level of education, training and willingness to move for new opportunities rather than mentoring and networking. Mentoring was associated with greater career satisfaction, and, as a result, researchers recommended multiple mentors for Black males. Authors further discouraged organizations from implementing formal mentoring programs created for specific racial, ethnic or gender groups, since they can be viewed as favoritism and perpetuate stereotypes that those individuals need extra help to succeed. They preferred programs for all employees and noted that “... in a bad economy, having a climate that encourages learning and development is probably a better strategy than programs that are targeted toward a particular group,”

Appendix A: EEOC African American Workgroup Report



EEOC African American Workgroup Report

Executive Summary

In January 2010, Carlton Hadden, Director of the Equal Employment Opportunity Commission's (EEOC) Office of Federal Operations (OFO), commissioned a work group to identify the obstacles that remain in the federal workplace that hinder equal employment opportunities for African Americans.[\[1\]](#)

This workgroup was created in furtherance of the EEOC's overall mission to eradicate discrimination in both the federal sector and private sector workplace. EEOC's OFO ensures equality of opportunity within the federal sector by implementing its regulatory and adjudicatory authority and through use of its oversight function.[\[2\]](#)

In advancement of the mission of the Commission and OFO's oversight responsibilities, between 2010 and 2012, the African American workgroup engaged in a series of discussions with EEO officials, various affinity groups, and subject matter experts. The workgroup decided that it would be most efficient to hold these discussions in conjunction with a similar workgroup commissioned to identify obstacles for Women in the federal workplace.[\[3\]](#)

In summation, the workgroup began the dialogue about obstacles facing African Americans by engaging in a roundtable discussion with federal EEO Directors, who are responsible for the implementation of a continuing affirmative employment program to promote equal employment opportunity and to identify and eliminate discriminatory practices and policies. Next, the workgroup engaged in roundtable dialogue with federal Special Emphasis Program Managers, who are tasked with assisting agencies in ensuring equal opportunity for specific protected classes that are underrepresented. Subsequently, the workgroup held roundtable discussions with

various affinity groups, including Blacks in Government (BIG); Federally Employed Women (FEW); and the African American Federal Executives Association (AAFEA).

Additionally, the workgroup dialogued with non-federal interest and advocacy groups, including the Equal Justice Society, the Women's Bar Association of the District of Columbia, Workplace Flexibility 2010, and the Equal Rights Center. Finally, we received input from academic expert Dr. Paula Caplan, who is the Voices of Diversity Project Director for the W.E.B. Dubois Institute at Harvard University and an author, noted research psychologist, and professor. We assured our dialogue partners that their contributions to this discussion would only be generally reported and not specifically attributed to any particular dialogue partner.

Our dialogue partners identified many obstacles to achieving equality for African Americans in the federal workforce, and provided recommendations for overcoming those obstacles. For the most part, the impediments identified below were independently and repeatedly identified by our dialogue partners as the most formidable obstacles to equal employment opportunities for African Americans in the federal sector. We note that while we are not issuing a traditional report with findings and conclusions of the EEOC, we are issuing this report to memorialize the obstacles and recommendations identified by our dialogue partners.

Obstacle 1:

Unconscious biases and perceptions about African Americans still play a significant role in employment decisions in the federal sector.

Background:

Dialogue partners reported that discrimination today tends to be more subtle and can often be directly attributable to unconscious bias. Unconscious bias is defined as "social behavior . . . driven by learned stereotypes that operate automatically - and therefore unconsciously - when we interact with other people." [\[4\]](#)

Prejudiced actions are largely the unconscious manifestation of mental processing and stereotypical associations, of which the prejudiced subject may be completely unaware.[\[5\]](#) While individuals are generally unaware of their unconscious biases, there are tools available to help individuals understand the biases that underlie their everyday decision making. For instance, the Implicit Association Test (IAT) is a test that assesses bias by measuring the speed with which an individual associates a categorical status (such as African American) with a given characteristic or description (such as good or bad).[\[6\]](#)

Researchers contend that a large number of biased employment decisions result not from discriminatory motivation, as current legal frameworks derived from the Civil Rights era suggest, but from a variety of unintentional categorization-related judgment errors associated with normal human cognitive functioning.^[7]

Issues Identified by Dialogue Partners:

The dialogue partners reported that unconscious bias creates the following issues for African Americans:

- There is a practice that African Americans are not considered, groomed, or selected for high level positions because of the stereotypical view (or unconscious bias) that those positions are considered nontraditional for African Americans.
- There is a stereotypical assumption (or unconscious bias) that African Americans who are in high level positions cannot successfully perform in those positions because those positions are considered nontraditional for African Americans.
- Individuals may not be aware that their decisions are motivated by bias because it is subconscious rather than intentional, and therefore they do not take steps to change their biased decision making.
- It is difficult to prove discrimination motivated by unconscious bias because it is not conducive to current legal analysis.

Recommendations of Dialogue Partners:

The dialogue partners made the following recommendations to address unconscious biases that affect African Americans:

- Conduct unconscious bias training for all employees so they can become aware of their biases, such as:

All selection panelists and selection officials should receive comprehensive training on unconscious bias that will keep them attuned to the subtle and unconscious ways that race bias can negatively affect all aspects of employment.

Special Emphasis Program Managers should sponsor events that feature discussions and presentations on unconscious bias. Such discussions may feature academic and social science researchers to educate employees on unconscious bias theory.

Agencies should conduct interactive exercises that allow "actors" to act out real life offensive situations and the audience can participate by asking questions that explore why the offeree was offended or why the offender did not realize what they said or did was offensive. The exercises should address "micro-inequities," which are small slights, subtle discrimination and tiny injustices in the workplace.[\[8\]](#)

- Legal experts must analyze how unconscious bias can be evaluated as evidence of discrimination under Title VII and other federal antidiscrimination laws.

Obstacle 2:

African Americans lack adequate mentoring and networking opportunities for higher level and management positions

Background:

Our dialogue partners reported that African Americans lack sufficient mentoring and networking opportunities in the federal sector. The purpose of mentoring and networking opportunities is the professional and personal development of an individual.[\[9\]](#) Mentoring is viewed as crucial for enhancing an individual's skills and intellectual development; for using influence to facilitate an individual's entry and advancement; for welcoming the individual into a new occupational and social world and acquainting the individual with its values, customs, resources, and role players; and for providing role modeling behavior.[\[10\]](#)

Formal and informal mentoring and support from superiors and coworkers are key factors that help place African Americans on the organizational fast track. One study found that 73% of African American executives who reported having informal mentors at work had faster salary and total compensation growth than those without an informal mentor.[\[11\]](#) Social science research has established a direct correlation between having mentors and increased occurrences of job growth, promotions and salary increases.[\[12\]](#)

Similarly, networking opportunities are vital for a diverse workplace because a network of professional contacts can help African Americans find unadvertised jobs, build their professional skills, and make them more employable by having someone vouch for them. Research has led scholars to conclude that African Americans

suffer in the labor market from having weaker social networks than other groups.^[13] Having friends and relatives who can introduce someone to selecting officials or tell them about ripe opportunities has proven to be one of the most critical factors in getting work.^[14] Such connections can also help people hold onto their jobs.^[15]

One means of networking is the establishment of affinity groups, also called networking groups, which provide forums for employees to gather socially, meet other individuals with similar interests, and share ideas. Many federal agencies have found positive effects from affinity groups. For example, the Central Intelligence Agency (CIA) has found that affinity groups make employees feel more valued.^[16]

Issues Identified by Dialogue Partners:

The dialogue partners reported that a lack of mentoring and networking opportunities create the following issues for African Americans:

- African Americans are less likely to have multidimensional relationships that combine social components with work-based components.
- African Americans are less likely to receive crucial information about career advancement, including coaching about networking, tips on informal or unwritten rules of the workplace, or information about job opportunities.
- Few management officials formally mentor any employees, and even fewer mentor employees who are African American.
- African Americans are less likely to become managers and senior executives because managers and senior executives tend to be groomed for their positions by mentors who steered and prepared them for career advancement.

Recommendations of Dialogue Partners:

The dialogue partners made the following recommendations to address mentoring and networking issues that affect African Americans:

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- Agencies should establish formal mentoring programs and monitor their effectiveness in increasing equal employment opportunities.
 - Agencies should appoint Mentoring Program Managers to oversee the mentoring activities and metrics should be developed to assess the success of mentorship programs and activities.
 - Group mentoring may be an option for agencies to consider, wherein a mentor may work with multiple employees at a time to discuss various career development topics.
 - Senior Level officials should be encouraged to mentor subordinates.
 - Agencies should foster mentoring without regard to race or any other protected basis.
 - Mentors should work with employees to develop Individual Development Plans (IDPs) that identify helpful training and generally create a roadmap for employees' career advancement and fulfillment.
 - Mentors should be used to help employees acquire specific technical and leadership skills; to address succession planning needs; and in adjusting socially to the workplace.
 - All agencies should establish an African American affinity group, and ensure that the group has the necessary resources in order to provide meaningful networking opportunities for African Americans.
 - Agency senior executives should sponsor and champion African American affinity groups, should notify the group of job opportunities, and should act as a liaison between the affinity group and upper level management.

Obstacle 3:

Insufficient training and development assignments perpetuate inequalities in skills and opportunities for African Americans.

Background:

Our dialogue partners reported that insufficient training and development opportunities pose a significant impediment to the realization of equal employment opportunities for African Americans in the federal sector. Training is planned, organized experiences that assist in the gaining or expansion of key competencies.[\[17\]](#) Training not only builds needed competencies in order to achieve mission success and performance objectives,

but also helps prepare employees to take on new or expanded work duties and positions, including management positions.

Development assignments are temporary projects assigned for the purpose of exposing employees to work duties and environments that will prepare them for promotional opportunities. One example of a development assignment is the opportunity to act in a supervisory capacity. An MSPB report issued in 2009 found that 13.9% of African American federal employees reported that they had served as acting supervisor at least regularly, whereas 22.3% of White employees reported that they had served as acting supervisor.^[18] This may place African Americans at a distinct disadvantage for promotions because serving in an acting supervisory capacity is often a gateway experience for supervisory or higher level positions. As noted by the MSPB, employees who had served in an acting supervisory capacity were "more likely to have received a greater number of promotions during the course of their Government careers."^[19]

Issues Identified by Dialogue Partners:

The dialogue partners reported that a lack of training and development assignments creates the following issues for African Americans:

- African Americans are less likely to be offered the chance to act in supervisory positions than White males.
- Standards for granting training for African Americans are not transparent or objective.
- African Americans generally are not given as many developmental assignments as their White counterparts.
- Through development assignments, managers often steer African Americans into non-management tracks and positions such as staff positions or human resources, research, or administration rather than managerial or high level positions.
- Training and development opportunities can lead to higher levels of performance, and therefore higher performance evaluations. Several dialogue partners also reported that African Americans generally receive lower performance evaluations than White males, which can inhibit their promotion potential.

Recommendations of Dialogue Partners:

The dialogue partners made the following recommendations to address the lack of training and development assignments that affect African Americans:

- Agencies should establish objective and transparent criteria for granting employees' requested training and offering developmental assignments.
- In the case of scarce resources for training and where all qualified candidates who want training cannot be approved, agencies should consider using lotteries to determine who should receive training. Otherwise, when possible, a diverse pool of multiple officials can determine decisions on training requests.
- Agencies should monitor and track training approvals and denials to evaluate whether there is disparate treatment in training.
- Supervisors should consider all subordinate employees for acting supervisory appointments.
- Supervisors should assist employees in developing IDPs that reflect their career goals and aspirations and in receiving training and developmental opportunities that can help them reach those goals.
- Agencies should provide employees with easily accessible lists of courses and training on leadership development.
- Agencies should emphasize that employees who volunteer for difficult assignments and pursue training can distinguish themselves from their peers and increase their chances of promotion.

Obstacle 4:

Narrow recruitment methods negatively impact African Americans.

Background:

Our dialogue partners reported that narrow recruitment methods negatively impact African Americans in the federal sector. Recruitment is the activity employers use to create a continuous pool of qualified job applicants. Broad and effective recruitment practices are important because they ensure an effective and diverse workforce with people from different backgrounds who will have wide-ranging and creative ways to problem solve and will be able to produce innovative solutions in the workplace.

Many organizations use affirmative outreach efforts in order to ensure that their recruitment methods result in a diverse pool of qualified individuals.[\[20\]](#) When the pool of qualified individuals is not diverse, these organizations expand recruitment efforts and require that extra measures be taken to identify, recruit, and hire underrepresented groups such as African Americans.[\[21\]](#) These extra measures often include media advertisements, participation in job fairs, word of mouth, internships, and ongoing relationships with community organizations and schools.

Issues Identified by Dialogue Partners:

The dialogue partners reported that narrow recruitment methods create the following issues for African Americans:

- Agencies recruit too narrowly by preferring candidates who attended perceived prestigious universities and colleges, which tend to have low percentages of African American graduates.
- Agencies do not adequately advertise for high level and management positions at educational institutions with high percentages of African American students.
- Agencies do not utilize African American professional organizations to recruit qualified African American candidates.
- Agencies are not adequately recruiting African American interns for professional apprenticeships or partnering with Historically Black Colleges and Universities (HBCUs) and African American professional organizations.

Recommendations of Dialogue Partners:

The dialogue partners made the following recommendations to address narrow recruitment methods that negatively affect African Americans:

- Agencies should expand recruitment methods by entering into partnerships with affinity groups, professional organizations, universities, and media that will facilitate dialogue with African Americans who may be interested in careers in the federal government.
- Agency recruiters, representatives, and interviewers should be trained on cultural competency, EEO, diversity issues, and unconscious bias theory.
- Agencies should use internships to introduce African American students to federal careers and should consider awarding scholarships.
- Agencies should focus on the individual abilities of candidates rather than their branding, i.e., specific schools.
- Agencies should think of recruitment not only as attracting candidates for specific vacancies or internships, but also as an ongoing way to market the federal workplace as a desirable place to work. For instance, agencies should consider participating in high school career day events; host field trips to the agencies; and make presentations at meetings and conferences of professional associations.
- Agencies should widen their recruitment pool to attract and recruit qualified African Americans from the private sector into the federal sector. Thus, federal agencies should recruit at private sector job fairs and private sector professional organization events targeted at African Americans.
- Agencies and OPM should publicize and recruit candidates for the Presidential Management Fellows Program^[22] through partnerships with HBCUs, professional organizations, African American graduate student associations, and job fairs.

Obstacle 5:

The perception of widespread inequality among African Americans in the federal workforce hinders their career advancement.

Background:

According to our dialogue partners, widespread perceptions of inequality among African Americans in the federal sector negatively impacts their career advancement. Researchers have affirmed that perceptions of unfairness or inequality can impact the career advancement of underrepresented groups.^[23] Employees who feel that their chances for advancement in an agency are limited are less likely to be highly motivated to pursue higher level positions and management.^[24] For example, according to the Expectancy Theory, motivation is created when an employee expects that accomplishment will be followed by rewards.^[25] However, when an employee perceives that there is a low probability that promotion is available to him or people in his demographic group, employees naturally are less motivated to contribute to the organization.^[26] Further, employees who feel that they have little chance of promotion are likely to have feelings of injustice.^[27] Similarly, the Equity Theory suggests that feelings of injustice are stimulated if someone believes that they receive fewer rewards than others who do comparable work or produce comparable achievements.^[28]

In its most recently published results from the Career Advancement Survey, the MSPB found 56 percent of African American employees reported "great" or "moderate" discrimination against African Americans on the job, while only 15 percent of employees overall said that African American federal employees experienced significant discrimination at work.^[29] Additionally, 59 percent of African American federal employees said their organization was reluctant to promote minority employees into management, while just 17 percent of White employees said the same thing.^[30]

Issues Identified by Dialogue Partners:

The dialogue partners reported that perceptions of widespread inequality among African Americans create the following issues for African Americans:

- Perceptions of widespread inequality among African Americans depress their pursuit of career-enhancing activities and management positions.
- Cynicism about equal employment opportunities has reinforced inequalities for African Americans.
- The lack of support and mentoring in upper level and management positions often results in feelings of isolation among African Americans in upper management.

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- Perceptions of inequality are often subtly or directly communicated to African Americans who are not in management, which reinforces widespread fears and perceptions that African Americans must sacrifice social support and racial identity in order to be successful in management.

Recommendations of Dialogue Partners:

The dialogue partners made the following recommendations to address the perceptions of widespread inequality among African Americans:

- Agency heads should make a commitment to address inequities in a proactive and effective manner, and should become more visible and hands-on in managing diversity and holding senior management accountable for results.
- Agency heads should also:
 - Seek to include all groups in diversity initiatives;
 - Communicate the message that diversity is a priority and that it promotes the mission of the agency;
 - Consistently monitor agency diversity programs to ensure effectiveness;
 - Ensure that managers have technical as well as interpersonal, communications, and management skills;
 - Reward managers who comply with and promote diversity and hold managers accountable for diversity and EEO compliance in their performance evaluations;
 - Expand and utilize African American Special Emphasis Programs; and
 - Be briefed by African American affinity groups and African American Special Emphasis Program Managers on obstacles.

Obstacle 6:

Educational requirements create obstacles for African Americans in the federal workforce.

Background:

Dialogue partners reported that educational requirements create obstacles for some African Americans in the federal sector. The Commission has noted that educational requirements can disparately impact particular protected groups, including African Americans.^[31] Studies have found that there is a strong relationship between education and advancement even in occupations that do not have explicit educational requirements.^[32] Likewise, studies have found a positive relationship between formal education and promotion rates for both professional and administrative positions.^[33]

For most of American history, African Americans were legally and socially discouraged from pursuing professional and higher-paying careers. Likewise, African Americans were often prohibited from attending many higher educational institutions. Therefore, African Americans historically had less of an incentive and opportunity to pursue higher education. The historic legal and social hurdles created huge disparities between Caucasian and African American educational attainment through most of American history. Although African Americans have made significant strides in closing the gap in educational attainment with White Americans in recent decades, the remnants of historic hurdles continue to impact the workforce today.

Issues Identified by Dialogue Partners:

The dialogue partners reported that educational requirements create the following issues for African Americans:

- Because today's work force still reflects the vestiges of the educational inequities of yesteryear, African Americans remain generally less likely to have college and advanced degrees that often are necessary to qualify for high level and managerial positions in the federal sector.^[34]
- Relatively few African Americans are entering into certain technical fields, such as Science, Technology, Engineering, and Mathematics (STEM).

Recommendations of Dialogue Partners:

The dialogue partners made the following recommendations to address the obstacles that educational requirements may pose to some African Americans:

- Agencies should ensure that education requirements are job-related and a business necessity.[\[35\]](#)
- Where possible, agencies should allow practical experience to replace educational achievements.
- Agencies should consider awarding scholarships and internships to undergraduate students pursuing STEM degrees.
- Agencies should partner with primary schools, secondary schools, colleges, and foundations to stimulate interest in STEM and to encourage students to attend college and pursue degrees in STEM.[\[36\]](#)

Obstacle 7:

EEO regulations and laws are not adequately followed by agencies and are not effectively enforced.

Background:

Dialogue partners reported that EEO regulations, laws and policies are often not adhered to and enforced. They maintained that, while many agencies attain technical superficial compliance with EEO regulations and directives, there is an overall lack of commitment by agency heads to ensuring equal employment opportunities. Dialogue partners also maintained that agency heads are failing to incorporate EEO into their agency's missions and view EEO as a burdensome adjunct to the operations of the agency.

The EEOC's Office of Federal Operations (OFO) has enforcement authority over federal sector EEO laws and regulations under Title VII, the Rehabilitation Act, the Age Discrimination in Employment Act, the Equal Pay Act, and the Genetic Information Non-discrimination Act. OFO's responsibilities include adjudicating complaints of discrimination on appeal as well as oversight of the EEO programs of federal agencies.

Agencies are required to follow the statutes and laws under the Commission's jurisdiction, the Commission's regulations, as well as the Commission's management directives and guidance. Section II(A) of EEOC

Management Directive 715 (MD-715) provides that "commitment to equal employment opportunity must be embraced by agency leadership and communicated through the ranks from the top down. It is the responsibility of each agency head to take such measures as may be necessary to incorporate the principles of EEO into the agency's organizational structure." Further, EEOC regulations governing agency programs to promote equal employment opportunity require each agency to "maintain a continuing affirmative program to promote equal opportunity and to identify and eliminate discriminatory practices and policies."[\[37\]](#) To implement the program, each agency must designate a Director of Equal Employment Opportunity who shall be under the immediate supervision of the agency head.[\[38\]](#)

Issues Identified by Dialogue Partners:

The dialogue partners reported the following obstacles for African Americans because of inadequate enforcement of EEO regulations and directives:

- Although a majority of the agencies report that they hold management accountable for EEO, many agencies define "accountable" loosely, and in fact management officials are not being held accountable for EEO issues.
- EEO Directors who do not directly report to their agency's head represent a serious threat to the effectiveness of their agency's EEO programs.
- EEO programs generally lack adequate resources, including funding, to effectively prevent and address discrimination. Additionally, the lack of funding reflects agencies' lack of commitment to achieving EEO principles and goals.
- Some agencies do not display a firm commitment to equal employment opportunity because it is not embraced by agency leadership and communicated through the ranks from the top down.
- Noncompliance with EEOC directives undermines the importance of EEO and stymies the eradication of barriers to equal employment opportunities.
- The Commission lacks sufficient enforcement powers, or "lacks teeth", to effectively combat discrimination and eradicate impediments for African Americans.

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- When the Commission finds that an agency has engaged in unlawful discrimination and orders agencies to consider disciplining the responsible management officials, agencies usually do not discipline responsible management officials, which sends a strong message that EEO is not a top priority for the federal government.
 - The Commission's inability to directly order agencies to discipline managers who have been found to have engaged in unlawful discrimination sends a message to agencies, discriminators, employees, and the public that the federal government does not take discrimination seriously.

Recommendations of Dialogue Partners:

The dialogue partners made the following recommendations to address inadequately enforced EEO regulations:

- As part of their annual performance ratings, managers, supervisors, and senior executives should be evaluated in at least one element that assesses their commitment to equal employment opportunity principles and goals.
- Awards, bonuses, and promotions should be contingent on managements' actions in EEO, and agencies should not grant proven discriminators awards, promotions, outstanding performance evaluations, etc.
- Agency should consider demotion and/or removal of managerial duties of management officials who have been found to have engaged in unlawful discrimination or have inadequately responded to harassment.
- The EEOC should issue an agency "EEO Scorecard" that evaluates agencies' EEO programs, inclusiveness, and accomplishments in various critical EEO elements, and it should be presented in a digestible, user-friendly manner that is available to the public.
- The EEOC should publicize findings of discrimination in the federal sector via press releases.
- The EEOC should seek legal authority to order punishment for responsible management officials.

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- The EEOC should enter into a new agreement with the Office of Special Counsel (OSC) and explore ways to refer more cases in which agencies have failed to comply with our orders or if a violation warrants prosecution by OSC.

Conclusion

The work of the Commission and its dialogue partners is timely. On February 22, 2012, the EEOC approved its Strategic Plan for Fiscal Years 2012-2016. The Strategic Plan establishes a framework to achieve the EEOC's mission to stop and remedy unlawful employment discrimination and to promote equal opportunity in the workplace. With regard to the federal sector, the new Strategic Plan sets forth our objective to use education and outreach to prevent employment discrimination, deliver excellent service through effective systems, update technology, have a skilled and diverse workforce, and combat employment discrimination through strategic law enforcement.

Through our discussions with our dialogue partners, we have learned that further research into the identified obstacles is necessary. An in-depth statistical study into how these particular obstacles affect African Americans would be helpful to determine what actions can be taken to address the obstacles. In particular, in-depth research is needed in the area of unconscious bias to be able to determine its prevalence and effects on the federal sector and how the EEOC and agencies can work together to address the problem. Additionally, the Office of Federal Operations should take steps to further cultivate our relationships with the dialogue partners that partnered with this workgroup, as they will continue to provide information about and insight into the obstacles that continue to face African Americans in the federal workplace.

[\[1\]](#) We note that in the African American community the terms "African American" and "Black" are often used interchangeably. In this report, we use the term "African American."

[\[2\]](#) OFO's responsibilities include oversight of the EEO programs of federal agencies. The EEOC's Management Directive 715 (MD-715) provides federal agencies with policy guidance for establishing and

maintaining effective programs of equal employment opportunity under Section 717 of Title VII, and Section 501 of the Rehabilitation Act of 1973 (Rehabilitation Act), as amended, 29 U.S.C. § 791 et seq. MD-715 requires agencies to take appropriate steps to ensure that all employment decisions are free from discrimination and sets forth the standards by which EEOC will review the sufficiency of agency Title VII and Rehabilitation Act programs. Moreover, pursuant to MD-715, the EEOC evaluates agency policies, procedures, and practices to identify barriers to equal employment opportunity, and the agencies specify plans to remove any barriers to equal employment opportunity.

[3] A separate report memorializing the observations and recommendations from the dialogue partners regarding issues affecting Women in the federal government is forthcoming.

[4] Americans for American Values, "*What Is Implicit Bias?*," available online at http://www.americanvaluesinstitute.org/?page_id=14.

[5] *Id.*

[6] Samuel R. Bagenstos, *Implicit Bias, "Science," and Antidiscrimination Law*, Harvard Law and Policy Review, Vol. 1, p. 477 (2007).

[7] Linda Hamilton Krieger, *The Content of Our Categories: A Cognitive Bias Approach to Discrimination and Equal Employment Opportunity*, Stanford Law Review, Vol. 47, pp. 1163-1165 (1995).

[8] Mary Rowe, *Micro-affirmations and Micro-inequities*, Journal of the International Ombudsman Association, Vol. 1, No. 1, pp. 1-9 (2008).

[9] Kijana Crawford and Danielle Smith, *The We and the Us: Mentoring African American Women*, The Journal of Black Studies, Vol. 36, No. 1, pp. 52-54 (September 2005).

[10] *Id.*

[11] Price M. Cobbs and Judith L. Turnock, *Cracking the Corporate Code: The Revealing Success Stories of 32 African American Executives* (2003).

[12] *Id.*

[13] Michael A. Fletcher, *Black Jobless Rate is Twice that of Whites*, The Washington Post, December 14, 2012, available online at http://www.washingtonpost.com/business/economy/2012/12/14/01b6c9be-37e5-11e2-b01f-5f55b193f58f_story.html .

[14] *Id.*

[15] *Id.*

[16] Jason Forsythe, *Winning with Diversity*, New York Times (2004), available online at <http://www.nytimes.com/marketing/jobmarket/diversity/affinity.html>.

[17] NASA's Goddard Space Flight Center Office of Human Capital Management, *Career Development and Training*, available online at http://ohcm.gsfc.nasa.gov/sup_info/toolbox/career/career.htm.

[18] U.S. Merit Systems Protection Board, *Fair and Equitable Treatment: Progress Made and Challenges Remaining*, p. 45, (December 2009).

[19] U.S. Merit Systems Protection Board, *Fair and Equitable Treatment*, *supra* at 34.

[20] See for example, *North Carolina State University Office for Institutional Equity and Diversity: Guidelines for Recruiting a Diverse Workforce*, (June 2011), available online at http://oied.ncsu.edu/oied/hiring/OEO_Recruitment_Guidelines.pdf .

[21] *Id.*

[22] The Presidential Management Fellows Program is a prestigious two year paid government fellowship sponsored by the Office of Personnel Management (OPM). Since 1977, the Presidential Management Fellows Program has matched outstanding graduate students with exciting federal opportunities. Agencies can hire very competitive individuals from a network of graduate schools that nominate their best students. Finalists are pre-qualified at the GS-9 level, although agencies may initially appoint at the GS-9, GS-11, or GS-12 or equivalent, available online at <http://www.pmf.gov/about/index.aspx> .

[23] Ray Friedman, Melinda Kane, and Daniel B. Cornfield, *Social Support and Career Optimism: Examining the Effectiveness of Network Groups Among Black Managers*, *Human Relations*, Vol. 51, No. 9, p. 1157 (1998).

[24] *Id.*

[25] *Id.*

[26] *Id.*

[27] *Id.*

[28] J. Stacy Adams and Sara Freedman, *Equity Theory Revisited: Comments and Annotated Bibliography*, *Advances in Experimental Social Psychology*, Vol. 9, pp. 43-90 (1976).

[29] U.S. Merit Systems Protection Board, *2007 Career Advancement in Workforce Diversity Survey*, p. 55.

[30] *Id.* at p. 50.

[31] U.S. Equal Employment Opportunity Commission, Compliance Manual, Section 15, Race and Color Discrimination, No. 915.003, at 15-V.B. (April 19, 2006), available online at <http://www.eeoc.gov/policy/docs/race-color.html#VB> .

[32] U.S. Merit Systems Protection Board, *Women in the Federal Government: Ambitions and Achievements*, p. 13 (May 2011).

[33] U.S. Merit Systems Protection Board, *Fair and Equitable Treatment*, *supra* at 36.

[34] According to the U.S. Census Bureau's most recent statistics on educational attainment, 81 percent of African Americans 25 years of age or older had at least a high school diploma or its equivalent in 2009, 18 percent had at least a bachelor's degree, and six percent had an advanced degree (master's, doctorate, medical, or law). In contrast, among non-Hispanic Whites, 90 percent had a high school diploma, 31 percent had at least a bachelor's degree, and 12 percent had an advanced degree. U.S. Census Bureau, *Educational Attainment in the United States: 2009* (February 2011), available online at <http://www.census.gov/prod/2012pubs/p20-566.pdf> .

[35] "Educational requirements obviously may be important for certain jobs. For example, graduation from medical school is required to practice medicine. However, employers often impose educational requirements out of their own sense of desirable qualifications. Such requirements may run afoul of Title VII if they have a disparate impact and exceed what is needed to perform the job." As the Supreme Court stated in *Griggs v. Duke Power Co.*, 401 U.S. 424 (1971), which is one of its earliest interpretations of Title VII: "History is filled with examples of men and women who rendered highly effective performance without the conventional badges of accomplishment in terms of certificates, diplomas, or degrees. Diplomas and tests are useful servants, but

Congress has mandated the commonsense proposition that they are not to become masters of reality." EEOC Compliance Manual Section 15, "Race and Color Discrimination," No. 915.003, at VI.B.2 (Apr. 19, 2006).

[36] For instance, in December 2010, the National Aeronautics and Space Administration (NASA) selected the United Negro College Fund Special Programs Corporation to administer a \$1 million career development and educational program designed to address the critical shortage of minority students in science and engineering fields. Likewise, NASA's Minority University Research and Education Program strives to ensure that underrepresented and underserved students participate in NASA education and research projects in pursuit of STEM careers. Additionally, the Minority University Research and Education Program enhances the research needs and technology enterprises of HBCUs, and NASA's Office of Education encourages HBCUs to collaborate with teacher preparation programs that improve the quality and diversity of STEM teachers. Available online at http://www.nasa.gov/home/hqnews/2010/dec/HQ_10-342_Science_Careers_Program.html.

[37] 29 C.F.R. § 1614.102(a).

[38] 29 C.F.R. § 1614.102(b)(4).

^{xviii} 2008 U.S. Department of Agriculture employee roster of employees online covers civil servants at USDA's Animal and Plant Health Inspection Service (APHIS); Departmental Administration (DA), Food Safety and Inspection Service (FSIS); the Food and Nutrition Service (FNS); the Farm Service Agency (FSA); the Forest Service (USFS); the Natural Resources Conservation Service (NRCS); the Research, Education, and Economics program agency (REE); the Rural Development program agency (RD), and the USDA Office of the Inspector General (OIG) at <http://archive.org/details/U.s.DepartmentOfAgricultureEmployeeRosterAndSalaryList2008>.