



Smithsonian Institution

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

FY 2018 MD-715 Part J

August 2019

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

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

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

Section I: Efforts to Reach Regulatory Goals

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

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

a. Cluster GS-1 to GS-10 (PWD)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
b. Cluster GS-11 to SES (PWD)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

PWD in the GS-1 to GS-10 cluster and the GS-11 to Senior Level both were below the 12% benchmark for representation. For FY 2018 the Smithsonian workforce in the GS 1 to 10 cluster was at 11.3%, which is an increase from 10.2% in FY 17. PWD and the GS-11 to Senior Level was 5.5% PWD.

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

a. Cluster GS-1 to GS-10 (PWTD)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
b. Cluster GS-11 to SES (PWTD)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

PWTD in the GS-11 to Senior Level fell below the 2% benchmark for representation. For FY 2018 the Smithsonian workforce at the GS-11 to Senior Level was 1.6% PWTD.

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

The Director of the Office of Equal Employment and Minority Affairs (OEEMA) meets with Smithsonian Senior leadership individually on a quarterly basis to provide updates on their unit's progress towards model EEO program implementation. These

quarterly briefings include updates on workforce demographics and how snapshots of their workforces align with CLF data in terms of representation. The EEO Director highlights opportunities for improvement, which includes echoing the numerical benchmarks put forth by the EEOC regarding the employment of PWD and PWTD as appropriate.

Section II: Model Disability Program

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

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

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

Yes No

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

Disability Program Task	# of FTE Staff by Employment Status			Responsible Official (Name, Title, Office, Email)
	Full Time	Part Time	Collateral Duty	
Processing applications from PWD and PWTD	x			Regina Anderson, Disability Placement Coordinator, Office of Human Resources, AndersonRegina@si.edu
Answering questions from the public about hiring authorities that take disability into account	x			Regina Anderson, Disability Placement Coordinator, Office of Human Resources, AndersonRegina@si.edu

Processing reasonable accommodation requests from applicants and employees	x			Carol Gover, Affirmative Employment Program Manager and Accommodations Coordinator, Office of Equal Employment and Minority Affairs, goverc@si.edu
Section 508 Compliance	x			Deron Burba, Chief Information Officer, Office of the Chief Information Officer, BurbaD@si.edu
Architectural Barriers Act Compliance	x			Beth Ziebarth, Director, Access Smithsonian, Access Smithsonian, ziebarth@si.edu
Special Emphasis Program for PWD and PWTD	x			Shahin Nemazee, Special Emphasis Program Manager, Office of Equal Employment and Minority Affairs, nemazees@si.edu

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

Yes X No 0

During FY 2018 the Office of the Chief Information Officer in collaboration with the Office of Equal Employment and Minority Affairs and Access Smithsonian began the development and testing of an online course titled “Making e-Learning Accessible”. The course, which will take about 2-3 hours to complete, includes five modules, including lessons, interactive knowledge checks, and an e-learning accessibility job aid that will help employees follow good accessibility guidelines after completing the course. Online learning at the Smithsonian falls under the rules and guidelines set forth in the following federal laws and Smithsonian Directives (SD):

- Section 501 of the Rehabilitation Act of 1973
- Section 508 of the Rehabilitation Act of 1973
- SD214 (Equal Employment Opportunity Program)
- SD215 (Accessibility for People with Disabilities)
- SD950 (Management of the Smithsonian Web)

During FY 2018, Access Smithsonian trained multiple SI units' staff, volunteers, and interns on inclusive customer service, best practices, access services, and disability awareness. Sessions covered all disability related laws as applied to the Smithsonian.

B. PLAN TO ENSURE SUFFICIENT FUNDING FOR THE DISABILITY PROGRAM

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

Yes X No 0

Section III: Plan to Recruit and Hire Individuals with Disabilities

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

A. PLAN TO IDENTIFY JOB APPLICANTS WITH DISABILITIES

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

The Smithsonian Institution continues to have a presence at recruitment/outreach events that target PWD and PWTDD to include: National Federation for the Blind, EOP's Careers and the disABLED Fair and Gallaudet University career fairs.

In September of 2013, the Smithsonian Institution, SEEC (Seeking Employment, Equality and Community), and the Ivy Mount School launched a replication of Project SEARCH for young adults who have developmental disabilities. Additional partners include the Maryland Developmental Disabilities Administration, DC's Rehabilitation Services Administration, and the Maryland Department of Rehabilitation Services.

Project SEARCH is a 10-month internship program for young adults with cognitive disabilities, which is sponsored by Access Smithsonian. Interns engage in 3 10-week internships during their tenure to increase their job readiness skills. In addition, interns gain experience in other job development areas, such as resume writing, interviewing and professional workplace behavior. Each year the Smithsonian hosts 10-12 interns. To date, SI has hired 27 interns with a 94% retention rate, further diversifying SI's workforce.

Access to Opportunities is an internship program for college students with disabilities. Funded by the HSC Foundation, interns are placed in various units throughout SI that relate to their field of study and/or career path. AP recruits students, selects candidates from applicant pool, secures internship placements, and evaluates results from intern and mentor feedback. In FY18, SI hosted 6 ATO interns.

The Institution continues to encourage the use of hiring authorities that take disability into account, such as Schedule A.

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

The Smithsonian uses a variety of appointing authorities to hire job applicants to include a special Schedule A (5 C.F.R. 213.3102(u)) appointing authority for persons with qualifying Intellectual Disabilities, Severe Physical Disabilities, or Psychiatric Disabilities. Disabled veterans may also be considered under special hiring programs

for veterans with disability ratings from the Department of Veterans Affairs of 30% or more. The Smithsonian fills positions two ways, competitively and non-competitively. All persons who are selected for positions must meet the qualification requirements for which they have been selected and be able to perform the essential duties of the position with or without reasonable accommodation. These positions are posted on the USAJOBS.GOV federal employment portal and other various recruitment outlets as deemed feasible/appropriate by the Institution/Unit/Museum. These candidates are considered solely based on their credentials submitted against the job requirements. The non-competitive process is engaged when a manager has identified a PWD and a position which are compatible. At that point, the recruitment package is prepared and submitted to the Office of Human Resources and processed accordingly.

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

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

(1) The agency determines if the PWD is eligible for appointment under such authority by verifying the Schedule A documentation for job readiness is acceptable from the following entities: a licensed medical professional (e.g., a physician or other medical professional certified by a state, the District of Columbia, or a U.S. territory to practice medicine); a licensed vocational rehabilitation specialist (i.e., state or private); or any Federal agency, state agency, or agency of the District of Columbia or a U.S. territory that issues or provides disability benefits. The HR office reviews the resume of the PWD against the classified position description along with the needs of the organization/unit/museum. This information is verified thoroughly prior to being presented to the hiring manager for position compatibility.

(2) Once this process is solidified by the HR Specialist, the documentation is then forwarded to the manager to review the credentials of the PWD, interview, and assess

the overall qualifications of each qualified candidate. In addition, requests for reasonable accommodations are processed according to the Smithsonian’s procedures. Such accommodations may include the following examples: providing or modifying equipment or devices; providing readers and interpreters; modifying work schedules; adjusting exams, training materials, and position reassignment. An explanation of how and when the PWD may be appointed is provided to each manager at that time. The manager may receive the PWD application via several ways: on a merit promotion certificate or using a standard email system as a password protected document.

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

Yes x No 0 N/A 0

The Smithsonian provides a Fundamentals for Supervisor Training on various human resources topics, including hiring persons with disabilities. This training is offered 3 to 4 times per year by the Office of Human Resources (OHR) to all new managers and supervisors. This training is a rigorous 8 hour training class which lasts 3 days by which attendance is mandatory for all 3 days in order to receive a certificate of completion. This training also provides an opportunity for managers and supervisors to discuss in detail all phases of human resources, especially how to recruit using special hiring authorities. Participants receive a binder of appropriate literature and are given contact information for future reference.

OEEMA also requires mandatory in-person and refresher EEO Training for Managers and Supervisors. The in-person session for new supervisors is offered 4 to 5 times per Fiscal Year and the refresher training (required every three years) is available online. Both cover the applicable authorities (i.e. ADA, Section 501 of the Rehab Act of 1973) that take disability into account.

B. PLAN TO ESTABLISH CONTACTS WITH DISABILITY EMPLOYMENT ORGANIZATIONS

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

During FY 2018, the Smithsonian Institution continued its efforts to establish and maintain contacts with organizations that promote and assist PWD and PWTD in securing and maintaining employment. Some of the Smithsonian's most noteworthy accomplishments in this area during FY 2018 can be found below:

Project SEARCH: In September of 2013, The Smithsonian Institution, SEEC (Seeking Employment, Equality and Community for People with Developmental Disabilities) and Ivymount School launched a replication of Project SEARCH for young adults who have developmental disabilities. Additional partners include the Maryland Developmental Disabilities Administration, DC's Rehabilitation Services Administration, and the Maryland Department of Rehabilitation Services. Project SEARCH is a 10-month internship program for young adults with cognitive disabilities, which is sponsored by Access Smithsonian. Interns are immersed in 3 10-week internships during their tenure to increase their job readiness skills. In addition, interns gain experience in other job development areas, such as resume writing, interviewing and professional workplace behavior. Each year the Smithsonian hosts 10-12 interns. To date, SI has hired 27 interns with a 94% retention rate, further diversifying SI's workforce.

National Disability Employment Awareness Month Panel: Staff from Access Smithsonian participated on a panel to educate community organizations and to celebrate National Disability Employment Awareness Month. Panelists spoke about inclusive hiring practices.

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

Gallaudet University Career Center: Participated to recruit candidates for the Access to Opportunities Internship program for students with disabilities.

Operation Warfighter: Operation Warfighter (OWF) is a Department of Defense internship program that matches qualified wounded, ill and injured Service members with non-funded federal internships in order for them to gain valuable work experience during their recovery and rehabilitation. This process assists with the Service

members' reintegration to duty, or transition into the civilian work environment where they are able to employ their newly acquired skills in a non-military work setting.

The National Federation for the Blind: Participated in the National Federation of the Blind – District of Columbia Career Fair. Met with dozens of individuals interested in careers with the Smithsonian.

Equal Opportunity Publication's Careers & the disABLED Magazine's Career Expo for People with Disabilities: This career fair brought industry and government together with a focus on opportunities for people with disabilities who are entry-level and professionals in all career disciplines. The Smithsonian team met with more than 100 potential employees and academic appointees, with an emphasis on disabled military veterans who want to reenter the workforce. Information regarding Federal Government's Schedule A Hiring Authority and the Smithsonian's internship programs that target individuals with disabilities was provided to attendees.

C. PROGRESSION TOWARDS GOALS (RECRUITMENT AND HIRING)

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

a. New Hires for Permanent Workforce (PWD)	Yes 0	No x
b. New Hires for Permanent Workforce (PWTD)	Yes 0	No x

2. Using the qualified applicant pool as the benchmark, do triggers exist for PWD and/or PWTD among the new hires for any of the mission-critical occupations (MCO)? If "yes", please describe the triggers below.

a. New Hires for MCO (PWD)	Yes x	No 0
b. New Hires for MCO (PWTD)	Yes x	No 0

PWD and PWTD selections were under 1% using the benchmark.

3. Using the relevant applicant pool as the benchmark, do triggers exist for PWD and/or PWTD among the qualified *internal* applicants for any of the mission-critical occupations (MCO)? If “yes”, please describe the triggers below.

a. Qualified Applicants for MCO (PWD)	Yes x	No 0
b. Qualified Applicants for MCO (PWTD)	Yes x	No 0

For the two positions that received permanent promotions, there were six qualified applicants, none who identified as PWD or PWTD.

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

a. Promotions for MCO (PWD)	Yes x	No 0
b. Promotions for MCO (PWTD)	Yes x	No 0

Of the 2 hires during FY 2018, there were no selections of PWD or PWTD during FY 2018.

Section IV: Plan to Ensure Advancement Opportunities for Employees with Disabilities

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

A. ADVANCEMENT PROGRAM PLAN

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

The Smithsonian monitors applicant and selection criteria for career development programs.

Access Smithsonian works to ensure the broadest inclusion, in part by implementing Smithsonian Directive 215 that covers accessibility for people with disabilities, including

staff. Access Smithsonian also does a significant amount of training for Smithsonian staff about accessibility and disability. Access Smithsonian also works directly with individuals in the disability community as well as groups such as the American Association of People with Disabilities; with other cultural arts institutions such as the Kennedy Center; and with organizations such as the HSC Foundation (a parent organization that supports different levels and stages of care for people with disabilities) to identify opportunities to better serve PWD and PWTB.

B. CAREER DEVELOPMENT OPPORTUNITIES

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

PROGRAM OVERVIEWS:

Emerging Leaders Development Program (ELDP) is a leadership development program for employees who are competitively selected at the GS/IS 11-12. The purpose of this program is to develop a diverse team of employees to be creative and effective “leaders on the line” by developing their leadership and interdisciplinary skills throughout Smithsonian.

Palmer Leadership Development Program (PLDP) is a leadership development program for employee who are competitively selected in grades GS13 and 14. The purpose of this unique program is to strengthen a participant’s leadership skills, foster an innovative culture, to increase his/her professional network, and expand the use of organizational best practices. The PLDP goal is to enhance the participant's understanding of the complexities and breadth of the Smithsonian mission while preparing him/her to address new challenges.

(Pilot for FY 2018) Foundations of Professional Development is a professional development program for Smithsonian staff targeting grades 7, 8, 9, and 10. With potential future demographic shifts towards a less experienced workforce, there is a need to create an inclusive pipeline of talent, to encourage retention and to instill a culture of continuous learning as early as possible.

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

[Collection begins with the FY 2018 MD-715 report, which is due on February 28, 2019.]

C. AWARDS

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

- a. Awards, Bonuses, & Incentives (PWD) Yes x No 0
- b. Awards, Bonuses, & Incentives (PWTD) Yes x No 0

Time Off Awards:

1-9 Hours: of the 696 awards given, 68 of the awards were provided to PWD (9.77 %). While a trigger remains, this was an increase of 12 PWD from FY 2017.

9+ Hours: of the 1101 awards given, 78 of the awards were provided to PWD (7.08 %).

Cash Awards:

\$100-500: of the 810 cash awards given, 71 of the awards were provided to PWD (8.77 %).

\$500+: of the 2321 cash awards given, 147 of the awards were provided to PWD (6.33 %). For PWTD, of the 2321 awards given, 43 were provided to PWTD (1.85 %).

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

- a. Pay Increases (PWD) Yes x No 0
- b. Pay Increases (PWTD) Yes 0 No x

Of the 59 QSI’s, 6 were provided to PWD (10.17 %) While a trigger exists, PWDs who were provided a QSI increased from 3.53% in FY 17 to 10.17% in FY 18.

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

- a. Other Types of Recognition (PWD) Yes 0 No 0 N/A x
- b. Other Types of Recognition (PWTD) Yes 0 No 0 N/A x

N/A

D. PROMOTIONS

1. Does your agency have a trigger involving PWD among the qualified *internal* applicants and/or selectees for promotions to the senior grade levels? (The appropriate benchmarks are the relevant applicant pool for qualified internal applicants and the qualified applicant pool for selectees.) For non-GS pay plans, please use the approximate senior grade levels. If “yes”, describe the trigger(s) in the text box.

a. SES

- i. Qualified Internal Applicants (PWD) Yes 0 No x
- ii. Internal Selections (PWD) Yes 0 No x

b. Grade GS-15

- i. Qualified Internal Applicants (PWD) Yes 0 No x
- ii. Internal Selections (PWD) Yes 0 No x

c. Grade GS-14

- i. Qualified Internal Applicants (PWD) Yes 0 No x
- ii. Internal Selections (PWD) Yes 0 No 0

d. Grade GS-13

- i. Qualified Internal Applicants (PWD) Yes 0 No x
- ii. Internal Selections (PWD) Yes 0 No x

There were no applicants or selections identified as being a PWD.

2. Does your agency have a trigger involving PWTD among the qualified *internal* applicants and/or selectees for promotions to the senior grade levels? (The appropriate benchmarks are the relevant applicant pool for qualified internal applicants and the qualified applicant pool for selectees.) For non-GS pay plans, please use the approximate senior grade levels. If “yes”, describe the trigger(s) in the text box.

a. SES

i. Qualified Internal Applicants (PWTD)	Yes 0	No x
ii. Internal Selections (PWTD)	Yes 0	No x

b. Grade GS-15

i. Qualified Internal Applicants (PWTD)	Yes 0	No x
ii. Internal Selections (PWTD)	Yes 0	No x

c. Grade GS-14

i. Qualified Internal Applicants (PWTD)	Yes 0	No x
ii. Internal Selections (PWTD)	Yes 0	No x

d. Grade GS-13

i. Qualified Internal Applicants (PWTD)	Yes 0	No x
ii. Internal Selections (PWTD)	Yes 0	No x

There were no applicants or selections identified as being a PWTD.

3. Using the qualified applicant pool as the benchmark, does your agency have a trigger involving PWD among the new hires to the senior grade levels? For non-GS pay plans, please use the approximate senior grade levels. If “yes”, describe the trigger(s) in the text box.

a. New Hires to SES (PWD)	Yes x	No 0
b. New Hires to GS-15 (PWD)	Yes x	No 0
c. New Hires to GS-14 (PWD)	Yes x	No 0
d. New Hires to GS-13 (PWD)	Yes x	No 0

- Of the 12 Senior hires, none identified as having a disability
- Of the 8 GS-15 hires, none identified as having a disability
- Of the 20 GS-14 hires, 2 (10%) identified as having a disability
- Of the 47 GS-13 hires, 5 (10.6%) identified as having a disability

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

a. New Hires to SES (PWTD)	Yes	x	No	0
b. New Hires to GS-15 (PWTD)	Yes	x	No	0
c. New Hires to GS-14 (PWTD)	Yes	x	No	0
d. New Hires to GS-13 (PWTD)	Yes	0	No	x

- Of the 12 Senior hires, none identified as having a targeted disability
- Of the 8 GS-15 hires, none identified as having a targeted disability
- Of the 20 GS-14 hires, none identified as having a targeted disability

5. Does your agency have a trigger involving PWD among the qualified *internal* applicants and/or selectees for promotions to supervisory positions? (The appropriate benchmarks are the relevant applicant pool for qualified internal applicants and the qualified applicant pool for selectees.) If “yes”, describe the trigger(s) in the text box.

a. Executives				
i. Qualified Internal Applicants (PWD)	Yes	0	No	x
ii. Internal Selections (PWD)	Yes	0	No	x
b. Managers				
i. Qualified Internal Applicants (PWD)	Yes	0	No	x
ii. Internal Selections (PWD)	Yes	0	No	x
c. Supervisors				
i. Qualified Internal Applicants (PWD)	Yes	0	No	x
ii. Internal Selections (PWD)	Yes	0	No	x

There were no internal applicants or selectees who identified as a PWD or PWTD.

6. Does your agency have a trigger involving PWTD among the qualified *internal* applicants and/or selectees for promotions to supervisory positions? (The appropriate benchmarks are the relevant applicant pool for qualified internal applicants and the qualified applicant pool for selectees.) If “yes”, describe the trigger(s) in the text box.

a. Executives

- i. Qualified Internal Applicants (PWTD) Yes 0 No x
- ii. Internal Selections (PWTD) Yes 0 No x

b. Managers

- i. Qualified Internal Applicants (PWTD) Yes 0 No x
- ii. Internal Selections (PWTD) Yes 0 No x

c. Supervisors

- i. Qualified Internal Applicants (PWTD) Yes 0 No x
- ii. Internal Selections (PWTD) Yes 0 No x

There were no internal applicants or selectees who identified as a PWD or PWTD.

7. Using the qualified applicant pool as the benchmark, does your agency have a trigger involving PWD among the selectees for new hires to supervisory positions? If “yes”, describe the trigger(s) in the text box.

- a. New Hires for Executives (PWD) Yes x No 0
- b. New Hires for Managers (PWD) Yes x No 0
- c. New Hires for Supervisors (PWD) Yes 0 No x

- There were no PWD among Senior new hires
- Of the 39 new hires for Managers, 4 (10.2%) identified as a PWD

8. Using the qualified applicant pool as the benchmark, does your agency have a trigger involving PWTD among the selectees for new hires to supervisory positions? If “yes”, describe the trigger(s) in the text box.

- a. New Hires for Executives (PWTD) Yes x No 0
- b. New Hires for Managers (PWTD) Yes 0 No x
- c. New Hires for Supervisors (PWTD) Yes x No 0

- There were no PWTD among Senior new hires
- Of the 13 new hires for Supervisors, 3 (23%) identified as a PWD, but none identified as a PWTD.

Section V: Plan to Improve Retention of Persons with Disabilities

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

A. VOLUNTARY AND INVOLUNTARY SEPARATIONS

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

Yes 0 No x N/A 0

During FY 2017, the Institution converted 8 eligible Schedule A employees. We are working with Supervisors and HR liaisons to ensure the remaining eligible employees are converted during FY 2018.

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

- | | | |
|----------------------------------|-------|----|
| a. Voluntary Separations (PWD) | Yes x | No |
| b. Involuntary Separations (PWD) | Yes x | No |

Voluntary and involuntary separations (percentages) for PWD exceeded those of persons without disabilities. There were 538 separated individuals who identified as having no disability, of these 538 individuals, 487 separated voluntarily (9.0 %) vs. 51 involuntarily separations (0.9%) for individuals without a disability.

There were 46 PWD who voluntarily separated (11%) and 5 PWD who were involuntarily separated (2.6%). Thus, PWD numbers exceeded (percentage wise) persons without a disability.

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

- | | | |
|-----------------------------------|-------|------|
| a. Voluntary Separations (PWTD) | Yes 0 | No x |
| b. Involuntary Separations (PWTD) | Yes x | No 0 |

There were 3 PWTD who were involuntarily separated (2.7%). Thus, PWTD numbers exceeded (percentage wise) persons without targeted disabilities.

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

SI is developing an exit survey that will become live in early FY 19. This multi-unit effort will assist the Institution in identifying retention related triggers moving forward and will allow the Smithsonian to continue its efforts in making EEO, diversity and inclusion a top priority and all levels.

B. ACCESSIBILITY OF TECHNOLOGY AND FACILITIES

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

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

<https://www.si.edu/FAQs/Access>

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

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

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

During FY 2018 the Office of the Chief Information Officer in collaboration with the Office of Equal Employment and Minority Affairs and Access Smithsonian began the development and testing of an online course titled “Making e-Learning Accessible”. The course, which will take about 2-3 hours to complete, includes five modules, including lessons, interactive knowledge checks, and an e-learning accessibility job aid that will help employees follow good accessibility guidelines after completing the course. Online learning at the Smithsonian falls under the rules and guidelines set forth in the following federal laws and Smithsonian Directives:

- Section 501 of the Rehabilitation Act of 1973
- Section 508 of the Rehabilitation Act of 1973
- SD214 (Equal Employment Opportunity Program)
- SD215 (Accessibility for People with Disabilities)
- SD950 (Management of the Smithsonian Web)

Additionally, as part of the Smithsonian Office of Occupational Safety, Health and Environmental Management’s “Safety Day” fair, members of OEEMA shared with Smithsonian employees and the general public the Smithsonian’s reasonable accommodation policies and other accessibility related information. Additionally, the Smithsonian has dedicated staff charged with improving accessibility throughout the Institution. The responsibilities include:

- Advising on and implementing policy, practices, and procedures related to access for people with disabilities;
- Reviewing facility and exhibition designs;
- Providing technical assistance;
- Conducting outreach to the disability community and other cultural arts organizations;
- Providing staff education on disability topics; and
- Working with Smithsonian museums and offices to provide direct services, including sign language interpretation, real time captioning, and alternate formats of publications.

C. REASONABLE ACCOMMODATION PROGRAM

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

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

The average time frame for processing initial requests for reasonable accommodations during FY 2018 was 40.2 days

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

During FY 2018, the Institution provided Smithsonian-wide email announcements regarding Reasonable Accommodation for persons with disabilities. The notifications provided additional information on CAP in addition to links that provide thorough information regarding the Smithsonian's Reasonable Accommodation Program.

Required in-person and online EEO training provides employees, managers and supervisors with detailed information on the Reasonable Accommodation process. New employees are provided information on Reasonable Accommodation by representatives from OEEMA during New Employee Orientation session that occur bi-weekly.

During FY 2018 the Office of the Chief Information Officer in collaboration with the Office of Equal Employment and Minority Affairs and Access Smithsonian began the development and testing of an online course titled "Making e-Learning Accessible". , The course, which will take about 2-3 hours to complete, includes five modules, including lessons, interactive knowledge checks, and an e-learning accessibility job aid that will help employees follow good accessibility guidelines after completing the course. Online learning at the Smithsonian falls under the rules and guidelines set forth in the following federal laws and Smithsonian Directives:

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Additionally, as part of the Smithsonian Office of Occupational Safety, Health and Environmental Management’s “Safety Day” fair, members of OEEMA shared with Smithsonian employees and the general public the Smithsonian’s reasonable accommodation policies and other accessibility related information.

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

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

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

The Smithsonian Institution processed requests for personal assistance services (PAS) in accordance with SI procedures during FY 2018.

Section VI: EEO Complaint and Findings Data

A. EEO COMPLAINT DATA INVOLVING HARASSMENT

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

Yes x No 0 N/A 0

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

Yes 0 No x N/A 0

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

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B. EEO COMPLAINT DATA INVOLVING REASONABLE ACCOMMODATION

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

Yes No N/A

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

Yes No N/A

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

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Section VII: Identification and Removal of Barriers

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

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

Yes No

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

Yes No N/A

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

Trigger(s)	<ul style="list-style-type: none"> • Overall underrepresentation of the Smithsonian’s PWTD workforce (1.92%). This representation is below the EEOC benchmark of 2.0% • Overall underrepresentation of Smithsonian’s PWD workforce (7.55%). This representation is below the EEOC benchmark of 12%
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	<ul style="list-style-type: none"> • There were no sections for internal competitive promotions who identified as PWTD • There were no applicants or selectees for internal selections for senior level that identified as a PWTD • Time off awards - 1-9 Hours: of the 696 awards given, 68 of the awards were provided to PWD (9.77%). While a trigger remains, this was an increase of 12 PWD compared to FY 17. • Time off awards - 9+ Hours: of the 1101 awards given, 78 of the awards were provided to PWD (7.08%). • Cash awards - \$100-500: of the 810 cash awards given, 71 of the awards were provided to PWD (8.77%) • Cash awards - \$500+: of the 2321 cash awards given, 147 of the awards were provided to PWD (6.33%). For PWTD, of the 2321 awards given, 43 were provided to PWTD (1.85%) 												
Barrier(s)	<p>The following barriers were identified in previous reports:</p> <ul style="list-style-type: none"> • Low employee turnover rate; • Limited pool of candidates in the highly/best qualified categories; • Limited use of Schedule A authorities and special appointing procedures; and, • Limited availability of mission critical employment opportunities. 												
Objective(s)	To continue recruitment and retention strategies that increase opportunities for hiring, developing and retaining PWTD												
<table border="1"> <tr> <td style="width: 50%;">Responsible Official(s)</td> <td style="width: 50%;">Performance Standards Address the Plan? (Yes or No)</td> </tr> <tr> <td> Directors of the following units: <ul style="list-style-type: none"> • Office of Equal Employment and Minority Affairs (OEEMA) • Office of Fellowships and Internships (OFI) • Office of Human Resources (OHR) • Access Smithsonian </td> <td>Yes – all supervisory performance plans include elements related to EEO, diversity and inclusion within individual units</td> </tr> <tr> <td>Barrier Analysis Process Completed? (Yes or No)</td> <td>Barrier(s) Identified? (Yes or No)</td> </tr> <tr> <td></td> <td>yes</td> </tr> </table>		Responsible Official(s)	Performance Standards Address the Plan? (Yes or No)	Directors of the following units: <ul style="list-style-type: none"> • Office of Equal Employment and Minority Affairs (OEEMA) • Office of Fellowships and Internships (OFI) • Office of Human Resources (OHR) • Access Smithsonian 	Yes – all supervisory performance plans include elements related to EEO, diversity and inclusion within individual units	Barrier Analysis Process Completed? (Yes or No)	Barrier(s) Identified? (Yes or No)		yes				
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<table border="1"> <tr> <td style="width: 33%;">Sources of Data</td> <td style="width: 17%;">Sources Reviewed? (Yes or No)</td> <td style="width: 50%;">Identify Information Collected</td> </tr> <tr> <td>Workforce Data Tables</td> <td>Yes</td> <td>Workforce demographic data</td> </tr> <tr> <td>Complaint Data (Trends)</td> <td>Yes</td> <td>Trends revealed no triggers as it relates to PWD and PWTD</td> </tr> <tr> <td>Grievance Data (Trends)</td> <td>No</td> <td></td> </tr> </table>		Sources of Data	Sources Reviewed? (Yes or No)	Identify Information Collected	Workforce Data Tables	Yes	Workforce demographic data	Complaint Data (Trends)	Yes	Trends revealed no triggers as it relates to PWD and PWTD	Grievance Data (Trends)	No	
Sources of Data	Sources Reviewed? (Yes or No)	Identify Information Collected											
Workforce Data Tables	Yes	Workforce demographic data											
Complaint Data (Trends)	Yes	Trends revealed no triggers as it relates to PWD and PWTD											
Grievance Data (Trends)	No												

Findings from Decisions (e.g., EEO, Grievance, MSPB, Anti-Harassment Processes)		Yes	Findings revealed no triggers or barriers as it related to PWD or PWTD		
Climate Assessment Survey (e.g., FEVS)		Yes	Responses analyzed through Smithsonian Office of Audience and Research (SOAR), specifically the identification of any triggers i.e. did employees believe they were the target of insensitive comments etc.		
Exit Interview Data		No	SI is developing an exit survey that will become live in early FY 19. This multi-unit effort will assist the Institution in identifying retention related triggers moving forward and will allow the Smithsonian to continue its efforts in making EEO, diversity and inclusion a top priority and all levels.		
Focus Groups		Yes	Anecdotal evidence through discussions with various Smithsonian staff Affinity Group members and Chairs.		
Interviews		Yes	Informal discussions routinely take place following the delivery of in-person EEO training. This environment allows for participants to discuss perceived issues, triggers or barriers being experienced in the workplace.		
Reports (e.g., Congress, EEOC, MSPB, GAO, OPM)		Yes	Reports from EEOC have provided guidance, updates or clarification on policies, laws and procedures.		
Other (Please Describe)					
Target Date (mm/dd/yyyy)	Planned Activities	Sufficient Staffing & Funding (Yes or No)	Modified Date (mm/dd/yyyy)	Completion Date (mm/dd/yyyy)	
September 2019 (ongoing)	Policy review and dissemination: Continue to review recruitment and hiring policies and procedures to determine if current practices result in barriers to PWD and PWTD.	Yes		ongoing	
June 2019 (ongoing)	New Hires: Promote Schedule A appointments	Yes		ongoing	

	<ul style="list-style-type: none"> • Promote management’s increased utilization of Schedule A and special appointing authorities. • Inform supervisors and managers of special hiring authorities. • 			
July 2019 (ongoing)	<p>Internships: Increase internship programs for individuals with targeted disabilities.</p> <ul style="list-style-type: none"> • Advertise targeted internships for Access to Opportunities program. • Continue The Project SEARCH Transition Program, a one-year internship program for students with cognitive disabilities in their last year of school. 	Yes		ongoing
September 2019 (ongoing)	<p>Targeted recruitment: Continue expansion of recruitment initiatives and resources to locate qualified applicants with targeted disabilities.</p> <ul style="list-style-type: none"> • Attend and/or participate in outreach activities, career and job fairs, etc. • Send vacancy announcements to academic institutions and professional organizations and other appropriate resources. • Network with employee advocacy groups. • Post individuals with targeted disabilities recruitment information on internal and external websites. • Issue selecting official advisory letter regarding the use of Schedule A. 	Yes		Ongoing

September 2019 (ongoing)	Applicant data collection: Collect and analyze applicant data to identify potential barriers in the recruitment and hiring processes, and revise processes to remedy identified barriers.	Yes		ongoing
September 2019 (ongoing)	Accommodations: Provide and report on reasonable accommodations provided to qualified applicants and employees with disabilities. Update Reasonable Accommodation Procedures and send to EEOC for concurrence.	Yes		ongoing
Fiscal Year	Accomplishments			
FY 2018	<ul style="list-style-type: none"> • During FY 2018, the Smithsonian Institution updated their accommodations procedures to include personal care assistance and other requirements identified in 29 CFR 1614.203 (August 28, 2018). • During FY 2018, the Institution saw increases in the overall workforce for PWD and PWTD. PWD saw an increase from 463 (7.22 %) in FY 2017 to 481 (7.55 %) in FY 2018 (increase of 18 PWD). PWTD saw an increase from 110 (1.72 %) in FY 2017 to 122 (1.92%) in FY 2018, an increase of 12 PWTD. • During FY 2018 22 PWTD received time-off awards (9+hours) this accounted for 2.0%. The Institution is pleased to report this improvement from FY 2017 • During FY 17 PWTD were not employed as sales workers, laborers and helpers, the Institution is pleased to report that in FY 18 PWTD are represented in all job categories listed in table B3 to include both sales workers and laborers and helpers. • The Director of EEO (Office of Equal Employment and Minority Affairs) meets with Smithsonian Senior leadership individually on a quarterly basis to provide updates on their unit's progress towards model EEO program implementation. These quarterly briefings include updates on workforce demographics and how snapshots of their workforces align with CLF data in terms of representation. The EEO Director highlights opportunities for improvement, which includes echoing the numerical benchmarks put forth by the EEOC regarding the employment of PWD and PWTD as appropriate. 			

	<ul style="list-style-type: none"> • During FY 2018 the Office of the Chief Information Officer in collaboration with the Office of Equal Employment and Minority Affairs and Access Smithsonian began the development and testing of an online course titled “Making e-Learning Accessible”. , The course, which will take about 2-3 hours to complete, includes five modules, including lessons, interactive knowledge checks, and an e-learning accessibility job aid that will help employees follow good accessibility guidelines after completing the course. Online learning at the Smithsonian falls under the rules and guidelines set forth in the following federal laws and Smithsonian Directives: <ul style="list-style-type: none"> ○ Section 501 of the Rehabilitation Act of 1973 ○ Section 508 of the Rehabilitation Act of 1973 ○ SD214 (Equal Employment Opportunity Program) ○ SD215 (Accessibility for People with Disabilities) ○ SD950 (Management of the Smithsonian Web) • As part of the Smithsonian Office of Occupational Safety, Health and Environmental Management’s “Safety Day” fair, members of OEEMA shared with Smithsonian employees and the general public the Smithsonian’s reasonable accommodation policies and other accessibility related information. • During FY 2018, the Institution’s Access Smithsonian Office trained multiple SI units’ staff, volunteers, and interns on inclusive customer service, best practices, access services, and disability awareness. • The Smithsonian Institution continues to have a presence at recruitment/outreach events that target PWD and PWTD to include: National Federation for the Blind, EOP’s Careers and the disABLED fair and Gallaudet University career fairs. • Access to Opportunities is an internship program for college students with disabilities. Funded by the HSC Foundation, interns are placed in various units throughout the Smithsonian that relate to their field of study and/or career path. The Institution recruits students, selects candidates from applicant pool, secures internship placements, and evaluates results from intern and mentor feedback. In FY18, the SMithsonian hosted 6 ATO interns. • The Smithsonian provides a Fundamentals for Supervisor Training on various human resources topics, including hiring persons with disabilities. This training is offered 3 to 4 times per
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	<p>year by the Office of Human Resources (OHR) to all managers and supervisors. This training is a rigorous 8 hour training class which lasts 3 days by which attendance is mandatory for all 3 days in order to receive a certificate of completion. This training also provides an opportunity for managers and supervisors to discuss in detail all phases of human resources, especially how to recruit using special hiring authorities. Participants receive a binder of appropriate literature and are given contact information for future reference.</p> <ul style="list-style-type: none"> • OEEMA also requires mandatory in-person and refresher EEO Training for Managers and Supervisors. The in-person session for new supervisors is offered 4 to 5 times per Fiscal Year and the refresher training (required every three years) is available online. Both cover the applicable authorities (i.e. ADA, Section 501 of the Rehab Act of 1973) that take disability into account. • PWTD saw an increase in QSI provided (1.18% in FY 2017 to 3.39% in FY 2017). Additionally, there were improvements time-off awards and monetary compensation for PWTD. • During FY 2018, The Smithsonian Institution continued its efforts to establish and maintain contacts with organizations that promote and assist PWD and PWTD in securing and maintaining employment. Some of the Smithsonian’s most noteworthy accomplishments in this area during FY 2018 can be found below: <p>Project SEARCH: is a 10-month internship program for young adults with cognitive disabilities, which is sponsored by the Accessibility Program. Interns in 3 10-week internships during their tenure to increase their job readiness skills. In addition, interns gain experience in other job development areas, such as resume writing, interviewing and professional workplace behavior. Each year the Smithsonian hosts 10-12 interns. To date, SI has hired 27 interns with a 94% retention rate, further diversifying SI's workforce.</p> <p>Smithsonian Accessibility Innovation Funds: Managed by Access Smithsonian, all Smithsonian units were invited to submit a proposal on developing, implementing, and evaluating innovative solutions to make SI accessible to all visitors. Proposals were reviewed by a selection committee with representatives from multiple Smithsonian units and museums, and the Institute for Human Centered Design. 22 proposals were submitted, and 6 were awarded funding by the selection committee.</p> <ul style="list-style-type: none"> • Greater Washington Internship Coalitions: As a member of the GWIC, the Access Smithsonian is dedicated to increasing the
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	<p>number of internship and educational opportunities for individuals with disabilities at SI and in the community. The GWIC meets quarterly. Members regularly participate in outreach events such as affinity-group conferences and internship/career fairs in Washington, DC to promote SI academic programs to diverse audiences</p> <ul style="list-style-type: none">• Smithsonian Accessibility Network: Access Smithsonian staff coordinated the formation of the Smithsonian Accessibility Network in collaboration with educators and staff from around the Institution to promote accessibility best practices, provide staff training, and encourage community partnerships. The network hosts bimonthly workshops and training opportunities.• Employment Working Group: Access Smithsonian staff served on the Employment Working Group steering committee, which is led by the National Youth Transition Center. The EWG is comprised of 7 community organizations. The EWG will be creating training materials for businesses on how to provide accommodations for employees with disabilities and how to overcome unconscious bias when hiring.• Equal Opportunity Publication's Careers & the disABLED Magazine's Career Expo for People with Disabilities: This career fair brought industry and government together with a focus on opportunities for people with disabilities who are entry-level and professionals in all career disciplines. The Smithsonian team met with more than 100 potential employees and academic appointees, with an emphasis on disabled military veterans who want to reenter the workforce. Information regarding Federal Government's Schedule A Hiring Authority and the Smithsonian's internship programs that target individuals with disabilities was provided to attendees.• Operation Warfighter: Operation Warfighter (OWF) is a Department of Defense internship program that matches qualified wounded, ill and injured Service members with non-funded federal internships in order for them to gain valuable work experience during their recovery and rehabilitation. This process assists with the Service members' reintegration to duty, or transition into the civilian work environment where they are able to employ their newly acquired skills in a non-military work setting. The Smithsonian Institution participates in this program through regular attendance at OWF internship fairs at Walter Reed and Ft. Belvoir.
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	<ul style="list-style-type: none"> • Kennedy Krieger Institute; The Smithsonian’s National Museum of Natural History partners with this organization to bring aboard students with various disabilities to gain valuable work and volunteer experience in a professional museum setting.
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4. Please explain the factor(s) that prevented the agency from timely completing any of the planned activities.

The Institution continues to embrace EEO diversity and inclusion in all aspects of our operations. Many of the identified triggers and barriers require ongoing efforts to continue each fiscal year. The Smithsonian will continue working towards meeting all benchmarks for PWD and PWTD.

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

Planned activities for FY 2019 will be analyzed and reported on the FY 2019 MD-715 report.

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

Planned activities from previous reports have yielded improvements on the overall representation of PWD and PWTD in SI’s workforce. The Institution will continue forward with initiatives aimed at the recruitment, hiring and retention of PWD and PWTD.