

U.S. Environmental Protection Agency
Report on Upward Mobility of
Hispanic Employees into the
Senior Executive Service
Trigger Identification

Office of Civil Rights
September 30, 2022

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BACKGROUND

On January 18, 2017, the Office of Personnel Management (OPM) and the Equal Employment Opportunity Commission (EEOC) issued a joint memorandum: “[Hispanics in the Federal Workforce](#).” OPM and EEOC issued the memorandum as a concerted effort to address the “persistent low representation of Hispanics/Latinos in the Federal Workforce.” *Id.* The memorandum urged agencies to conduct focused barrier analysis on Hispanic Employment.

“A barrier is an agency policy, principle, or practice that limits or tends to limit employment opportunities for members of a particular EEO group based on their sex, race, ethnic background, or disability status.” [EEOC instructions to Federal Agencies for preparing EEO MD 715](#). The OPM/EEOC memorandum encouraged agencies to focus on the feeder pool grades into the Senior Executive Service (SES) and the SES to identify and eradicate any barriers to equal employment opportunity (EEO) consistent with the merit system principles and applicable laws.

The memorandum highlighted the following as drivers of this initiative: Executive Order 13583, *Establishing a Coordinated Government-wide Initiative to Promote Diversity and Inclusion in the Federal Workforce*; recommendations from the Hispanic Council on Federal Employment (HCFE); and EEOC Management Directive 715 to remove barriers to EEO in the Federal workplace. The memorandum suggested various barrier analysis activities, which agencies could conduct based on their regular EEO planning and reporting requirements under EEOC MD-715.

The goal of barrier analysis under EEOC Management Directive 715 is to identify the root causes of disparities in equal employment opportunities so that federal agencies can take action to remedy the policies, procedures, and practices that lead to such disparities.¹ As depicted in Figure 1, there are four steps in the Barrier Analysis Process.

¹ <https://www.eeoc.gov/federal-sector/management-directive/barrier-analysis-questions-guide-process>

Barrier Analysis Process

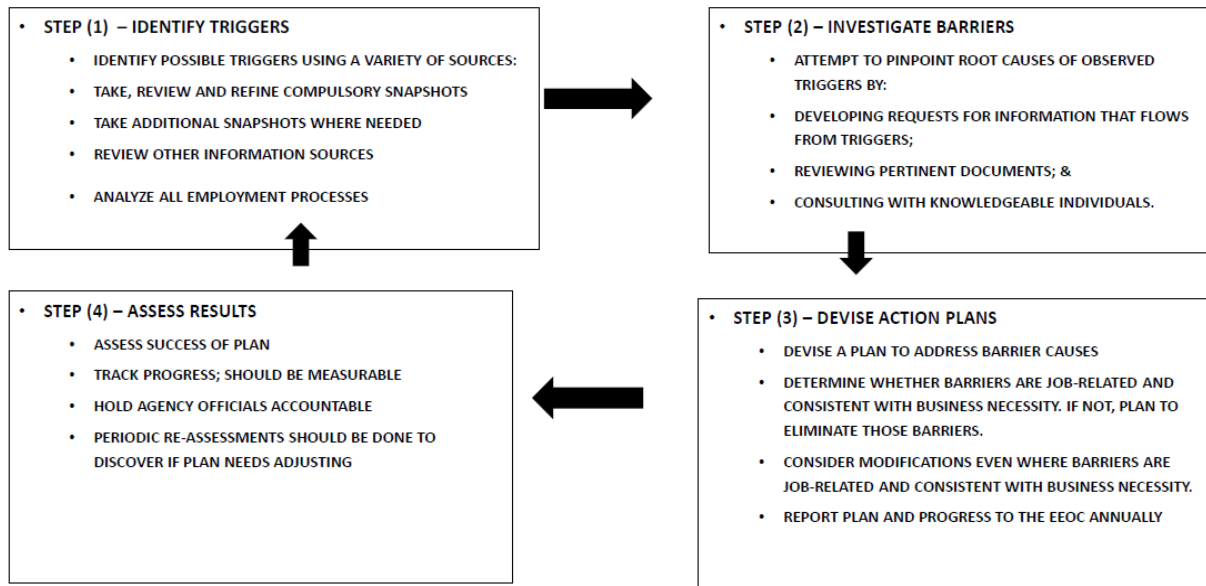


Figure 1. Barrier Analysis Process

This report depicts the actions taken and information gathered in *Step (1) Identify Triggers*. A trigger is a trend, disparity, or anomaly that suggests the need for further inquiry into a particular policy, practice, procedure, or condition. It is simply a red flag. Triggers can be gleaned from various sources of information, beginning with workforce statistics.²

This report assisted in beginning to identify where in the employment lifecycle triggers may exist for EPA’s Hispanic workforce. There are five critical phases of the employment lifecycle: 1) Recruitment; 2) Hiring; 3) Training and Development; 4) Promotions; and 5) Separations. Based on the OPM/EEOC memorandum that encouraged agencies to focus on the SES and its feeder pools, this report focused on that.

Separately, and more recently, EPA also began a similar national analysis on upward mobility based on race and sex. The next step in EPA’s upward mobility analysis will be to merge the two efforts, including utilizing a statistically significant trigger analysis tool developed as part of the race and sex upward mobility analysis. The tool’s purpose is to assist in the analysis of workforce data in a manner that identifies triggers and provides input regarding the priority of barrier analysis. In the next step of the upward mobility analysis, we expect to complete our investigation of barriers and devise action plans, as necessary, by FY23 Quarter 4. We have reserved FY24 to assess the results of any action plans we devise.

² <https://www.eeoc.gov/federal-sector/management-directive/instructions-federal-agencies-eeo-md-715-1#:~:text=Definition%20of%20Barrier,ethnic%20background%2C%20or%20disability%20status.>

EPA BARRIER ANALYSIS INITIATIVE – TRIGGER IDENTIFICATION

In fiscal year 2019 (FY19), the Office of Civil Rights (OCR) established an agencywide national priority: *The Upward Mobility of Hispanics from GS-13 to the Senior Executive Service (SES)*. The analysis began at the GS-13 level, because the EEOC MD-715 workforce tables identify GS-13 to SES as the senior-level grades. OCR reviewed the workforce demographics data for FY17 through FY21. The trigger identification analysis concentrated on whether there were triggers to suggest the need to further investigate upward mobility for EPA's Hispanic employees.

The initial phase of data analysis included reviewing EPA's workforce data tables, EEO complaints data gathered from its Annual Federal Equal Employment Opportunity Statistical Report on Discrimination Complaints (EEOC 462 Complaints Report), and Federal Employee Viewpoint Survey (FEVS) data.

The second phase of data review included the development and execution of an agencywide employee survey. The survey was open to all EPA employees (Hispanic and non-Hispanic). The survey consisted of forty-nine questions that were divided into five categories. Survey participation was anonymous. The data collected in phase one and phase two serve as the foundation for this trigger identification report.

Phase I Data Review: Permanent Workforce, Complaints Data, Federal Employee Viewpoint Survey Results

Phase 1 of the data review was focused on identifying triggers in data sets. Triggers in the data sets were to help provide a platform to determine if there were potential upward mobility barriers to investigate regarding EPA's Hispanic employees. Three data sets were reviewed: FY17-21 Permanent Workforce GS-13-SES – Hispanic Participation Rates; EEOC 462 Complaints Reports; and Federal Employee Viewpoint Survey Results.

The following is a summary of the findings for the data sets used for the phase 1 data review:

1. Permanent Workforce Data Table Analysis

The EEOC identifies the Glass Ceiling Barrier as one of three major barriers most likely to impact an employee's career path to the executive level. A glass ceiling exists when a particular EEO group cannot reach the executive level of leadership in an organization despite their presence in positions that comprise the feeder pool for executive positions. An upward mobility benchmark for determining a trigger to investigate the glass ceiling barrier is the comparison between the target population (*e.g.*, the SES participation rate) and the population of the feeder pool, which are the grade levels immediately below the one under review.

A. Permanent Hispanic Employees (Source: MD-715 Tables)

Trigger Analysis for Permanent Hispanic Males in the GS13 to the SES:

Figure 2 demonstrates that from FY17 to FY21, each year the Hispanic male SES participation rates has increased: in FY17 it was 3.38%, in FY21 it was 5.26%. Furthermore, although every year the Hispanic male participation rates decreased from the feeder pools into the SES, which are the GS13 to GS15, every year the SES participation rate exceeded the GS-15 feeder pool upward mobility benchmark.

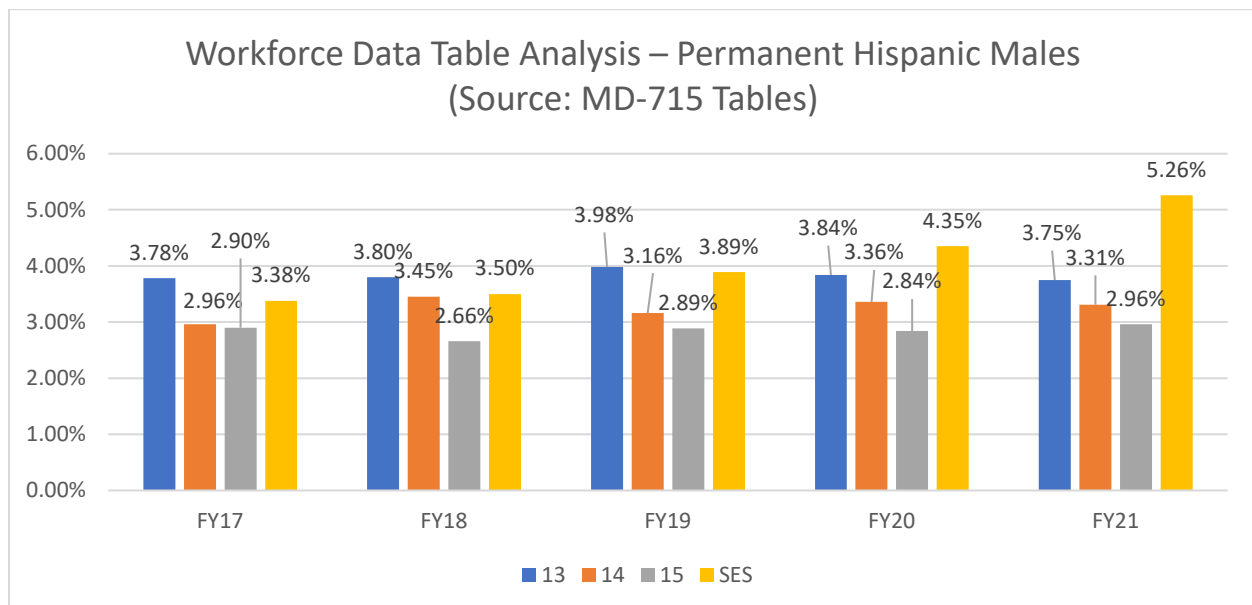


Figure 2. Permanent Hispanic Male Workforce Data Analysis

Additionally, in FY20 and FY21, the Hispanic male SES participation rate exceeded the GS13, GS14, and GS15 Hispanic male participation rate. Importantly, the FY21 GS15 Hispanic male participation rate was 2.96%, yet EPA's male Hispanic SES participation rate was 5.26%.

Workforce data demonstrates that the percentage of Hispanic males in the SES has improved over the last five years. As a result, the Hispanic male participation rate in the SES now exceeds the upward mobility benchmark – feeder pool used in this trigger identification analysis. A question that needs answering moving forward is whether the Hispanic male participation rate in the feeder pools is at an anticipated participation rate so that Hispanic male upward mobility allows for an anticipated participation rate of Hispanic males in the SES.

Trigger Analysis for Permanent Hispanic Females in the GS13 to the SES:

Figure 3 shows that each year, from FY17 to FY21, the Hispanic female participation rates decreased from the GS13 to the GS14. The participation rate similarly decreased each year from the GS14 to the GS15.

However, as with the male Hispanic data, each year between FY17 to FY21, the Hispanic female SES participation rates increased: in FY17 it was 2.26%; in FY21, it was 3.38%. In FY21 the Hispanic female SES participation rate surpassed the upward mobility benchmark, the GS15 feeder pool, by almost 1% (.76%).

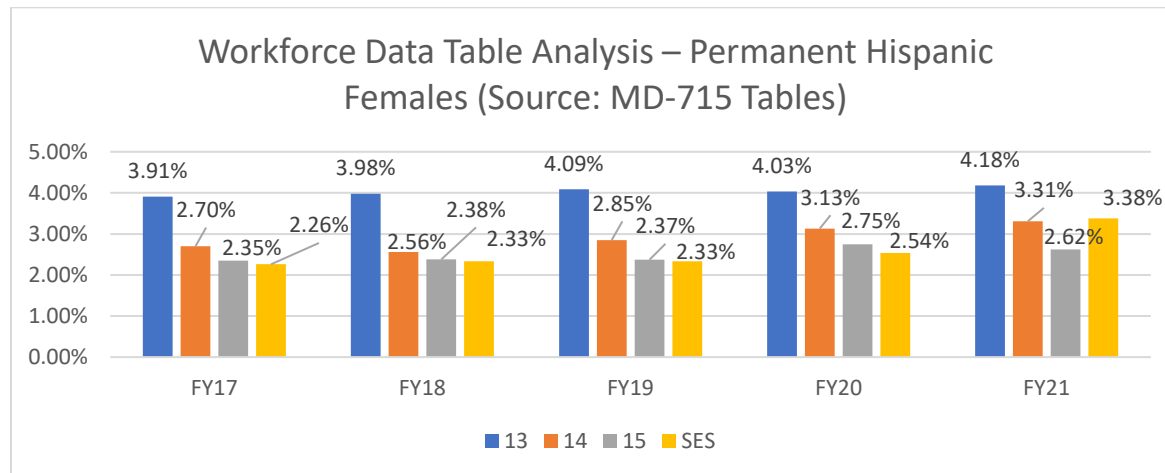


Figure 3. Permanent Hispanic Female Workforce Data Analysis

The FY21 accomplishment is positive, but the Agency will need to continue to monitor Hispanic female upward mobility to determine whether the FY21 data is an outlier. Of particular concern, FY21 also saw the greatest Hispanic female participation rate decreases from the GS-14 to the GS-15, albeit by .69%.

Although not at the same rate as EPA's Hispanic male SES, permanent workforce data demonstrates that the Hispanic female SES participation rate at EPA has improved over the last five years. As a result, the Hispanic female SES participation rate now exceeds the Hispanic female SES upward mobility benchmark. As with the male Hispanic analysis, a question that needs answering moving forward is whether the Hispanic female participation rate in the feeder pools is at an anticipated participation rate so that Hispanic female upward mobility allows for an anticipated participation rate of Hispanic females in the SES.

Further Analysis: The agency needs to analyze whether certain occupations provide different opportunities to advance to the executive level. It may be helpful to disaggregate the data by occupations because not all occupations in the agency have the same career growth to either the GS-14 or GS-15.

Additionally, do certain occupations base qualifications on unnecessary criteria. For example, if there is a practice to favor education could the level of education be adjusted, eliminated, or substituted? Could a more concerted effort be made to identify Hispanic employees who have the level of education needed through improved outreach and/or recruitment?

The analysis also needs to account for the fact that the agency does not fill all SES positions from internal candidates. The agency will consider these and other issues as it unveils a more refined upward mobility benchmark in conducting its analysis in FY23.

2. Complaints Data (EEOC 462 Complaints Report)

The EEOC recommends that agencies in their trigger identification analysis should review additional data including their EEOC 462 Complaints Report. Specifically, an agency should determine whether there is a trend of complaint filings that allege a failure to promote or non-selection based on national origin (Hispanic). [EEOC instructions to Federal Agencies for preparing EEO MD 715](#).

The following table provides information regarding failure to promote/non-selection complaints based on national origin (Hispanic) for FY17- FY21:

Table 1. EEOC 462 Complaints Data (FY17-FY21)

Fiscal Year	Failure to Promote/Non-Selection Complaints Based on National Origin (Hispanic)	Total Number of Failure to Promote/Non-Selection Complaints	Total Number of Complaints (Regardless of Bases)	Percentage of Total Complaints (Regardless of Bases)
2017	2	21	78	2.6%
2018	0	10	57	0%
2019	1	7	63	1.6%
2020	1	14	63	1.6%
2021	2	7	44	4.5%

Table 1 shows that complaints alleging failure to promote or non-selection based on national origin (Hispanic) did not exceed two in any year between FY17 and FY21. They ranged from zero to two. The data did not demonstrate a trend of complaint filings that alleged a failure to promote or non-selection based on national origin (Hispanic).

3. Federal Employee Viewpoint Survey Data

In January 2017, the EEOC released the following document: [Barrier Analysis: Questions to Guide the Process](#). The document serves as a tool to help guide a barrier analysis exercise and contains a set of questions and suggested activities for the five most common areas to conduct barrier analysis exercises: recruitment, hiring, training and development, promotions, and separations.

This trigger identification analysis focused on identifying upward mobility triggers for further investigation. The EEOC document suggests a review of two FEVS questions (22 and 67) to determine if there are variations from the government-wide and agencywide responses. Substantially more negative responses should be investigated as a data source to identify

potential barriers. The following table summarizes the findings from the FY17-FY19 FEVS reports for questions 22 and 67:³

FEVS Question 22: Promotions in my work unit are based on merit

A review of FEVS question 22, shows that Hispanic employees selected ‘negative’ at a higher rate than the EPA-wide and EPA non-Hispanic rate, but at a lower rate than the Government-wide rate with the exception of 2017. The negative response rate of EPA Hispanic employees was 1.7% greater than EPA-wide employees and 2.6% greater than EPA non-Hispanic employees; it was 2.2% less than the government-wide negative response rate.

The Hispanic negative response rate decreased by a greater percentage, 1.5%, during this period than did the EPA-wide and EPA non-Hispanic percentages of .9% and 1.2%, respectively. The government-wide negative response rate increased by .7%.

FY17 RESPONSES					
	Number of Responses	Positive	Neutral	Negative	Do Not Know
Government-wide	468,542	42.3%	25.4%	32.35%	16,412
EPA-wide	8,519	42.1%	27.7%	30.1%	840
EPA Hispanics	588	42.0%	25.6%	32.4%	56
EPA Non-Hispanics	7,473	42.7%	27.8%	29.5%	725

FY18 RESPONSES					
	Number of Responses	Positive	Neutral	Negative	Do Not Know
Government-wide	556,796	37.5%	28.3	34.3	37,646
EPA-wide	7,271	41.7%	28.3%	30.0%	661
EPA Hispanics	499	41.1%	27.9%	30.9%	34
EPA Non-Hispanics	6,298	42.6%	28.2%	29.3%	565

FY19 RESPONSES					
	Number of Responses	Positive	Neutral	Negative	Do Not Know
Government-wide	568,300	39.2%	27.7%	33.1%	38,099
EPA-wide	7,539	43.1%	27.7%	29.2%	714
EPA Hispanics	566	42.5%	26.6%	30.9%	44
EPA Non-Hispanics	6,461	44.2%	27.5%	28.3%	614

FEV Question 67: How satisfied are you with your opportunity to get a better job in your organization?

Regarding FEVS question 67, the negative responses of EPA Hispanics was greater than the negative responses of Government-wide, EPA-wide, and EPA non-Hispanics employees. The percentage difference between the Hispanic response rate and the other response rates has generally decreased. The greatest percentage difference each year was between EPA Hispanic and EPA non-Hispanic employees. In FY17, the difference was 4.1%, but, in FY19, it had dropped to 2.4%. The percentage differences are smaller between EPA Hispanic employees and government-wide and EPA-wide employees.

³ The FY20 and 21 FEVS did not include these two questions.

FY17 RESPONSES				
	Number of Responses	Positive	Neutral	Negative
Government-wide	466,843	37.1%	27.7%	35.3%
EPA-wide	9,147	33.5%	31.7%	34.8%
EPA Hispanics	647	33.6%	28.2%	38.2%
EPA Non-Hispanics	8,183	34.0%	31.9%	34.1%

FY18 RESPONSES				
	Number of Responses	Positive	Neutral	Negative
Government-wide	576,188	38.4%	27.6%	34.1%
EPA-wide	7,755	33.6%	32.3%	34.1%
EPA Hispanics	532	34.7%	29.7%	35.6%
EPA Non-Hispanics	6,855	34.0%	32.3%	33.6%

FY19 RESPONSES				
	Number of Responses	Positive	Neutral	Negative
Government-wide	584,169	40.7%	27.0%	32.3%
EPA-wide	8,029	37.1%	30.9%	31.9%
EPA Hispanics	607	41.0%	25.5%	33.6%
EPA Non-Hispanics	7,075	37.5%	31.3%	31.2%

Further Analysis: Determine whether evidence exists to corroborate employee perceptions. For example, in EPA's barrier analysis report regarding the use of the Schedule A Hiring Authority, the survey results contained evidence that supervisors and managers had witnessed biased statements made about candidates actual or perceived disabilities

PHASE II – DATA REVIEW – AGENCYWIDE UPWARD MOBILITY SURVEY

1. Background

Originally, the second phase of data collection called for conducting open-door focus groups of employees (Hispanic and non-Hispanic) in the four EPA offices with the largest number of Hispanic employees: EPA Headquarters (HQ), Region 2, Region 6, and Region 9. The plan was to hold two concurrent sessions: one for managers and one for non-managers with a team of EPA facilitators to facilitate each session. OCR scheduled the initial session for March 10, 2019; however, due to the COVID-19 pandemic it had to cancel the focus group sessions.

Instead, OCR decided to conduct an online survey. The purpose of the survey was to collect qualitative information on employee perceptions toward upward mobility opportunities at EPA. This was the first time EPA issued a survey of this nature agencywide. Specifically, the online survey sought to collect data on employees' perspectives on upward mobility issues, such as Individual Development Plans (IDPs), training, and mentoring/coaching. The survey provided OCR the opportunity to expand EPA participation to all employees.

The survey was created by OCR's Affirmative Employment Analysis and Accountability office, in conjunction with the Hispanic Employment Program (HEP), an EPA Special Emphasis Program (SEP). The survey consisted of forty-nine questions. Participants had the option to include demographic information voluntarily and anonymously.

The responses were evaluated by OCR staff and SEP managers from the HEP. They grouped the responses into common themes. Below is a brief snapshot of survey results. The survey served as an informal tool to collect information on employee perceptions.

2. The Upward Mobility Survey

On March 10, 2021, OCR issued an agencywide mass mailer announcing that it had opened the Upward Mobility Survey and encouraged all employees to complete it. The purpose of the survey was to collect information on employee perceptions, in particular, Hispanic employees, regarding upward mobility/career advancement at EPA.

The Survey consisted of five sections:

- I. Demographic Information
- II. Training
- III. Individual Development Plan
- IV. Mentoring/Coaching
- V. Upward Mobility

The survey remained open for three weeks; it closed on March 31, 2021.

SURVEY RESULTS:

The following is a summary of the survey tabulations. Appendix I includes the table of results. For many questions, *e.g.*, identify your EPA organization, a survey respondent could select from multiple options provided. Other survey questions were open-ended. For conciseness, EPA aggregated the responses of the multiple-choice and open-ended questions. All questions were optional and not all respondents provided responses to every question.

Section I – Demographic Questions

- At the time of the survey, EPA’s workforce consisted of 14,848 total employees. 2,486 or 16.7% of employees responded to the survey.
- At the time of the survey, EPA had 1,077 total Hispanic employees, which represented 7.25% of the EPA’s total workforce.
- 395 survey respondents identified as Hispanic. These respondents represented 15.9% of the 2,486 survey respondents and 36.7% of the 1,077 Hispanic employees at EPA. The high percentage of employees that identified as Hispanic – the survey’s main target audience — suggests that surveys can be valuable tools for gathering barrier analysis information.

Section II – Training

- 68% of the survey respondents believe training is an important component in their career path. The majority of respondents stated that they determine their training and developmental skill needs through self-assessments and PARS discussions with their manager/supervisor.
- Most survey respondents believe that their supervisors/managers are supportive of their professional growth and developmental opportunities.
- The most common and second most common response non-Hispanic and Hispanic female employees who stated supervisors/managers provided “no support” for professional growth or career development were employee/supervisor issues and funding. It was the reverse for Hispanic male employees. Time constraint was the third most common reason provided by all three groups, although that response was tied with discrimination amongst Hispanic male and Hispanic female employees who responded to that question.
- Most survey respondents stated that they have a career goal of advancing to a supervisor/manager position and most respondents that have such a career goal expressed interest in the SES.
- Most survey respondents stated Non-Technical (Leadership/Management) as the area where they needed improvement. Hispanic female respondents mentioned ECQ Skill training as an area where they needed training.
- Most survey respondents stated that they had participated in a career developmental opportunity (CDO) program: FedTalent training was the most popular (31%) and Full-Time Detail Assignments (21%) was the second most popular.

Section III – Individual Development Plan

- Most survey respondents stated that they are aware of IDPs and recognize them as a tool that provides benefits, such as setting career goals, improving communication with supervisors/managers, and identifying training needs. Respondents stated that employees take the lead to develop the IDP. For those respondents with an IDP, they stated that they discussed the IDP with their managers.
- Most survey respondents stated that they did not have an IDP. 67% of non-Hispanic employees stated that, with Hispanic males above that percentage at 70% and Hispanic females below that percentage at 64%. Most respondents that did not have an IDP stated that it was because it is not a priority for the manager or because the respondent finds it to be a waste of time.

Section IV – Mentoring and Coaching

- Most survey respondents stated that they have a mentor or coach, who provide career advice, feedback, and networking.

- Most survey respondents stated that they did not obtain their mentor/coach through an EPA program.
- Hispanic male (28%) and female (28%) respondents more often stated that they were unaware that EPA offered mentors and coaches as compared to non-Hispanic respondents (23%). Non-Hispanic respondents (28%) more often stated that they utilized EPA's various mentoring and coaching programs as compared to Hispanic male (22%) and female (27%) respondents.

Section V – Upward Mobility

- Approximately 60% of survey respondents expressed interest and believed themselves eligible for upward mobility opportunities into management positions; however, approximately 70% stated that they had not applied for these opportunities or for an upward mobility promotional detail in the last two years.
- Nearly two thirds of non-Hispanic (61%) and Hispanic female (60%) respondents who applied for an upward mobility management opportunity in the last two years responded that they were asked to interview. In contrast, only about a third of Hispanic male (36%) respondents who applied for an upward mobility management opportunity in the last two years stated they were offered an interview.
- Nine percent of Hispanic female respondents, 10% of non-Hispanic respondents, and 11% of Hispanic male respondents stated that they were selected for an upward mobility opportunity in the last two years.
- For survey respondents who were not selected, the majority stated that they reached out to the hiring official to discuss their nonselection. The majority of Hispanic male and female employees stated that they agreed with the feedback provided, while the majority of non-Hispanic employees stated they did not. Survey respondents provided limited information as to why they agreed or disagreed with the feedback received. For those that agreed with the feedback, some of the responses they provided included an identified need to obtain additional career experience or develop skills. For those that disagreed, some stated they believed it was due to discrimination or pre-selection.
- Most respondents selected “traditional” methods (*i.e.*, training, improving skills sets, and acquiring career experience) as the best way to advance their EPA career.
- 51% of Hispanic male and female respondents stated that there were no workplace barriers to their career advancement at EPA because they are Hispanic. 49% of Hispanic male and female respondents stated there were workplace barriers to their career advancement at EPA because they are Hispanic. The most common workplace barriers Hispanic survey respondents stated included the following:
 - Discrimination, stereotypes, biases
 - Flawed hiring process (including upward mobility)
 - Lack of management support
 - Lack of career development opportunities

- Most non-Hispanic, Hispanic male, and Hispanic female respondents stated that they did not believe there were current workplace barriers to career advancement due to EEO protected bases. However, for those that stated that they believe workplace barriers existed due to EEO protected bases, race was the leading basis identified by non-Hispanic, Hispanic male, and Hispanic female respondents. Hispanic male respondents stated that national origin was second leading basis, while Hispanic female respondents stated national origin was third leading basis behind race and color.

Next Steps

The agency has commenced an Upward Mobility analysis based on race and sex. The data and information collected as part of this trigger identification analysis on upward mobility of Hispanic employees will help inform that analysis. As the agency develops better and improved tools to implement for national barrier analysis, it will apply them to the Hispanic upward mobility analysis. The agency will also develop guidance to assist region and program offices in conducting a review of their respective office data for EEO triggers and barriers.

In FY23, the agency will include improved analysis techniques. The trigger identification analysis on the upward mobility of Hispanic employees at the agency from the GS13 to SES levels identified the need for a more refined and inclusive upward mobility benchmark to determine triggers. The new benchmark will seek to address that only certain occupations have a career path to the senior grade levels. The new benchmark will also attempt to account for the fact that the agency fills positions internally and externally. Analysis in FY23 may also identify other areas to improve the benchmark.

Furthermore, the trigger analysis should determine the appropriate significance to prioritize a trigger for further investigation. For example, determining what is a significant number of complaints alleging failure to promote/non selection based on national origin (Hispanic) over the last five years.

The employee survey identified that some employees perceive that there may be workplace barriers for career advancement at EPA for Hispanic employees. The agency will determine whether there is evidence to support such perceptions, including by reviewing outreach, recruiting, and upward mobility applicant flow data. The agency also will hold listening sessions for all employees on upward mobility issues/concerns and review the use/deployment of IDPs.

Finally, OCR recommends that each EPA region and program office conduct an organization specific trigger identification analysis. and program offices. OCR invites all region and program offices to join it in FY23 as it proceeds with the nationwide Hispanic upward mobility analysis. Such participation should help each region and program office conduct its respective region or program office analysis.

Appendix 1. Upward Mobility Survey

SECTION I – Demographic Questions

Are you Hispanic/Latino-A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race?

Options	Count	Percentages
Yes	395	16.07%
No	2063	83.93%
	Total = 2458	

Please select the racial category or categories with which you most closely identify. Select as many as apply.

Options	Count	Percentages
American Indian or Alaska Native	128	4.98%
Asian American	229	8.91%
Black or African American	470	18.30%
Native Hawaiian or other Pacific Islander	14	0.54%
White	1728	67.26%
	Total = 2569	

How long have you been an employee of the Environmental Protection Agency?

Options	Count	Percentages
0-5 Years	690	27.89%
6-10 Years	243	9.82%
11-15 Years	370	14.96%
16-20 Years	306	12.37%
21+ Years	865	34.96%
	Total = 2474	

Please select your organization.

Options	Count	Percentages
Office of the Administrator (OA)	45	1.83%
Office of Air and Radiation (OAR)	205	8.32%
Office of Chief Financial Office (OCFO)	63	2.89%
Office of Chemical Safety and Pollution Prevention (OCSPP)	171	6.94%
Office of Enforcement and Compliance Assurance (OECA)	139	5.64%
Office of General Counsel (OGC)	41	1.66%
Office of Inspector General (OIG)	15	0.61%
Office of International and Tribal Affairs (OITA)	9	0.37%
Office of Land and Emergency (OLEM)	100	4.06%
Office of Mission Support (OMS)	170	6.90%
Office of Research and Development (ORD)	210	8.52%
Office of Water (OW)	80	3.25%
Region 1	63	2.56%
Region 2	83	3.37%
Region 3	150	6.09%
Region 4	108	4.38%
Region 5	155	6.29%
Region 6	170	6.90%
Region 7	118	4.79%
Region 8	79	0.28%
Region 9	212	8.60%
Region 10	78	3.17%
	Total = 2464	

What is your current grade level?

Options	Count	Percentages
GS 1-4	13	0.53%
GS 5-7	52	2.12%
GS 8-10	129	18.99%
GS 11	113	4.61%
GS 12	352	14.37%
GS 13	984	40.16%
GS 14	445	18.16%
GS 15	309	12.61%
SES	53	2.16%
Total = 2450		

Are you currently a permanent EPA employee?

Options	Count	Percentages
Yes	2429	98.34%
No, I am a temporary EPA employee	41	1.66%
Total = 2470		

SECTION II – Training Questions

How important do you believe training is to your career path?

Options	Count	Percentages
0 – Not at All Likely	19	0.8%
1	16	0.7%
2	29	1.2%
3	48	2.0%
4	39	1.7%
5	113	4.8%
6	162	6.9%
7	334	14.2%
8	482	20.5%
9	338	14.4%
10 – Extremely Likely	773	32.9%
Total	2353	

How do you determine your training and developmental skills needs? (Select all that apply)

Options	Count	Percentages
PARS ⁴ discussion with my manager/supervisor	1693	25.40%
Feedback from my Mentor or Coach	823	12.34%
FedTalent training Programs	789	11.83%
Self-assessment	2005	30.07%
Discussions with work colleagues who are not in management	1357	20.35%
Total = 6667		

Do you discuss your training and or developmental skills needs with your supervisor/manager?

Responses	Non-Hispanic Responses	% Response	Hispanic Male Responses	% Response	Hispanic Female Responses	% Response
YES	1731	85%	124	82%	181	84%
NO	316	15%	28	18%	35	16%
TOTAL	2047		152		216	

⁴ Performance Appraisal and Recognition System (PARS).

Is your supervisor/manager supportive when you have indicated that you want to apply for professional growth and developmental training opportunities?

Responses	Non-Hispanic Responses	% Response	Hispanic Male Responses	% Response	Hispanic Female Responses	% Response
YES	1778	88%	131	86%	177	85%
NO	235	12%	21	14%	32	15%
TOTAL	2013		152		209	

If No, list why not?

Non-Hispanic Top Responses	Non-Hispanic Responses & % of all Responses	Hispanic Male Top Responses	Hispanic Male Responses & % of all Responses	Hispanic Female Top Responses	Hispanic Female Responses & % of all Responses
Issues with supervisor/not a priority	126 = 51%	Funding	8 = 32%	Issues with supervisor/not a priority	18 = 49%
Funding	66 = 27%	Issues with supervisor/not a priority	6 = 24%	Funding	9 = 24%
Time Constraints / FTEs	53 = 22%	Time Constraints – FTE	3 = 12%	Time Constraints – FTEs	3 = 8%
		Discrimination/Favoritism	3 = 12%	Discrimination/Favoritism	3 = 8%
TOTAL	245 of 349 responses		20 of 25 responses		33 of 37 responses

Do have a career goal to advance to a management or supervisor position including Senior Executive Service (SES) positions?

Options	Non-Hispanic Responses	% Response	Hispanic Male Responses	% Response	Hispanic Female Responses	% Response
YES – I am interested in a management or supervisor position - but not in the SES	434	22%	40	27%	59	29%
YES – I am interested in a management or supervisor position - including the SES	656	33%	71	48%	76	37%
No	902	45%	37	25%	72	35%
Totals	1992		148			

Which of the following are areas you believe you need to improve the most for a management opportunity? (Select all that apply)

Top Three Responses	Non-Hispanic Responses	% Response	Hispanic Male Responses	% Response	Hispanic Female Responses	%Response
Non-Technical skills (Leadership/Management)	546	53%	59	57%	70	57%
Technical skills (Subject Matter Expertise)	215	21%	20	19%	14	11%
Both Non-Technical Skills and Technical Skills	276	27%	25	24%	40	32%
TOTAL	1037				124	

What are your most critical Non-Technical skills (Leadership/Management) training needs?

Top Three Responses	Non-Hispanic Responses	Hispanic Males Responses	Hispanic Females Responses
1	General Training	General Training	General Training
2	Leadership/Management Training	Leadership / Management Training	Leadership / Management Training
3	Detail or Temporary Promotion	Detail or Temporary Promotion	ECQ – Skill Set

What are your most critical Technical skills (Subject Matter Expertise) training needs?

Top Three Responses	Non-Hispanic Responses	Hispanic Males Responses	Hispanic Females Responses
1	Subject Matter Expertise	Subject Matter Expertise	Subject Matter Expertise
2	Additional Career Experience / Knowledge	General Training	Additional Career Experience / Knowledge
3	General Training	Additional Career Experience / Knowledge	General Training

If you had to prioritize between technical and non-technical skills training, which would be more important to you?

Top Responses	Non-Hispanic Responses	% Response	Hispanic Male Responses	% Response	Hispanic Female Responses	% Response
Non-Technical skills (Leadership/Management)	658	62%	66	60%	87	66%
Technical skills (Subject Matter Expertise)	404	38%	44	40%	45	34%
TOTAL	1062		110		132	

Based on your priority selection between technical and non-technical skills training. Why is one more important to you than the other?

Priority	Non-Hispanic Responses	Hispanic Males Responses	Hispanic Females Responses
1	Technical Training	Non-Technical and Technical Training (tied)	Non-Technical Training
2	Non-Technical Training		Technical Training

Select the career developmental opportunities you have participated in: (Select all that apply)

Options	Count	Percentages
EPA Career Coaching Program	467	9.82%
Executive Potential Program (e.g., USDA Graduate School)	157	3.30%
External Fellowship (e.g., Excellence in Government Fellows Program)	105	2.21%
FedTalent-Training Library Course	1480	31.12%
FEI Career Development Program	142	2.99%
Full-Time Details & Temporary	1004	21.11%
Lateral Reassignments	518	10.89%
Leaders and Learners Program, External Fellowship (e.g., Excellence in Government Fellows Program)	383	8.05%
SES Career Developmental Program	43	0.90%
Skills Marketplace (Part-time Projects)	344	7.23%
Treasury Executive Institute Career Coaching Program	113	2.38%
	Total = 4756	

Which career developmental opportunities would you like to learn more about (Select all that apply)

Options	Count	Percentages
EPA Career Coaching Program	810	11.57%
Executive Potential Program (e.g., USDA Graduate School)	740	10.57%
External Fellowship (e.g., Excellence in Government Fellows Program)	770	11.00%
FedTalent-Training Library Course	309	4.41%
FEI Career Development Program	651	9.30%

Full-Time Details & Temporary	811	11.58%
Lateral Reassignments	527	7.53%
Leaders and Learners Program, External Fellowship (e.g., Excellence in Government Fellows Program)	662	9.45%
SES Career Developmental Program	725	10.35%
Skills Marketplace (Part-time Projects)	493	7.04%
Treasury Executive Institute Career Coaching Program	504	7.20%
	Total = 7002	

SECTION III – Individual Development Plan Questions

Are you familiar with the term Individual Development Plan (IDP)?

Top Responses	Non-Hispanic Responses	% Response	Hispanic Male Responses	% Response	Hispanic Female Responses	% Response
YES	1805	93%	120	79%	192	89%
NO	242	7%	31	21%	23	11%
TOTAL	2047		151		215	

If yes, how did you learn about IDPs?

Top Three Responses	Non-Hispanic Responses	Hispanic Males Responses	Hispanic Females Responses
1	EPA Training / SEPMs ⁵	PARS Supervisor / Manager	EPA Training
2	PARS Supervisor / Manager	EPA Training	PARS Supervisor / Manager
3	Another Agency	Colleague	Career Internship

Do you currently have an Individual Development Plan (IDP)?

Top Responses	Non-Hispanic Responses	% Response	Hispanic Male Responses	% Response	Hispanic Female Responses	% Response
YES	591	33%	36	30%	68	36%
NO	1194	67%	83	70%	120	64%
TOTAL	1785		119		188	

If yes, describe the benefits and/or limitations of having an IDP.

Top Responses	Non-Hispanic Responses	% Response	Hispanic Male Responses	% Response	Hispanic Female Responses	% Response
Career Goals/Structure	28	80%	1	100%	0	0%
Expectations/Communication with Manager/Supervisor	4	11%	0	0	2	40%
Identify Training Needs	3	9%	0	0%	2	40%
In Progress – Developing IDP	0	0%	0	0%	1	20%
TOTAL	35		1		5	

If you asked for an IDP, did your supervisor/manager work with you to execute and agreement?

Top Responses	Non-Hispanic Responses	% Response	Hispanic Male Responses	% Response	Hispanic Female Responses	% Response
YES	431	35%	30	35%	64	47%
NO	807	65%	56	65%	72	53%
TOTAL	1238		86		136	

If no, why not?

⁵ Special Emphasis Program Managers (SEPMs).

Top Three Responses for Non-Hispanics	Top Three Responses for Hispanic Males	Top Responses for Hispanic Females
IDP not a priority for manager	IDP not a priority for manager	IDP not a priority for manager
Did Not Ask for One – Waste of Time	Did Not Ask for One – Waste of Time	Various Other Responses: Lack of funding; Developed IDP on own, In Progress of developing
Not Sure	Not Sure	Various Other Responses: Lack of funding; Developed IDP on own, In Progress of developing

Do you discuss your IDP with your manager throughout the fiscal year?

Top Responses	Non-Hispanic Responses	% Response	Hispanic Male Responses	% Response	Hispanic Female Responses	% Response
YES	307	54%	21	60%	34	52%
NO	263	46%	14	40%	31	49%
TOTAL	570		35		65	

SECTION IV – Mentoring and Coaching Questions

Are you aware that EPA offers mentors or coaches that are available to provide you career advice/feedback?

Options	Non-Hispanic Responses	% Response	Hispanic Male Responses	% Response	Hispanic Female Responses	% Response
Yes	1567	77%	108	72%	154	72%
No	469	23%	44	28%	61	28%
Total	2036		152		215	

Do you currently have a mentor or a coach that provides you with career advice/feedback?

Options	Non-Hispanic Responses	% Response	Hispanic Male Responses	% Response	Hispanic Female Responses	% Response
Mentor	543	71%	28	60%	67	72%
Coach	128	17%	9	20%	15	16%
Both a Mentor and Coach	95	12%	9	20%	11	12%
Total	766		46		93	

Did you obtain your mentor or coach through one of EPA's programs (e.g., Leaders and Learners, EPA Career Coaching Program, etc)?

Options	Non-Hispanic Responses	% Response	Hispanic Male Responses	% Response	Hispanic Female Responses	% Response
Yes	356	28%	22	22%	39	27%
No	919	72%	80	78%	106	73%
Total	1275		102		145	

If yes, please identify which EPA Program?

Top Three Responses	Response
1	EPA Career Coaching
2	EPA Leaders & Learners Mentoring Program
3	Mentoring Program

If you have a mentor or coach, what do you consider to be the benefits of having one and has a mentor or coach helped your career advancement?

Options	Non-Hispanic Responses	% Response	Hispanic Male Responses	% Response	Hispanic Female Responses	% Response
No Assistance	8	11%	0	0%	1	7%

Provides Career Advice – Feedback - Networking	64	89%	1	100%	14	93%
Total	72		1		15	

SECTION V – Upward Mobility

Are you interested in upward mobility opportunities into management positions?

Options	Non-Hispanic Responses	% Response	Hispanic Male Responses	% Response	Hispanic Female Responses	% Response
Yes	930	46%	96	65%	125	57%
No	564	28%	24	16%	37	17%
Maybe	539	27%	29	19%	56	26%
Total	2033		149		218	

Are you eligible for upward mobility opportunities into management positions?

Options	Non-Hispanic Responses	% Response	Hispanic Male Responses	% Response	Hispanic Female Responses	% Response
Yes	1281	67%	113	79%	121	60%
No	624	33%	30	21%	81	40%
Total	1905		143		202	

If eligible, have you applied for upward mobility management opportunities in the last two years?

Options	Non-Hispanic Responses	% Response	Hispanic Male Responses	% Response	Hispanic Female Responses	% Response
Yes	422	25%	46	34%	54	30%
No	1276	75%	88	66%	125	70%
Total	1905		134		179	

If yes, were you asked to interview for the position?

Options	Non-Hispanic Responses	% Response	Hispanic Male Responses	% Response	Hispanic Female Responses	% Response
Yes	369	39%	42	54%	47	40%
No	585	61%	36	46%	70	60%
Total	1698		78		117	

In the last two years, were you selected for an upward mobility management position?

Options	Non-Hispanic Responses	% Response	Hispanic Male Responses	% Response	Hispanic Female Responses	% Response
No	1479	90%	118	91%	164	91%
Yes, Manager-Non-Supervisor	52	3%	1	1%	8	4%
Yes, Manager-Supervisor	94	6%	8	6%	9	5%
Yes, SES	12	1%	2	2%	0	0%
Total	1637		129		181	

If you recently interviewed for a position in the last two years, was an interview panel used?

Top Responses	Non-Hispanic Responses	% Response	Hispanic Male Responses	% Response	Hispanic Female Responses	% Response
YES	677	64%	58	62%	46	94%
NO	385	36%	36	38%	3	6%
TOTAL			94			

Have you applied for an upward mobility (promotional) detail in the last two years?

Top Responses	Non-Hispanic Responses	% Response	Hispanic Male Responses	% Response	Hispanic Female Responses	% Response
YES	391	22%	38	28%	59	29%
NO	1411	78%	96	72%	145	71%
TOTAL	1802		134		204	

If yes, were you selected?

Top Responses	Non-Hispanic Responses	% Response	Hispanic Male Responses	% Response	Hispanic Female Responses	% Response
YES	173	46%	15	41%	30	54%
NO	206	54%	22	59%	26	46%
TOTAL	379		37		56	

If you applied for an upward mobility (promotional) detail in the past two years and you were not selected, did you contact the hiring manager/selecting official to discuss why not selected?

Responses	Non-Hispanic Responses	% Response	Hispanic Male Responses	% Response	Hispanic Female Responses	% Response
YES	146	52%	18	60%	24	59%
NO	136	48%	12	40%	17	41%
TOTAL	279		30		41	

If yes, do you agree with reasons/feedback management provided? Yes or No. Explain why.

Responses	Non-Hispanic Responses	% Response	Hispanic Male Responses	% Response	Hispanic Female Responses	% Response
YES	36	34%	17	55%	11	55%
NO	71	66%	14	45%	9	45%
TOTAL	107		31		20	

What is your opinion on how to best advance your career at EPA?

Top Responses	Non-Hispanic Responses	% Response	Hispanic Male Responses	% Response	Hispanic Female Responses	% Response
Traditional (training, develop skills, and career experience)	404	86%	37	82%	51	91%
Don't Know the Answer	33	7%	3	7%	3	5%
No interest	19	4%	2	4%	1	2%
Leave the Agency	15	3%	3	7%	1	2%
TOTAL	471		45		56	

If you are Hispanic, do you believe there are any current EPA policies, practices or procedures that are barriers to your career advancement because you are Hispanic?

Options	Hispanic Males Responses	%	Hispanic Females Responses	%
Yes	59	49%	86	49%
No	61	51%	90	51%
Total	120		176	

If yes, what are the current workplace barriers that you believe exist?

TOP RESPONSES	Hispanic Males Responses	%	Hispanic Females Responses	%
Discrimination, Stereotypes, Biases	36	46%	47	48%
Hiring Process, Preselection, Selection, Upward Mobility Process	21	27%	24	25%
Lack of Management Support	11	14%	20	20%
Lack of Opportunities or Development Program	11	14%	7	7%
TOTAL	79		98	

Do you believe there are any current EPA policies, practices or procedures that are barriers to your career advancement due to your race, color, religion, sex (including pregnancy), national origin, sexual orientation, gender identity, age (40 or older), disability, or genetic information?

Options	Non-Hispanic Responses	%	Hispanic Males Responses	%	Hispanic Females Responses	%
Yes	617	41%	51	43%	75	45%
No	898	60%	66	56%	92	55%
Total	1515		117		167	

If Yes, please identify the basis/bases? (Select all that apply)

BASE	Non-Hispanic Responses	% Response	Top 5	Hispanic Male Responses	% Response	Top 5	Hispanic Female Responses	% Response	Top 5
Age (40 or older)	332	21%	2	20	14%	3	20	11%	5
Color	242	15%	4	18	13%	4	34	18%	2
Disability	107	7%	5	10	7%		11	6%	
Gender Identity	77	5%		3	2%		7	4%	
Genetic Information	17	1%		0	0%		3	.01%	
National Origin	91	6%		24	17%	2	32	17%	3
Race	347	22%	1	39	28%	1	48	25%	1
Religion	50	3%		6	4%		3	2%	
Sex (including pregnancy)	271	17%	3	11	8%	5	29	15%	4
Sexual Orientation	58	4%		9	6%		6	3%	
TOTAL Responses	1592			140			193		