The original documents are located in Box 7, folder "Civil Service Commission Spanish Speaking Program" of the Fernando E.C. De Baca Files at the Gerald R. Ford Presidential Library.

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SUBJECT: Proposed Game Plan for SSO Initiatives

- Visit of Mr. DeBaca/MSgt Inzunza to USAFE during National Hispanic Heritage Week (14-20 Sep 75) revealed need for attention in satisfying certain SSO needs

  -- game plan to fix deficiencies addresses short range and long range goals

- Short range goals

  -- insure that Spanish-oriented music available through AAFES is popular and representative of the SSO composition

     --- meeting with Atlanta Record Distribution Center

     --- AF/DP letter to AAFES/CC formalizing plans

  -- insure requisitioning of SSO oriented periodicals by AAFES in a manner which provides timely in-stock position and adequate selection

     --- meeting with AAFES Leisure Merchandising representatives

  -- insure Armed Forces Professional Entertainment Office (AFPEO) provides SSO oriented USO shows in sufficient quantity and on a continuing basis

     --- meet with AFPEO representatives to determine tasks to be accomplished

  -- insure adequate assortment of SSO products are available in commissaries

     --- meet with AF/LGYU reps to determine actions to be accomplished

- Long range goals

  -- develop system which will validate and purify ethnic data

     --- workshop at MPC

  -- insure a well rounded collection of library materials is available at all AF libraries

     --- meet with AF/DPMSBR-1 reps to work out details

  -- insure sufficient emphasis is placed on SSO personnel in HRE classes

     --- reemphasis of need for HRE instructors to localize programs focusing on predominant local SSO group/persons

SUBJECT: Proposed Goals and Game Plan for Programs for People of Spanish Speaking Origin (SSO)

The following outlines some initiatives we plan to take in the EOT program that address SSO needs.

a. SHORT RANGE GOALS (change should be apparent within 60 days):

(1) Music Offered SSO Exchange Customers (contact: Mr. Franklin, AAFES-MRL/ARDC, 8-797-5761).

Problem: Music that is popular and representative of the ethnic composition of the SSO population is not available.

Recommendation: Assist AAFES to survey current puchasing, stocking, and distribution procedures for selecting, distributing, and special ordering SSO records.

Action:

a. Meeting scheduled for 24 Oct 75 with Mr. Franklin, Atlanta Record Distribution Center, to see what collective efforts can be arranged to resolve this issue. The objective of this meeting is (1) to determine which purchasing practices will insure that records purchased for SSO personnel include current, best selling records from California, Texas, and New York; (2) to determine if records are reaching consumer in a timely fashion; (3) to determine if arrangements can be made to furnish AFRTS records stocked by AAFES; (4) to put together an information package for Social Action offices that provides information, in detail, on actions taken by AAFES to remedy the record problem; and (5) to devise a system for tracking progress of our efforts.

b. This visit will be tied together with a letter from Gen Tallman to Gen Hospelhorn formalizing our plans.

(2) Literature Offered SSO Exchange Customers (contact: Col Weaver, AAFES). 8-967-2120 mr Lok-Hill

Problem: Exchange management is not requisitioning SSO oriented magazines in a manner that insures timely in-stock position and adequate selection at all times.

Recommendation: Assist AAFES to insure (1) that distributors are supplying popular SSO oriented magazines on a continuous basis; (2) that the AAFES exchange management worldwide is requisitioning SSO oriented magazines on a continuing basis and that they insure timely in-stock position of popular titles.

Action:

a. A working meeting has been scheduled with Col Weaver (AAFES, Hq Dallas, TX) and Leisure Merchandising representatives on 3 Nov 75 to determine what collective efforts can be implemented to insure that (1) leisure merchandising representatives have a full appreciation for problems unique to SSO customers; (2) exchange management is made aware of the unique merchandising challenges presented them by SSO customers; (3) exchange management is able to assess the need for particular products that have appeal to SSO customers; (4) special emphasis is given to insuring that exchanges serving commands located in remote areas have adequate stocks of SSO oriented products available at all times; (5) DPXHS is in the information loop on actions taken on behalf of SSO by AAFES.

b. A meeting between Sgt Inzunza and Gen Hospelhorn has been scheduled by Col Weaver for 3 Nov 75. Gen Hospelhorn has been apprised of our efforts by Col Weaver and desires to lend full assistance.

c. The results of the working session will be formalized with a letter from Gen Tallman to Gen Hospelhorn.

(3) Entertainment for SSO Personnel (contact: Cmdr Klish, DAAG RE/P).

Problem: Lack of USO shows able to provide SSO entertainment continues to be a major irritant among SSO personnel.

Recommendation: Contact Armed Forces Professional Entertainment Office (AFPEO) to determine what collective efforts can be initiated to insure that (1) acts capable of providing SSO entertainment are increased; (2) AFPEO representatives are cognizant of the distinct entertainment preferences of the different ethnic groups represented under the SSO umbrella; and (3) USO shows are scheduled in a manner that provides personnel in the more remote areas an opportunity to enjoy the acts.

Action: Contact has been established with Cmdr Klish, DAAG/RE/P, and a meeting scheduled for 20 Oct 75, to determine what collective efforts can be initiated to resolve this problem. Commander Klish expressed an earnest desire to help resolve this knotty problem.

Mr. Litty 5B337

(4) Commissary Products for SSO Customers (contact: Col Jackson, LGYU).

Problem: Lack of an adequate assortment of products for SSO customers continues to be an irritant.

Recommendation: Contact be established with the Chief, Supply Support and Services Division/LGYU to (1) insure that subsistence items normally associated with SSO customers are responsive to the needs of the target group; (2) determine if composition of commissary selection committees is such that it insures representation of the SSO point of view; and (3) insure that personnel negotiating contracts for the Defense Personnel Support Center have an accurate appreciation for the subsistence needs of SSO customers.

Action: Establish contact with Col Jackson to determine what collective efforts can be initiated on behalf of SSO customers.

b. LONG RANGE GOALS (change should be apparent within six months to one year):

(1) Ethnic Data Validation:

Problem: To date, ethnic data has not been optimally used to further the goals of the AAP.

Recommendation: Positive steps be taken to validate ethnic data currently stored in APDS.

Action: A workshop has been scheduled at MPC, 28-31 Oct 75, to work out a program for ethnic data validation that will have "redefinition, reemphasis and tracking" as its basic underpinnings.

(2) Library Materials for SSO Personnel (contact: Mr. Cook, DPM/SBR-1).

Problem: While Air Force librarians are concerned with the need for SSO library materials, a need still exists for a well rounded selection at every Air Force library.

Recommendation: That contact be established with with DPMSBR-1 to determine what collective efforts can be initiated to develop a "SSO library kit" which can be used as core material for all libraries. In addition to this core kit, an annotated bibliography should be developed to supplement these basic kits as local situations warrant.

Action: Contact should be established with DPMSBR-1 to determine what collective efforts can be developed to address this problem.

(3) Human Relations Education (HRE):

Problem: Insufficient emphasis has been placed on people of Spanish speaking origin (SSO) in HRE classes.

Recommendation: Human relations instructors make a greater effort to localize curricula emphasizing SSO people consistent with their representation in the on and off base environment.

Action: The DPXHST staff will reemphasize the need for instructors to localize their programs, focalizing on predominant Spanish speaking organizations and personalities in the local community. This effort will be complimented by the revised Phase II HRE curriculum package due to be published in the near future. This package has information on six contemporary organizations including three of the largest Spanish-oriented organizations in the United States. It also contains a listing of eight Spanish-oriented periodicals which will help instructors maintain updated information on contemporary SSO movements and personalities.

DEPARTMENT OF HOUSING AND URBAN DEVELOPMENT
WASHINGTON, D. C. 20410

JAN 14 1976

OFFICE OF THE ASSISTANT SECRETARY
FOR FAIR HOUSING AND EQUAL OPPORTUNITY

IN REPLY REFER TO:

MEMORANDUM FOR: Honorable Fernando E. C. De Baca
Special Assistant to the President
The White House

Subject: Executive Order for the Spanish-Speaking Program

As you are aware, Phillip Garcia, of my staff, has been working with a subcommittee of the District of Columbia Council of Spanish Speaking Coordinators to draft an Executive Order for Hispanics. I have asked him to provide you with any assistance you require in developing a draft Executive Order for presentation to Members of the Cabinet and to the Domestic Council. Please feel free to call upon him as necessary.

I expect that the proposed Executive Order will provide expanded opportunities for Hispanics and I look forward to following its progress.

Jim Blair

James H. Blair
Assistant Secretary for
Fair Housing and Equal Opportunity

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U. S. DEPARTMENT OF HOUSING AND URBAN DEVELOPMENT
OFFICE OF THE ASSISTANT SECRETARY FOR EQUAL OPPORTUNITY
WASHINGTON, D. C. 20410

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EQUAL HOUSING OPPORTUNITY

The Honorable Fernando E.C. De Baca
Special Assistant to the President
The White House
Washington, D.C.

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E-12

On November 5, 1970, a "Sixteen Point Program" to assist Spanish-Speaking American citizens interested in entering the Federal career service was initiated by the White House. The name of the program was later changed to the Spanish Speaking Program. This initiative was the first such effort by the Federal Government to address the unique employment problems of Hispanic Americans.

Although all agencies were given the responsibility of implementing the Program, the Civil Service Commission was assigned the overall lead responsibility for its implementation. The Commission works with agency managers and with personnel and EEO staff officials. It instructs agencies on actions to be taken, coordinates CSC regional program efforts, trains Spanish Speaking Program coordinators, reviews agency EEO affirmative action plans, analyzes statistical data on Hispanic employment, and publishes bilingual information on the Federal Personnel System.

President Ford has strongly supported the Spanish Speaking Program and advocated vigorously on its behalf. On March 6, 1975 the President issued a memorandum directing the heads of Federal departments and agencies to step up Government-wide efforts to upgrade and expand the Federal Government role in assuring equal employment opportunities for Spanish Speaking Americans.

When the Spanish Speaking Program began in November 1970, Hispanic Americans comprised 2.9% of the Federal civilian workforce. As of November 1974 this figure was 3.3%. In actual numbers of jobs, there has been an increase of over 5,000 Hispanics in the Federal Government, despite the fact that there are now 140,000 fewer positions than in 1970. These increases have been largely in the General Schedule or white collar positions where the better paying jobs are located.

3-11-76

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3-11-76

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May 9, 1974

MEMORANDUM FOR: ELISKA HASEK

FROM: FRED SLIGHT

SUBJECT: Presidential Telegram

The following is being provided at Mrs. Armstrong's request as discussed briefly by Barbara Fierce with you earlier this morning.

Bob Hampton originally requested consideration by the White House of a news release which would call attention to the Civil Service Commission's new initiative with the Spanish Speaking Program. Particular emphasis was requested on the six conferences which will be held by the CSC between May 13 and June 19.

We are pursuing the issuance of a Presidential Memorandum for the Heads of Executive Departments and Agencies regarding the Federal Equal Opportunity Program, but with special attention to be given to the expanded Spanish Speaking Program. Consequently, Mrs. Armstrong is not desirous of pursuing any lesser action which would jeapordize such an issuance.

A Presidential Telegram would appear, therefore, to:

1. Provide the CSC with the visibility and push which they desire for launching their conferences and,
2. Not undermine the more necessary action of pursuing a memorandum to department and agency heads.

A copy of the CSC draft news release is attached for your further information.

Thank you for your assistance in this matter.

Katon - 632-5566

5/10 5:30p

STRAIGHT WIRE - MAY 10, 1974
(For Arrival Saturday, May 11)

Honorable Robert Hampton
Chairman, United States Civil
Service Commission
c/o Beverly Hilton Hotel
Beverly Hills, California

In November of 1970 I announced a program initiative to be carried out by the Civil Service Commission setting forth sixteen points to be followed by Federal Agencies in assuring equal opportunity for Spanish-speaking citizens. While significant progress has been made in this endeavor, the Federal Government must do even more to speed the realization of this important goal.

The newly-launched regional conferences of the Commission following the issuance of its recent Federal Personnel Manual Letter will surely do much to familiarize our Spanish-speaking citizens with the opportunities available to them.

As keynote speaker for the first conference, I would like you to ask all those who attend to renew their personal commitment and that of the agency they represent to making complete fairness in Federal employment a reality for all Americans.

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RICHARD NIXON

RN:Hasek:ck
cc: Rose Mary Woods/J. Warren/W. Phelan/F. Slight/E. Hasek/CF
EVENT: MAY 13, 1974
Requested by Chairman Hampton through Anne Armstrong's office.

UNITED STATES
CIVIL SERVICE COMMISSION
WASHINGTON, D. C.

Rec. 1:15 p.m. 5/2/74

5-2-74

Mr. Slight:

FPM was issued April 11!

We have drafted the attached news release for Your suggested use in connection with the current emphasis on the Spanish-Speaking Program in the Federal Government.

FROM — IK

Irving Kator
Assistant Executive Director

JIM SCOTT

NEWS RELEASE

The White House today announced a renewed effort to assure equal employment opportunity for Spanish-speaking persons in the Federal Government. This effort follows up on the President's earlier program of November 1970 which set forth sixteen points which Federal agencies were required to follow in assuring equal opportunities for the Spanish-speaking. Agencies registered significant progress in implementing the original sixteen points, and the President has now called for intensification of program efforts throughout Government.

The renewed effort, under the direction of the U.S. Civil Service Commission, involves the appointment of Spanish-Speaking Program Coordinators on a full-time basis in major Federal agencies and in large field installations. It also involves stepped-up recruitment activities to assure that the Spanish-speaking are aware of opportunities available to them, inclusion of specific actions in agency equal employment opportunity plans relating to the Spanish-speaking population and establishment of internal agency evaluation programs to assess progress.

A major feature of the new effort will be to develop relationships at the local level between Federal managers and Spanish-speaking organizations. To this end, the Commission will sponsor conferences in six areas of the country--Los Angeles, Dallas, Kansas City, New York, Denver, and Chicago--which will bring together Federal managers in those areas and the leaders of national Spanish-speaking organizations to discuss mutual problems and develop programs for progress.

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The first conference will be held in Los Angeles on May 13 and the keynote address will be given by Chairman Robert E. Hampton of the U.S. Civil Service Commission. The other conferences will be held in May and June, and White House staff, Civil Service Commission staff, and representatives of the Cabinet Committee on Opportunities for the Spanish Speaking People will participate along with regional Federal officials and leaders of Spanish-speaking communities.

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OPTIONAL FORM NO. 10
JULY 1973 EDITION
GSA FPMR (41 CFR) 101-11.6

UNITED STATES GOVERNMENT

Memorandum

TO : Whom It May Concern **DATE:** 3-25-75

FROM : Dr. Paul Saenz Paul Saenz

SUBJECT: Spanish Sur-named Employees of AID

I have been involved in promoting and protecting the interests of the Spanish sur-named within the Agency for International Development ever since I joined the Agency five years ago. These efforts were facilitated last year (May 1974) when I was appointed by AID's EEO office to serve as an EEO Counselor for the Spanish Sur-named.

In my continuing effort to promote and protect our interests in the Agency I ran for (and was elected to) the position of Vice President of Local 1534 of the American Federation of Government Employees. I am now seeking the position of AID Representative with the American Foreign Service Association. Attached is my first campaign release which seeks to inform the foreign affairs community of the plight of the Spanish sur-named within AID. It is my hope that our situation can be improved by bringing it to the attention of "the powers that be" within the Agency. However, if the situation is to be effectively corrected, pressure must be brought to bear upon the Agency from Congress, the Civil Service Commission, the Equal Employment Opportunity Commission, etc. We must all do our share.

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5010-110

Buy U.S. Savings Bonds Regularly on the Payroll Savings Plan

CAMPAIGN STATEMENT/ Dr. Paul Saenz

AFSA: The Paper Tiger

In these troubled times for both AID and its employees, AFSA has been an ineffective "paper tiger" in dealing with the major issues of the day: (1) the conversion of FSR "limited" appointments to career status; (2) the implementation of an effective affirmative action program for all employees; (3) assuring fair and equitable treatment for all employees during the RIF: and (4) promoting and protecting the developmental interests of the Agency in Congress. The solution to all of these problems requires firmness in dealing with Agency management on internal matters. However, it also requires co-operation with management in promoting and protecting the interests of the Agency (and its employees) from external threats (such as unreasonable reductions in Congressional Appropriations). Mutual trust, respect and co-operativeness on the part of both labor and management is absolutely essential in these troubled times if the best interests of the Agency and its employees are to be served.

FUTURE OF THE AGENCY

We are currently facing a political and economic situation both at home and abroad that threatens the very survival of the Agency. Unless labor and management join forces to promote and protect the general interests of the Agency there may be no AID from which to demand (and secure) equality, affirmative action, promotions, job security and a future as development professionals. AFSA should marshall all of its considerable resources in an all out effort to secure Congressional approval of adequate funds for the implementation of developmental programs in the least developed countries of the world. It has always been an accepted trueism that a house divided against itself cannot successfully withstand an external threat to its survival.

In order to survive, the Agency needs more than adequate funding. It needs professional employees functioning under an equitable and progressive personnel system. A system that promotes and protects the interests of all of its employees. A system where all employees are assured of unconditional career status. A system where promotion, retention and assignments are based on merit and an effective affirmative action program. Unfortunately, AID does not now have such a system nor has AFSA undertaken any serious, positive and firm collaborative efforts with management to create such a system. This is evident when one evaluates our present personnel system, especially in regard to the current Agency role of women, the Spanish sur-named, American Indians and Orientals.

I am personally interested in the effective implementation of EEO goals 1, 6 and 8 which commit the Agency to: (1) assure that all qualified employees and applicants are considered for position of Mission Director, Deputy Mission Director and Chief Program Officer; (2) assure that qualifed women and minority employees and applicants are considered for professional level positions throughout the Agency; and (3) establish a flexible

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system of career ladder positions to increase opportunities for advancement. There is no evidence that AID has made any progress in effectively implementing its Affirmative Action Plan for Equal Employment Opportunity. For example, the record clearly indicate the Spanish sur-named (prior to the RIF) constituted: less than .01% of all GS employees (19 out of 1,896); less than .025% all FSR employees (51 out of 2,047); less than .014% of all FSRL employees (9 out of 654); and less than. 014% of all FSS employees (5 out of 386). Of the total AID professional work force only 1.7% were Spanish sur-named. This compares most unfavorable with the Civil Service Commisions unofficial report of 3% for the Federal Government.

The situation is even worse if you consider specific job categories and grade/rank levels. There are no Spanish surnamed Office Directors, Deputy Office Directors, Mission Directors or Deputy Mission Directors. There are no Spanish sur-named individuals above the GS-15 level. There are only 9 between the GS-12 and GS-15 levels and 10 at or below the GS-11 level. There is only 1 FSR-1 and no FSRL-1's or FSRL-2's. There are no FSS-1's, FSS-2's or FSS-3's. There are no FSR-6-7-8, no FSRL-6-7-8 and no FSS-5, 8, 9 and 10's. The situation is similar for women:

AID

		Total	# of women	% of women
FSO/R/U	1	124	2	2%
	2	373	7	2%
	3	697	18	3%
	4	582	28	5%
	5	396	38	10%
	6	41	4	10%
	7	38	5	13%
	8	0	0	0
Total		2251	102	5%

While these statistics portray a dismal picture, the current situation is actually much worse. No Spanish surnamed employees have been added to the rolls of the Agency since 12/19/73 because of the hiring freeze. The result if that an already intolerable situation is rapidly becoming even worse day by day. The prospects for the immediate future are completely and totally cataclysmic because of the RIF which Deputy Administrator Murphy formally announced on October 9, 1974.

AFSA must stop being a "paper tiger". It must develop into an effective collective bargaining agent that actually promotes and protects the rights of all AID employees while at the same time promoting and protecting the interests of the Agency from external threats. To the achievement of these ends I pledge my candidacy.

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DEPARTMENT OF STATE
AGENCY FOR INTERNATIONAL DEVELOPMENT
WASHINGTON, D. C. 20523

OFFICE OF
THE ADMINISTRATOR

MAY 23 1975

Dr. Paul Saenz
Department of State
Agency for International Development
Washington, D.C. 20523

Dear Dr. Saenz:

Your letter of March 20, giving suggestions as to how the Agency can better its program for the Spanish surnamed Americans, is appreciated.

The current RIF and recent freeze on promotions and hiring in most categories was necessitated by Congressional demands for reduction in cost and staffing of the foreign aid program. Unfortunately, it is not possible to undertake such cost-reduction measures without adversely affecting some employees as well as Agency programs in some instances. We are concerned, naturally, that the final impact on minority groups will not be disproportionate. A.I.D.'s RIF regulations were worked out under Civil Service Commission guidance, and both A.I.D. and Civil Service Commission regulations are being carefully followed to provide equitable treatment for all employees. We are committed to assuring that the legal and individual rights of each employee affected by the reductions are fully protected.

Concerning failure to convert limited employees, a great many employees were brought into the Agency for the special, high-volume needs of the Vietnam program. It has not been possible to convert them all to unlimited status as they were in categories and numbers beyond the worldwide needs of the Agency. As the needs in the Indo-China area decreased, many have been terminated. Others for whom we have continued to have needs in that area have remained there temporarily, still in the limited status.

A.I.D.'s Affirmative Action Plan requires that office and bureau heads annually submit to the Director of Equal Opportunity

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Programs for my review, reports analyzing progress made in the fuller utilization of minorities and women in management, program policy and operations.

Some of the specifics that the 1975 Plan requires with relation to Spanish surnamed Americans are:

1. To assure that Spanish surnamed American employees and applicants are considered for professional level positions throughout the Agency.

2. The Office of Program and Policy Coordination has for several years conducted a program designed to bring minority economists trainees into the Agency. This is one of the areas for which outside recruitment is permitted because of the Agency's need for economists, and this program is a good source for increasing our Spanish surnamed American employees. Therefore, special emphasis is being placed on specifically recruiting Spanish surnamed applicants.

3. The International Development Intern Program is another on going program for which outside recruitment is conducted. A goal of 25% of its participants has been designated for minority participants. Hopefully, a representative number of Spanish surnamed applicants will be interested and included in this goal.

4. One Spanish surnamed American Mission Director is to be appointed during 1975.

5. To increase the number of minorities in positions as executive officer, program officer, controller or related type positions, office directors, desk officers and division chiefs and redistribute geographically by the end of 1975.

The practicality of assigning additional goals in A.I.D.'s current situation is questionable. However, the action indicated above supports the role of adding Spanish surnamed Americans to assignments in the upper echelons of the Agency.

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Of course, all training and Upward Mobility Programs are open to all minorities. One Spanish surnamed American applicant applied and was accepted for the Project Stride Program. So far, that was the last one launched.

I have given careful thought to your letter and the recommendations contained therein, and wish it were possible to use all of your suggestions in implementing a strong program for the Spanish surnamed Americans.

We trust you will agree that this position fulfills the spirit of your recommendations, if not the letter.

Sincerely yours,

Daniel Parker
Administrator

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DEPARTMENT OF STATE
AGENCY FOR INTERNATIONAL DEVELOPMENT
WASHINGTON

THE ADMINISTRATOR

MAY 23 1975

Dr. Saenz:

I am sorry about the delay in getting back to you, but I have been working very closely with Nira Long on this rather complicated problem.

There just do not seem to be any easy, quick solutions -- but we'll keep working on it.

Dan Parker

Daniel Parker

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DEPARTMENT OF STATE
AGENCY FOR INTERNATIONAL DEVELOPMENT
WASHINGTON, D.C. 20523

March 20, 1975

The Honorable Daniel Parker
Administrator
Agency for International Development
Department of State
Washington, D.C. 20523

Dear Mr. Parker:

AID's past EEO Affirmative Action performance in regard to Spanish surnamed individuals has been quite dismal, especially when compared to the efforts of the other foreign affairs Agencies. An analysis of your own records clearly indicate that as of 12/19/74 Spanish surnamed individuals constituted: less than .01% of all GS employees (19 out of 1,896); less than .025% all FSR employees (51 out of 2,047); less than .014% of all FSRL employees (9 out of 654); and less than .014% of all FSS employees (5 out of 386). Of the total AID professional work force only 1.7% were Spanish surnamed. This compares most unfavorably with the Civil Service Commissions unofficial report of 3% for the Federal Government.

The situation is even worse if you consider specific job categories and grade/rank levels. There are no Spanish surnamed Office Directors, Deputy Office Directors, Mission Directors or Deputy Mission Directors. There are no Spanish surnamed individuals above the GS-15 level. There were only 9 between the GS-12 and GS-15 levels and there were only 10 at or below the GS-11 level. There is only 1 FSR-1 and no FSRL-1's or FSRL-2's. There are no FSS-1's, FSS-2's or FSS-3's. There are no FSR-6-7-8, no FSRL-6-7-8 and no FSS-5-8-9 and 10's. In essence, there are no Spanish surnamed individuals at either the upper and lower levels of the grade/rank scale. The few who were in the Agency were all grouped in the middle levels and are not in a position to become Directors and Deputy Directors.

While these 1974 statistics portray a dismal picture, the current situation is actually much worse. No Spanish surnamed employees have been added to the rolls of the Agency since 12/19/74 because of the hiring freeze. Yet, numerous Spanish surnamed employees have been fired or have resigned since that time - many others have departed the Agency in the past 90 days alone. Several others face immediate dismisal because of the current RIF. The result is that an already intolerable situation is rapidly becoming even worse day by

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day. The prospects for the immediate future are completely and totally cataclysmic because of the RIF which Deputy Administrator Murphy formally announced on October 9, 1974. Perhaps the most volunerable employees are the 9 FSRL's with limited/conditional appointments. Most of these individuals, if not all, have already qualified for conversion to career status. Yet, their conversion has been held up for various reasons.

It would seem to be in the Agency's interest to correct these situations immediately. To assure that this is done I suggest that SER/PM be required to provide you with the names, rank, functional title and conversion date of each FSRL. If an FSRL is not converted to career status, you should be given a detailed and comprehensive explanation of the reason on a case by case basis.

SER/PM should be required to provide you with the name, rank, last promotion date, functional title and actual assignment location of each of the Agency's Remaining Spanish surnamed employees. In addition, you should request specific written notice before any of these individuals are terminated as a result of the RIF or because they are FSRL's. The written notice should include a justification for their termination and a clear indication of all efforts made to retain their services.

The information which SER/PM should be requested to provide on each Spanish surnamed employee will in turn provide you with the baseline date required to measure the effectivness of your affirmative action program as it relates to Spanish surnamed employees. You can measure the progress of each employee on a case by case basis, especially in terms of AID's EEO goals for CY 74. I am personally interested in the effective implementation of EEO goals 1, 6 and 8 which commit you and the Agency to: (1) assure that qualified minority (Spanish surnamed) employees and applicants are considered for positions of Mission Director, Deputy Mission Director and Chief Program Officer; (2) assure that qualified Spanish speaking employees and applicants are considered for professional level positions throughout the Agency; and (3) establish a flexible system career ladder positions to increase opportunities for advancement.

There is no evidence that AID has made any progress in effectively implementing the Affirmative Action Plan for Equal Employment Opportunity CY 1974. Therefore, I would like to suggest a procedure that would permit you to monitor progress in implementing the Plan. You should request that SER/PM provide you with advance notice of all impending

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vacancies at the Mission Director, Deputy Mission Director, Chief Program Officer, Office Director levels in AID, but especially in the Latin America Bureau. You should request the names of all Spanish surnamed employees considered as active candidates for these positions and the specific reasons for their rejection. This is a simple procedure that can be handled with little or no effort by your Executive Assignments Staff. Yet, it will be beneficial in monitoring Agency success in implementing AID's EEO program. This success can become a selling point with the Congressional Latin Caucus the next time that you testify before Congress.

Very sincerely yours,

Paul Saenz

Dr. Paul Saenz,
EEO Counselor

cc: Mr. John E. Murphy, Deputy Administrator
Mr. H. B. Hopkins, Director of Personnel and Manpower
Mrs. Nira Long, EEO/AID

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Spanish Speaking Program

A Guidebook For Coordinators

JULY 31, 1974

Developed by the
U.S. Civil Service Commission
Office of the Spanish Speaking Program

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INTRODUCTION

The Federal Government's Spanish Speaking Program was established on November 5, 1970 to call attention to the needs of the Spanish-speaking in the Federal employment situation. The Program is an integral part of the Government's total EEO effort under Executive Order 11491 and Public Law 92-261, the Equal Employment Act of 1972. The objective is to assure equal employment opportunity for the Spanish-speaking in all aspects of Federal employment.

The Civil Service Commission has had the lead responsibility for providing leadership, guidance, and assistance to Federal agencies to carrying out the Program's objectives. Federal Department and Agency Heads, Directors of Equal Employment Opportunity, Personnel Officers, managers, supervisors and Spanish Speaking Program Coordinators - all have their specific responsibilities for the ultimate success of this venture.

Spanish Speaking Coordinators serve as the focal point within an agency for implementation of the Spanish Speaking Program. The Civil Service Commission requires that agencies appoint qualified and capable persons to serve as coordinators for the Spanish Speaking Program. Coordinators provide assistance to their agencies in the preparation and implementation of EEO affirmative action plans, and make sure that those efforts evaluate program results, as well as the agency's overall stance in terms of recruitment and employment of Americans of Spanish origin. The identification of problem areas affecting the Program is another major duty of the Coordinator. This key individual is active in the agency's overall Equal Employment Opportunity Program and works closely with EEO officials and personnel officers.

Aside from his or her vital role in assisting an agency to insure equal opportunities for Spanish-speaking Americans, the coordinator can be instrumental in establishing a good working relationship with local and national Spanish-speaking community groups. Through these groups the coordinator can alert the agency to employment problems existing or developing within the community. The agency, in turn, is in a better position to inform Spanish-speaking citizens of its activities, its EEO programs, and its desire to work with all interested groups toward the mutual goal of assuring equality of treatment for all Americans.

A coordinator has many roles: analyst, educator, planner, recruiter, and advisor, but basically is a program leader.

Part I of this guidebook contains guidance for agency managers, personnel officers, and equal employment opportunity officials on the selection, training, assignment and location of Spanish Speaking Program (SSP) Coordinators. Part II of the guidebook contains guidelines for use by Spanish-Speaking Program Coordinators in carrying out their duties, and is intended to provide coordinators with a handy reference tool for their day-to-day use.

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The guidebook is punched for insertion into a larger notebook. We suggest that coordinators develop a three section notebook containing (1) this guidebook, (2) pertinent Civil Service Commission material, such as Federal Personnel Manual Letters, CSC Bulletins, issues of La Mesa Redonda, etc., and (3) program material, statistics, and information applicable to a particular installation, activity, region, etc., served by the coordinator.

Chapter 713 of the FEDERAL PERSONNEL MANUAL (FPM) and FPM Letters 713-18 and 713-23 contain detailed information concerning the Federal Equal Employment Opportunity Program and the Spanish Speaking Program. Coordinators should read them carefully. The Federal Personnel Manual and related material are available in Government personnel offices and many libraries.

Appendix A of this guidebook outlines the Federal Government's discrimination complaint procedure. Appendix B outlines the elements of an affirmative action program of equal employment opportunity. Appendix C contains a list of suggested readings for Spanish-Speaking Program Coordinators interested in broadening their knowledge and understanding of the Spanish-speaking civil rights movement. Appendix D is a sample checklist of EEO affirmative action plan items related to the Spanish Speaking Program. Appendix E contains a listing of the major national Spanish-speaking organizations. Appendix F outlines some of the areas covered by the Civil Service Commission in its on-site evaluations of the Spanish Speaking Program.

Comments and questions about the guidebook should be addressed to:

Director
Spanish-Speaking Program
U.S. Civil Service Commission
1900 E Street, N.W.
Washington, D. C. 20415
Phone: (202) 63-26800

Part II. A Guide for Managers

A. SELECTION OF SPANISH SPEAKING COORDINATORS

The selection of persons to serve as Spanish-Speaking Program (SSP) Coordinators (who are best able to carry out this responsibility) is critical to successful operation of the Spanish Speaking Program. In selecting and assigning coordinators, agencies should look for employees with the following characteristics, knowledge, and abilities:

Personal characteristics. Empathy, resourcefulness, good judgement, and a personal commitment to the objective of assuring equal employment opportunity for Spanish-speaking persons.

Knowledge. Familiarity with the basic goals of the civil rights movement and equal opportunity efforts, and an understanding of the particular employment problems encountered by the Spanish-speaking. Specific knowledge of the requirements of the Civil Service Commission's Equal Employment Opportunity regulations and the provisions of Executive Order 11478 and Public Law 92-261.

Abilities.

- Ability to communicate effectively with Spanish-speaking persons and with leaders of national and local Spanish-speaking organizations and groups.
- Ability to communicate with persons at different levels, especially those who hold key management positions in the organization.
- Ability to deal effectively with personnel officials, EEO officials, and agency managers.
- Ability to gather and analyze a variety of pertinent facts and data concerning the employment of Spanish-speaking persons in a particular agency or installation.
- Ability to exercise program leadership and at the same time work as a team member with managers and personnel and EEO officers.
- Ability to arrive at problem resolutions.

Regardless of personal qualifications, an employee who cannot be readily available to perform SSP coordinator duties should not be selected as a coordinator. In the case of a part-time coordinator, if either the employee or supervisor has legitimate objections to variations from normal work schedules to serve on the Spanish Speaking Program that employee should not be selected. Once selected and assigned, a part-time SSP coordinator should be provided with full managerial and supervisory support in the performance of Spanish Speaking Program duties and allowed sufficient time "on the clock" to perform his or her duties.

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The persons selected should be at such level within the organization that they can deal effectively with employees and management, but there is no set grade level. More dependence should be placed on the coordinator's ability than grade level. Many agencies have found it productive to assign Spanish-Speaking Program coordinator responsibility to members of personnel office staffs.

To be successful, the SSP Coordinator must maintain the confidence of both employees and management. Therefore, it is generally inadvisable for a coordinator to serve as a representative for an employee at any stage of the discrimination complaint process. Also, persons who serve as coordinators should not be asked to serve as management representatives or advisers in connection with hearings in individual cases.

Final selection and appointment of Spanish Speaking Program coordinators is a management responsibility. Where contacts have been established with Spanish-speaking groups in the community, local groups should be informed of the person selected as coordinator.

B. TRAINING COORDINATORS

Agencies should arrange for formal training of new SSP coordinators immediately upon selection. The Civil Service Commission offers Spanish-Speaking Program coordinator courses regularly in its central office and regional office training centers.

Agencies should develop continuing programs to maintain a high level of interest in the performance and competence of SSP coordinators. Continuing orientation and training, both formal and informal, should help Spanish-Speaking Program coordinators gain knowledge in such areas as:

- The general structure and operation of the Federal personnel system, including recruiting, position classification, merit promotion, staffing, performance evaluation, career development, and employee rights and responsibilities.

- Agency personnel procedures and regulations, including provisions of negotiated agreements with labor organizations.

- Agency mission and the general occupational knowledge and skills required to perform the work associated with the mission.

- Effective briefing techniques.

- Developing Equal Employment Opportunity Plans (Affirmative Action Plan).

C. ASSIGNMENT OF COORDINATORS

1. Full-time coordinators. The volume and complexity of the problems of the Spanish-speaking will often warrant appointment of full-time coordinators. Agencies should establish full-time SSP coordinator positions (or part-time) on the staff of the Director of Equal Employment Opportunity in accordance with normal classification and staffing procedures, including the agency's merit promotion plan where it is applicable.

Full-time Spanish-Speaking coordinators are required for Departments and large independent agencies, and are also frequently required for:

Installations, agencies, bases, and offices:

(1) That have large work forces in areas of significant Spanish-speaking population.
(2) Where EEO problems have been identified indicating that special knowledge, capability and resources are needed to deal with organizations or local Spanish-speaking groups to successfully implement the Spanish Speaking Program; or
(3) Where the work force does not properly reflect the skills available in the local Spanish-speaking population, although those skills are necessary to get the mission accomplished.

2. Part-time coordinators. Many employees serve as SSP coordinators on a part-time basis. Even though they serve on a part-time basis, however, they must be free to work on Spanish Speaking Program activities when the circumstances demand. A recurrent concern of some part-time coordinators has been that agencies assign responsibilities to them but are not always willing to provide sufficient time to carry out these duties. Agency management should be alert to any such concerns and should assure that sufficient time is provided.

3. Location. Agencies should publicize the names and locations of SSP coordinators in their EEO office, bulletin boards, and in the reception areas of personnel offices.

D. MANAGEMENT SUPPORT OF COORDINATORS

Coordinators need the solid backing of management. The job is an integral and essential part of the total EEO program; and employees, supervisors, and managers must give coordinators full cooperation in their efforts to carry out the objectives of the Spanish Speaking Program. Agencies should give wide publicity to the Spanish Speaking Program and insure through orientation and training that supervisors and managers at

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all levels are informed about the Spanish Speaking Program and the coordinator's duties. Whether serving as a coordinator on a full or part-time basis, the SSP coordinator needs support in terms of cooperation, facilities, resources, and time. In addition, the SSP coordinator must be free from restraint, coercion, discrimination, or reprisal.

Part III. A Guide for the Spanish Speaking Program Coordinator

A. PURPOSE OF HAVING COORDINATORS

Following a nationwide study to determine how effectively the Spanish-Speaking Program was being implemented by agencies, the Civil Service Commission, on January 23, 1973, issued Federal Personnel Manual Letter, 713-18, which directed agencies to take specific actions to improve the Program. Among the required actions contained in this instruction was the designating of persons to serve as Spanish-Speaking Program coordinators, who would be aware of the employment concerns of the Spanish-speaking, who would be committed to the objectives of the Spanish-Speaking Program, and who could serve as staff advisors and focal points for program direction.

B. GENERAL INSTRUCTIONS FOR COORDINATORS

1. PREPARATION FOR MEETING THE GOAL OF THE SPANISH-SPEAKING PROGRAM.

A main thrust of the Spanish-Speaking Program is to assure that recruitment efforts reach the Spanish-speaking in a meaningful manner which will encourage them to apply for and compete for Federal employment. The coordinator should be familiar with the general aspects of the Civil Service Commission's examining system, qualification requirements, announcements, etc. A visit to the nearest Commission area office or Federal Job Information Center should prove extremely worthwhile, especially to establish a working relationship with the local CSC area manager or representative. It is also essential that coordinators become conversant with staffing activities in their agencies, e.g., how recruiting is planned and carried out, whether vacancies are announced, the types of jobs most often filled, special hard-to-fill jobs, public contact positions and especially those requiring Spanish-speaking ability, etc. This knowledge, as well as training received either through a detail to the personnel office or through a formal course on staffing, will develop the basic foundation the successful coordinator needs to assist his agency in broadening employment opportunities for Spanish-speaking Americans.

2. DEVELOPING OVERALL EXPERTISE.

It is important to underscore that whether the coordinator is full-time or part-time, his or her performance hinges not only on the attitudes and abilities brought to the job, or on management support, but also on how knowledgeable the coordinator is about the Federal personnel system and how this knowledge is applied.

Since most coordinators serve on a part-time basis and may not be well versed in Federal personnel procedures and the Federal Equal Employment Opportunity Program, recently appointed coordinators should devote a portion of their time spent on the Spanish Speaking Program to acquiring knowledge in those areas.

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This knowledge may be obtained in many ways, e.g., short details to either EEO and personnel offices, formal training courses (including correspondence courses), special seminars, pertinent Federal Personnel Manual material, selected readings, individual and group discussions, etc. The Commission's official publication of the Spanish Speaking Program, La Mesa Redonda, often contains tips on worthwhile training activities. While management is responsible for determining and providing training needs, coordinators should not hesitate to advise management of their special training needs.

Resource Material. The SSP coordinator should be familiar with the status of the Spanish-speaking in the workforce in the nation, in the Federal Government, and especially in the Federal agency which the coordinator serves. Of course, knowledge of the total EEO program, including the discrimination complaint processing procedures is also essential.

Some specific references, by no means all inclusive, would include:

- Equal Employment Opportunity Act of 1972 (P.L. 92-261).
- Executive Order 11478 of August 8, 1969.
- FPM Chapter 713.
- EEO Regulations.
- FPM Chapter 292, Subchapter 2-9.
- CSC Pamphlet "Nosotros Hablamos Espanol".
- CSC Pamphlet "Toward Equal Opportunity in Federal Employment".
- CSC Pamphlet Upward Mobility for Lower Level Employees--Suggested Goals and Actions.
- CSC Pamphlet "Dieciseis Preguntas Sobre El Programa De Habla Hispana".
- CSC Pamphlet Expanding Opportunities in the Federal Government.
- CSC Pamphlet "The Federal Women's Program: A Point of View".
- CSC Bulletin 713-33 (November 6, 1973) - on recruitment.
- CSC Operations Letter 273-747 (January 9, 1974) - on Evaluating the Spanish Speaking Program.

- CSC Pamphlet, Employee Training in the Federal Service Pamphlet T-7, February 1970.

- "Study of Minority Group Employment in the Federal Government, November 1969".

- "Study of Employment of Women in the Federal Government 1971" SM 62-07.

- CSC Monthly issues of La Mesa Redonda.

In addition to these reference materials, there are some publications especially appropriate for SSP ccordinators which are included in the suggested reading list (Appendix C of this guidebook).

3. BECOMING A TEAM MEMBER.

The perceptive coordinator knows that to make the Program succeed, he or she must be a team member. This means working with all levels of management toward a common goal. Some coordinators find they must take the initiative in creating a cooperative atmosphere. By first meeting with top management officials to determine emphasis to be given to the program through constructive efforts and by explaining to management both the responsibilities for and the benefits of an effective EEO program, coordinators can gain the confidence and support of management. Any lack of awareness of the employment concerns of the Spanish-speaking on the part of managers offers an opportunity to the coordinator to remedy the situation. Training efforts and arranging visits from leaders of local or national Spanish-speaking groups can help greatly in this respect.

4. ATTITUDE.

The success of a coordinator depends not only on how well he or she knows the job duties, but also to a great extent on personality, attitude and creativity. The coordinator should have a positive attitude and should be tactful in all contacts. In dealing with managers, personnel and EEO officials, employees, and members of Spanish-speaking organizations, the coordinator should maintain an objective attitude toward the matters under discussion. Perhaps the most important attribute of the successful coordinator is keeping management informed and motivating managerial action.

C. DUTIES OF THE SPANISH SPEAKING PROGRAM COORDINATOR

1. ASSESSING THE AGENCY'S SPANISH-SPEAKING EMPLOYMENT SITUATION.

The coordinator's assessment role.

An initial step in identifying problem areas and determining Spanish Speaking Program priorities in the agency is for the Spanish Speaking Program (SSP) coordinator to do an in-depth analysis of the agency's work force. The SSP coordinator should look closely at such factors as:

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- Agency population
  - o Total work force
  - o Grade and pay level
- Training statistics
- Turnover rates
- Promotion by occupation and grade-level
- Agency average grade-level
- Skills available in the agency's work force, and in the local work force (a national workforce where recruiting is nationwide).

(Reference: Department of Labor Occupational Outlook Handbook 1972-1973 edition.)

After review of all resource material and careful analysis of the work force, major problems will frequently become evident. These problems may include lack of Spanish-speaking in supervisory or higher level positions, absence of Spanish-speaking in certain occupational areas or in some organizational components even though the skills to fill such positions apparently are available among the Spanish-speaking population. Special problems affecting Spanish-speaking women should not be overlooked. The SSP coordinator should work with the Director of EEO or the EEO officer in developing program objectives and affirmative action plan items to resolve these problem areas.

The agency's assessment role.

Agencies are required to conduct internal evaluations of their personnel management and equal employment opportunity programs. Coverage of the Spanish Speaking Program must be examined in relationship to the total EEO program and should not be evaluated out of this context. Some agencies adopt Commission evaluation guidelines, such as those in Appendix F, in reviewing special emphasis programs (there may be additions appropriate to particular situations). While overall program evaluation responsibilities may be assigned to other key agency officials, it is important that the SSP coordinator be included in evaluation activities and share in evaluation findings. Only by participating in the planning, organizing, and review of Spanish Speaking Program evaluations will the SSP coordinator be in a position to suggest or initiate action items to eliminate barriers to the entry and utilization of the Spanish-speaking in the work force.

2. ADVISING AGENCY MANAGEMENT ON THE SPECIAL EMPLOYMENT CONCERNS OF THE SPANISH-SPEAKING.

The success of the Spanish Speaking Program in each agency depends greatly on the personal support and commitment on the part of the agency head, the degree of management's awareness of the employment concerns of the Spanish-speaking, the participation of managers in the program, the effectiveness of the SSP coordinator in educating supervisors and employees on program goals and objectives, and on the degree of interest and participation of the Spanish-speaking community itself.

Hesitancy to implement aggressive affirmative action items to assure equal employment opportunity for the Spanish-speaking is often based on lack of awareness of the employment concerns of the Spanish-speaking. The SSP coordinator can do much to educate managers, supervisors, and employees on the need for special affirmative actions. Where appropriate, the SSP coordinator should advise the Director of EEO or the EEO officer on the need for training of supervisors on equal employment opportunity, and on the availability of guest speakers from Spanish-speaking organizations for this purpose.

By keeping in close touch with employees and local community groups, the SSP coordinator will have an awareness of the immediate employment concerns of Spanish-speaking employees and job applicants.

These groups, through the coordinator, can alert the agency to employment problems existing or developing within the agency or community. They may feel, for example, that information on job openings is not reaching the community, or that certain components of the agency repeatedly non-select qualified Spanish-speaking applicants, or that job interviewers screen out persons with "accents", etc. It is essential that coordinators be aware of these concerns and communicate them to management, including EEO officials and personnel officers. To be aware of these concerns, the coordinator must have the confidence of Spanish-speaking persons and to get action from management the coordinator must also have the confidence of agency leadership.

Discrimination complaints are also good indicators of employment concerns, and coordinators should, in conjunction with Directors of EEO or other EEO officials, analyze the incidence and nature of complaints, trends, etc., for possible reporting to management. Any confidentiality pertaining to complainants is to be honored at all times.

Coordinators should keep in mind that the reporting of these concerns to management should be done in an objective and dispassionate manner. The coordinator's advice on dealing with these concerns will and should often be asked, and this will present a special challenge to the coordinator. The objectivity, judgement, knowledge, and, to some extent, the persuasiveness of the coordinator therefore, will have a bearing on whether his or her recommendations will be acted upon.

3. PARTICIPATING ACTIVELY IN THE DEVELOPMENT AND IMPLEMENTATION OF AFFIRMATIVE ACTION PLANS.

Affirmative Action is an agency's total effort to ensure equal employment opportunities for all employees. An affirmative action plan should be a results-oriented instrument that will help the agency in better utilizing all its employees, minorities and women included.

The SSP coordinator should have an active role in the development of the agency's Equal Employment Opportunity Plan. Through participation in and promotion of various Spanish Speaking Program activities, the coordinator will gain valuable insights into the status of the Spanish-speaking population within the agency, what problems there are and how they can best be tackled. This awareness of problems will be necessary in developing meaningful action items directed towards assuring that Spanish-speaking persons have an opportunity in the agency or installation to compete fairly in all aspects of recruitment, training, upward mobility, promotion, etc.

Essential items for achieving the objectives of the Spanish Speaking Program are:

- Describing the role of the SSP coordinator by specifying his or her relationship with other EEO officials, duties and responsibilities, training needs and, where applicable, the percentage of time that a part-time coordinator is expected to spend on the Program.

- Conducting an assessment to determine the employment situation of the Spanish-speaking in the agency and to determine if there are any positions within the agency or installation that require bilingual ability because they involve public contact with the Spanish-speaking population. Assessment should also look to the skills available in the labor market and their presence in the agency's work force.

- Where there are employment problems which could lend themselves to resolution by the use of numerical goals and timetables, then the use of this management tool should be recommended (FPM Letter 713-22, regarding proper use of goals and timetables). Goals should be based on an analysis of the skills and abilities of the Spanish-speaking in the labor market and the need of the agencies for such skills.

- Visiting colleges and universities (list by name) with large enrollments of Spanish-speaking; and establishing and maintaining relationships with placement directors, faculty members and Spanish-speaking organizations on campus.

- Establishing effective relationships with Spanish-speaking organizations and groups to include...(list specific organizations and groups).

- Reviewing agency recruitment practices to identify and correct those practices which may act as artificial barriers to equal employment opportunities for Spanish-speaking Americans.

- o Using Spanish-speaking employees on the agency's recruitment teams. Recruitment efforts designed to reach all segments of the population are generally more successful when recruitment teams include minority group members.

- o Reviewing agency training courses, including EEO, supervisory, and management courses, to assure they include information on the Spanish Speaking Program.

- o Supporting the Spanish Speaking Program by participating in conferences, seminars, and other activities which will promote the Program.

In addition to these affirmative action plan items, a checklist for coordinators is included in Appendix D of this guidebook. The check-list is not all inclusive and may not be totally appropriate for all agencies, but it will furnish the Spanish Speaking Program coordinator some good ideas for input into the agency's affirmative action plan.

The coordinator should keep in mind that a good affirmative action plan reflects substantial involvement from management, i.e., managers should be responsible for specific action items. A common failing of many action plans is over-reliance on EEO and Personnel officials to carry out the bulk of the agency's EEO effort. The coordinator should, therefore, look for balance in the plan, with activities distributed among different offices and shared by various individuals, including managers and supervisors.

The responsibility of the coordinator in the affirmative action plan area does not end with the input he or she provides. The coordinator should be prepared to assure that Spanish-speaking employees and local Spanish-speaking groups understand the plan. Finally, the coordinator in his or her dealings in the agency, should be aware of how well the plan is being implemented. Discussions with the Director of EEO or the EEO Officer about concerns in the implementation area may be initiated by the coordinator, who should offer practical assistance in dealing with these concerns.

4. ESTABLISHING EFFECTIVE RELATIONSHIPS WITH SPANISH-SPEAKING ORGANIZATIONS.

The coordinator needs to maintain liaison with Spanish-speaking organizations in order to perform efficiently as management's principal advisor on the employment concerns of the Spanish-speaking. Communications with Spanish-speaking organizations can be effective only in an atmosphere of mutual respect and sincerity. The coordinator's role with the organizations should involve sharing information and gaining important feedback, which can be instrumental in identifying and surfacing problems that could adversely affect the agency. In this way, management corrective action can be taken promptly.

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Spanish-speaking organizations can provide the agency with valuable information regarding recruitment sources, training and self-development opportunities available, and local community problems which affect Federal employment of the Spanish-speaking. They are also capable of providing comprehensive input to the planning, implementing, and reviewing of the Spanish Speaking Program activity.

There are many ways to maintain liaison with Spanish-speaking organizations. Some coordinators will, of course, be working members of one or more of the organizations. Other methods include agency participation at national and district conventions held by the organizations; participation of organization representatives in activities of Agency EEO Advisory Committees; use of organization representatives as outside resource speakers in EEO training programs or EEO Advisory Committee meetings; and participation of organization representatives, along with agency coordinators, in activities of Task Forces or Sub-committees established by Federal Executive Boards, Federal Executive Associations, or Federal Personnel Councils.

The aim of the coordinator should be to provide a point of contact for coordination and liaison between management and program staff and Spanish-speaking organization leaders to keep these groups informed and to assist in getting maximum impact through concerted activities and the pooling of resources.

5. PARTICIPATING IN RECRUITMENT EFFORTS.

Active recruitment of Spanish-speaking persons is vital for a successful Spanish Speaking Program. The coordinator must become familiar with various recruitment techniques and have a general knowledge of personnel staffing activities if he or she is to be effective in outreach efforts. Particular attention should be given to special hiring efforts, such as Cooperative Education agreements, Student Summer Employment and Veterans Readjustment appointments.

A key and initial step is for the coordinator to identify public contact positions in the agency which require the use of the Spanish-speaking language and to emphasize the use of selective placement techniques for Spanish-speaking applicants on a bilingual basis to fill these positions. To assure that special hiring programs are applicable to persons of Spanish origin, the SSP coordinator must work closely with agency Personnel Office Staff members on recruitment projects.

Civil Service Commission area offices can be of significant help in recruitment. They keep track of agency hiring needs; they operate in Federal Job Information Centers and provide toll-free telephone employment information service; they maintain civil

service eligibility lists and applications; they assure that institutional manpower sources, including colleges and universities (through the directors of placement and their staffs) are adequately informed of the employment situation in their area.

Working with colleges and universities in the area, the coordinator can participate in career days by contacting Spanish-speaking student groups, announcing campus visits and becoming a part of the visiting recruitment team. Coordinators or Spanish-speaking employees should be included in recruitment teams and overall recruitment efforts, especially those at schools with significant Spanish-speaking enrollments. Information should be provided to the agency about continued education programs, and the coordinator should help in developing cooperative work-study programs where it can be beneficial to the agency.

The coordinator can also participate in job fairs at local high schools and can assist in career counseling programs. Coordinators should also provide information about Stay-in-School Programs, as well as general information on careers for either college-bound Spanish-speaking students or for those who will soon enter the work force. In a related area, the persuasive coordinator can do much to encourage his or her agency to hire for summer employment, high school and college teachers from schools serving Spanish-speaking students to give them an understanding of the Federal government which they can relate to their students.

In some areas, communities or junior colleges and night schools are excellent recruitment sources, as they frequently have large numbers of Spanish-surnamed students. Many who receive Associate of Arts degrees, and thus are not normally reached in recruitment at four-year colleges, can be recruited at this level for eligibility on the Junior Federal Assistant Examination. In addition, the effective coordinator will make sure that appropriate agency officials are aware of Cooperative Vocational Education Programs which may prove useful in hiring Spanish-speaking Junior College students.

Coordinators should consider attending meetings of Spanish-speaking groups and clubs, veterans organizations, professional organizations and societies which may be sources of Spanish-speaking candidates. Coordinators can speak to group members and provide information on career opportunities in government in general, as well as in their agencies.

The coordinator should remember that recruiting is not always accomplished by planned, concerted efforts. It is often done in job-by-job and day-to-day situations. The coordinator must continually touch base with Personnel Office staff members, managers and supervisors to learn of vacancies and make sure that information on such vacancies is reaching the Spanish-speaking community.

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6. ASSISTING IN AGENCY TRAINING EFFORTS.

The SSP coordinator should become familiar with training courses (including correspondence courses) offered by his or her agency as well as those offered by the Civil Service Commission, the Department of Agriculture Graduate School, other government agencies, and local educational institutions. Coordinators should make sure that the Spanish Speaking Program is given sufficient time and attention in all EEO training courses for supervisors as well as in all management development courses offered by the agency. Often it will be useful for the coordinator to serve as lecturer or provide knowledgeable guest-lecturers for these courses. Coordinators may also wish to explain the Spanish Speaking Program to managers and supervisors in staff meetings, or by visiting individual managers and supervisors, and by encouraging top management and supervisory attendance at formal EEO and Spanish speaking Program training courses.

The coordinator should assist in the orientation of new employees, particularly those that are Spanish-speaking, and explain the Spanish Speaking Program as well as the Federal Women's Program and the overall EEO effort of which these special emphasis programs are integral parts.

Employees of Spanish origin must receive an equal opportunity to attend training courses, whether long-term or short-term, including professional, executive and upward mobility training as well as apprentice and technical training, and the coordinator should help make sure that knowledge of training opportunities reaches Spanish-speaking employees.

7. PUBLICIZING THE PROGRAM.

Agency and installation SSP coordinators should make concerted efforts to see that the Spanish Speaking Program receives publicity in agency news letters and employee letters, community newspapers, professional journals, and other media. Articles explaining the Program and the coordinator's duties in recruitment and training areas are a good way to start publicizing the Program. "Breakthrough" appointments of Spanish-speaking persons are often newsworthy. Excerpts from the Civil Service Commission's bilingual pamphlet, "Sixteen Questions on the Spanish-Speaking Program" (BRE-52) are useful as informational pieces. Statistics on employment of the Spanish-speaking in certain agency components, occupations, grade or pay levels provide an excellent motivator for managers, often without the need for editorial comment.

A key audience is management. There are a number of ways managers and supervisors can learn about the Spanish Speaking Program. The coordinator can explain the Program at staff meetings, division and section head meetings, or by visiting individual managers and supervisors. The coordinator of course, should encourage top management and supervisory attendance at EEO and Spanish Speaking Program courses,

conferences, seminars, etc. Many successful coordinators have found that timely discussions with top management--agency head, regional director, office manager, base commander--to explain the program, have helped to get the word down within the organization. Policy statements signed by the head of an organization will encourage subordinate managers and supervisors to carry out the objectives of the Spanish Speaking Program.

Spanish-speaking employees themselves should be made aware of what the Spanish Speaking Program and the EEO Act of 1972 mean to them as employees and their rights under the law and regulation. They should be made aware of the agency Spanish Speaking Program coordinator, agency priorities identified in the affirmative action plan, and the choices open to them in training and career ladders. They should be informed that the Spanish Speaking Program is a special emphasis effort within the overall EEO Program, operated within the context of the merit system. In addition to the agency newsletters, these employees can be made aware of the Spanish Speaking Program through group meetings and orientation sessions.

The audience for publicity, however, should not be limited to the agency itself. Much of the Spanish Speaking Program centers on external efforts, such as recruitment and hiring. Thus, information and publicity must also be directed to the community. Community as well as veterans groups and Spanish-speaking organizations have a "need-to-know" about employment opportunities and can do much in disseminating and publicizing the Program. They respond well to personal contacts and can help in recruitment efforts and in tapping local manpower sources. Free mass media publicity, e.g., radio, television, and newspaper features should also be considered by coordinators in getting the word out to the local community.

8. MAKING SURE THAT THE SPANISH-SPEAKING UNDERSTAND THE DISCRIMINATION COMPLAINT PROCEDURE.

Coordinators need to make sure that the Federal government's EEO counseling and discrimination complaint process is understood by the agency's Spanish-speaking employees as well as job applicants.

From discussions with Spanish-speaking employees and applicants about their concerns, the coordinator is usually in a good position to determine how knowledgeable Spanish-speaking persons are about the discrimination complaint process. Agencies should give wide publicity to the EEO counseling program and insure through orientation and training that employees at all levels are informed about the discrimination complaint process and, if they have an EEO-related problem, be encouraged to consult with the EEO counselor for the unit in which they work. The SSP coordinator can supplement this publicity in his or her day-to-day dealings with Spanish-speaking employees, in meetings with Spanish-speaking organizations, in training sessions, etc. In some cases, displaying a Spanish translation of the elements of the complaint process may be worthwhile. Translations are available from the Office of the Spanish-Speaking Program, U. S. Civil Service Commission, Washington, D.C., 20415.

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Although there will be times when it will be necessary for the SSP coordinator to counsel employees, the responsibility for precomplaint counseling rests with the EEO counselor. The SSP coordinator should be conversant with the discrimination complaint procedure (Appendix A of this guidebook) but should refer complaints of discrimination to the Director of EEO or EEO officer for processing under controlling regulations.

The SSP coordinator should not become involved in the adjudication of complaints or serve as a representative for either the complainant or the agency in individual complaint cases. Rather, he or she should monitor the complaints program by keeping informed on discrimination complaint activity, ascertaining the number and type of Spanish origin discrimination complaints being filed, the origin of complaints, the organizational location of complaints, and the corrective action being taken when deficiencies are found. The SSP coordinator should establish a working contact with EEO counselors to assess whether employees or applicants approaching counselors are bringing up matters of Spanish origin discrimination that indicate problem areas that require program improvements.

The coordinator should also be alert to the need for Spanish-speaking counselors. Some persons feel more at ease in discussing problems with people to whom they can relate. If the coordinator sees a need for Spanish-speaking counselors in the agency, he or she should bring it to the attention of the EEO Director or EEO officer.

Appendix A

Procedures for Processing Complaints of Discrimination in Federal Employment Based on Race, Color, Religion, Sex, or National Origin

1. Employee or applicant contacts Equal Employment Opportunity counselor within 30 calendar days of the alleged discriminatory action. Counselor has 21 calendar days to attempt informal resolution.

2. Employee or applicant may file a complaint with EEO officer (or other appropriate agency official) if informal resolution cannot be effected, within 15 calendar days after his final interview with Equal Employment Opportunity counselor or after 21 calendar days from the first contact with the counselor about the matter if no informal resolution is effected.

3. EEO officer advises Director of Equal Employment Opportunity, who assigns investigator from a jurisdiction within the agency other than that in which complaint arose.

4. Investigation conducted. Complainant is given a copy of the investigative file. EEO officer provides opportunity for informal adjustment.

5. If adjustment is not made, EEO officer notifies complainant of proposed disposition, advises complainant of right to hearing or decision without a hearing.

6. If complainant does not reply within 15 calendar days, EEO officer may adopt proposed disposition as decision of the agency, provided he has been delegated this authority. Otherwise complaint is forwarded to agency head (or his designee) for agency decision.

7. If complainant asks for hearing, agency requests Civil Service Commission to assign Equal Employment Opportunity Complaints Examiner, who must be from an agency other than that in which complaint arose.

8. Complaints Examiner reviews file; remands complaint to agency for further investigation if necessary; schedules and conducts hearing.

9. Hearing recorded and transcribed verbatim. Complaints examiner makes findings, analysis and recommended decision; forwards these and complaint file to Agency Head (or his designee).

10. Head of Agency (or his designee) makes agency decision, based on file, giving Complainant copy of Complaints Examiner's recommended decision. Must give reasons for rejection or modification of the recommended decision.

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11. Complainant has right to appeal to Civil Service Commission's *Board of Appeals and Review within 15 calendar days of agency decision or to file a civil action in Federal District Court within 30 days of agency decision.

12. If Complainant elects to appeal to Board of Appeals and Review, he may file a civil action in Federal District Court within 30 days of the Board's decision on the appeal.

13. Complainant may file a civil action in Federal District Court if final action on his complaint is not taken by agency within 180 days of filing or if final action is not taken on an appeal to Board of Appeals and Review within 180 days of filing.

NOTE: Complainant has the right to be represented by a person of his own choosing at any stage in the presentation of a complaint including the counseling stage.

*Recently changed to Appeals Review Board.

A Spanish translation from FED FACTS 10, on "How the Discrimination Complaints System Works," originally published by the U.S. Civil Service Commission, Washington, D.C. October, 1973.

COMO FUNCIONA NUESTRO SISTEMA DE QUEJAS DE DISCRIMINACIÓN

> "El deber más serio de nuestra nación es el de alcanzar igualdad de oportunidad para todos, de manera que todo ciudadano reciba el mismo trato en todo aspecto de su vida diaria sin que jamás se tome en cuenta su raza, su color, su religión, su origen o su sexo."
>
> Richard M. Nixon
> Presidente de los E.E. U.U.

El sistema de asegurar la igualdad de oportunidad en el empleo en el gobierno federal, prohibe el prejuicio en cada "acción" escrita de la oficina de personal. Sin embargo, habrá ocasiones en las cuales algunos empleados o solicitantes tengan razón para creer que han sido discriminados por su raza, su color, su religión, su sexo o su origen. Por lo tanto, la Comisión del Servicio Civil (Civil Service Commission) ha implantado un sistema de quejas de resolución rápida e imparcial. Este folleto explica dicho sistema.

SISTEMA DE QUEJAS

Para eliminar las barreras que impiden la igualdad de oportunidad en su empleo con el gobierno federal, se ha implantado un sistema de quejas para los que se crean discriminados por su raza, su color, su religión, su sexo o su origen. Este sistema procura resolver las quejas informalmente. El sistema de quejas de cada agencia está compuesto por las siguientes personas:

- -los consejeros de igualdad de oportunidad en el empleo (IOE) (EEO counselors) quienes resuelven los problemas informalmente;
- -los oficiales de IOE (EEO officers) quienes se encargan de las quejas formales;
- -el director de IOE quien responde al que encabeza la agencia.

Cualquier empleado o solicitante que se crea discriminado por su raza, su color, su religión, su sexo o su origen debe dirigir su problema al consejero, antes de formular una queja formal. Existe un reglamento que obliga a cada agencia a nombrar consejeros de IOE con los cuales los empleados agraviados deben comunicarse para intentar resolver sus agravios. Cada agencia tiene que asegurarse de que tales nombramientos lleguen a oidos de todos sus empleados para el beneficio de estos mismos.

Aunque el consejero responde tanto a los oficiales de la agencia como al oficial de IOE, él no toma parte activa en el sistema de quejas formales.

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Se supone que los agravios puedan resolverse con la mayor facilidad si se evitan las quejas formales, cuyo proceso toma mucho tiempo.

EN QUÉ PUEDE SERVIRLE SU CONSEJERO DE I.O.E.?

Su consejero:

- lo escucha atentamente y lo ayuda a identificar el verdadero problema;
- estudia su caso imparcial y objetivamente y le informa sobre sus derechos;
- responde honradamente a sus preguntas;
- discute su problema con sus supervisores y compañeros de trabajo si es aconsejable y si Ud. consiente a ello;
- trata de resolver su problema informalmente.

El consejero de IOE somete reportes de sus actividades diarias, según el caso, al oficial de IOE pero no menciona a ningun individuo sin antes contar con su consentimiento. Cuando el consejero lo cree necesario, pide la intervención personal del oficial para la solución de algunas querellas.

El empleado agraviado tiene 30 dias laborables desde que ocurre el incidente para comunicárselo al consejero; si el agravio es causado por alguna "acción" escrita de la oficina de personal el empleado tiene 30 dias, contando desde la fecha que se efectúa tal "accion" escrita.

Su consejero de IOE hará todo lo posible por hallar la mejor y más práctica solución a su problema. El tiene 21 dias laborables desde que Ud. reporta su queja para intentar solucionarla informalmente. Si a los 21 dias el problema no ha sido resuelto, entonces el consejero le indicará el nombre del oficial de IOE o de los oficiales apropriados de la agencia conquien(es) debe presentar una queja formal. El empleado agraviado tiene derecho a ser representado por otra persona desde los primeros momentos del proceso. Si el empleado lo prefiere, la otra persona pude explicar su agravio al consejero (el primer paso del proceso) o al oficial apropriado, según el rumbo que tome el caso.

LA QUEJA FORMAL

Si se decide a presentar una queja formal, tiene 15 dias laborables, desde su ultima entrevista con el consejero para presentar su queja por escrito con el oficial designado. El empleado agraviado debe explicar esta queja con exactitud e incluir única y exclusivamente los acontecimientos que divulgó el consejero. Ya aceptada su queja formal, el oficial de IOE dirige el caso al director de IOE, quien ordena una investigación formal. Esta investigación se lleva a cabo por medio de un representante de la agencia que no pertenezca a la oficina o división donde ocurrió el incidente de discriminación. De aqui la objetividad que existe en el sistema de quejas por discriminación.

La investigación es completamente imparcial. Al empleado agraviado se le da una copia del reporte detallando los resultados de tal investigación y el oficial de IOE intenta resolver el caso informalmente. Si el empleado no queda satisfecho con la propuesta resolución informal, puede tomar una de dos medidas: (1) pedir una audiencia en la cual el jefe de la agencia o un enviado del jefe resuelva su caso, o (2) pedir que el jefe de la agencia resuelva su caso sin audiencia ninguna. Tiene 15 dias laborables para tomar una medida u otra; si no se decide al cabo de los 15 dias, el oficial apropriado tiene derecho, concedido por el jefe de la agencia, a declarar que el caso ha sido resuelto por la agencia. Si Ud. pide audiencia, la agencia refiere su caso a un examinador de quejas, asignado por la Comisión del Servicio Civil (Civil Service Commission). Este examinador revisa los datos de la investigacion y si lo cree necesario pide que se haga otra investigacion más minuciosa. Luego lleva a cabo la audiencia con testigos para llegar a una decisión, la cual es sometida al jefe de la agencia o al director de IOE. El jefe de la agencia o el director de IOE llega a la decisión final, supliendo copia del reporte del examinador al empleado agraviado. Dado el caso que el jefe de la agencia rechaze o modifique la decision del examinador, tiene que dar razones muy válidas para tal acción.

APELACIÓN O PLEITO EN LA CORTE

Si el empleado agraviado discrepa con la decisión tomada por el jefe de la agencia, tiene 15 dias laborables para presentar una apelación ante la Junta de Apelacion y Revision* de la Comisión del Servicio Civil o 30 dias laborables para presentar un pleito ante la Corte del distrito federal. Si Ud. presenta la apelación ante la Junta de Apèlación y Revisión y rechaza la decisión de tal Junta, tiene 30 dias laborables desde que le notifican de tal decision, para registrar el pleito ante la Corte. Tambien puede registrar el pleito si su agencia no llega a ningún acuerdo dentro de 180 dias laborables desde que Ud. presenta su queja formal o si la Junta de Apelación y Revisión no le notifica de decisión alguna dentro de 180 dias laborables desde que Ud. presenta la apelación.

RESUMEN

El gobierno federal le promete igualdad de oportunidad a todos sus empleados. Para cumplir esta promesa el gobierno ha desarrollado varios planes de accion, cuyas metas son lograr la igualdad en el empleo. Se ha logrado alcanzar algunas de estas metas en estos ultimos anos. Ahora le toca a Ud. no sólo aprovechar todas las oportunidades que le ofrezcan sino también compartir sus conocimientos e ideas y entregarse a la causa de convertir esta igualdad en una realidad.

SOBRE ESTE FOLLETO.

Este folleto le ha sido presentado en forma muy general. Si acaso necesitara alguna información más detallada, podria hacerle sus preguntas al consejero u oficial de IOE de su agencia. Ellos lo asistirán en todo lo que sea posible.

*Board of Appeal and Review

U.S. Civil Service Commission
Washington, D.C.

Appendix B

Elements of an Affirmative Action Program for Equal Employment Opportunity

A comprehensive program of equal employment opportunity comprises the elements outlined below. These elements are based on the specific requirements of Executive Order 11478 and the Equal Employment Opportunity Act of 1972 (Public Law 92-261), and are elaborated on in Commission instructions to agencies on the development and submission of equal employment opportunity plans.

1. Adequate and competent staff and dollar resources throughout the organization to assure administration and implementation of a results-oriented program of equal employment opportunity which is involved in every aspect of personnel management policy and practice.

2. Recruitment activities designed to reach and attract job candidates from all segments of the population. Where appropriate, these activities are tailored to improve their effectiveness among members of specific groups.

3. Full identification and utilization of the present skills of employees on the rolls, facilitating movement through job restructuring techniques, establishment of trainee positions, and assuring that qualifications of requirements are realistic in terms of the jobs to be done.

4. Opportunities for employees to enhance their skills, perform at their highest potential, and advance in accordance with their abilities and the availability of opportunities. These efforts include programs of career counseling and planning, training and education, job analysis and redesign, and elimination of any unnecessary barriers to upward mobility.

5. Encouragement of EEO program understanding and support by supervisors and managers through practical training and advice, effective use of incentive systems, and evaluating supervisory and managerial performance in the EEO area.

6. Managerial support for and participation in community efforts to improve conditions--such as housing, transportation, and education--which affect employability.

7. Systematic evaluation of EEO program progress, identification of problem areas, and assessment of the effectiveness of program activities.

8. Systems providing for the informal resolution of EEO-related employment problems wherever possible, and for prompt, fair, and impartial consideration of formal complaints of discrimination in any aspect of employment.

9. Special programs to provide employment and training opportunities for the economically and educationally disadvantaged.

The areas outlined above are essential elements for equal employment opportunity programs in all agencies. In addition, affirmative action from the Civil Service Commission's EEO program management standpoint includes a continuing review of all employment procedures, tests, and other selection devices, etc., to assure they are job-related and to eliminate any artificial or unnecessary barriers to the employment and advancement of members of any groups, and to promote equal opportunity for all persons to compete on the basis of merit.

The Commission monitors agency implementation of the full range of affirmative action activities, and assures compliance with equal employment opportunity law and regulation through review of agency EEO plans, onsite evaluation of agency programs, and analysis of statistical data on the employment of minorities and women.

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Appendix C
Suggested Readings for Spanish Speaking Program Coordinators

Fitzpatrick, Joseph P., "Puerto Rican Americans", Englewood Cliffs, N.J., Prentice Hall, 1971. 192pp.

Salazar, Ruben, "Stranger in one's Land", U.S. Commission on Civil Rights, Washington, U.S. Government Printing Office, 1970, 49pp.

Civil Service Commission, "Minority Group Employment in the Federal Government." Statistical Tables 1971-72-73.

Department of Labor, "Spanish-speaking Americans: Their Manpower Problems and Opportunities", a reprint from 1973 Manpower Report of the President. 112 pp.

Mexican American (Chicano), (Affirmative action programs for employers and employees) Personnel Management Association of Aztlan, P.O. Box 4351, Downey, California 90241 [Emphasis first 31 pp.]

The Chicanos. Feliciano Rivera and Mathew Meir

Federal Employment Problems of the Spanish Speaking. Hearings before the Civil Rights Oversight Subcommittee (Subcommittee No. 4) Ninety Second Congress, March 8, 9, 10, 1972. Serial No. 26.

Adamic, Louis. A Nation of Nations: Harper 1945. Ethnic groups other than the Anglo Saxons in the building of America.

Allport, Gordon Willard. The Nature of Prejudice. Cambridge, Massachusetts: Addison-Wesley 1954.
This book presents prejudice as an inevitable manifestation of man and seeks to understand its causes in particular cases.

Babin, Maria Teresa - Panorama de la cultura puertorriquena - New York: Las Americas Publishing Co., 1958.
Social, political and intellectual history of Puerto Rico. Includes life in Puerto Rico today.

Bunker, Robert M., First Look at Strangers, New Brunswick, New Jersey: Rutgers University Press 1959. An account of problems encountered when the culture of modern urban America met that of the southwestern Indian and Spanish American Communities. How intercultural problems can be overcome.

Carranza, Eliu. Pensamientos en los Chicanos: A Cultural Revolution. Berkeley, California: California Book Co., Ltd., 1969.
Essay discusses the Chicano movement and rejects Anglo-White values.

Casavantes, Edward J. A New Look at the attributes of the Mexican-American, Albuquerque, New Mexico. The author attempts to reevaluate what he believes to have been erroneous studies of Chicano culture.

Chenault, Lawrence Royce. The Puerto Rican Migrant in New York City. New York: Columbia University Press, 1938 p. 190.

Collins, Henry Hill. America's own Refugees, Over 4,000,000 Homeless Migrants. Princeton University Press, 1941.

Dean John Peebles. "A Manual of Intergroup Relations". Chicago, University of Chicago Press, 1955.

"The Negro and the Puerto Rican in American History", Freidel, Frank Burt. Health 1964.

Galarza, Ernesto. "Merchants of Labor: The Mexican Bracero Story", McNally and Loftin, 1964. Important Socio-economic features of California History.

Schultz, Richard S. "Learning to be successful with People", March 1961. Suggests some sound guiding principles for developing skill in dealing with people; lists 20 personal relations success habits.

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Appendix D

AFFIRMATIVE ACTION PLAN CHECKLIST
SPANISH SPEAKING PROGRAM

	YES	NO
1. Coordinator designated		
Full-time	____	____
Part-time	____	____
Relationship with EEO staff defined	____	____
Role spelled out	____	____
2. Spanish Speaking Program structured in agency and supported by agency, through:		
Field	____	____
Bureaus	____	____
3. Training needs identified for Spanish-Speaking Program Coordinator in EEO and Personnel Management		
a. on the job training	____	____
b. Coordinator participation in courses	____	____
4. Publicity for Spanish-Speaking Program	____	____

a. To Whom? Managers_____ Supervisors_____
All employees_____ D.C._____ Field_____

b. How? Policy statements, memo_____
House organizations_____
Seminars_____ Other_____

5. Recruitment Outreach Efforts		
a. S/S schools with large S/S enrollments identified	____	____
b. Night schools/Junior Colleges included	____	____
c. S/S person on recruitment team	____	____
d. Cooperative Education Programs established	____	____
6. Evaluations, studies, etc. to identify internal problems, such as recruitment practices that may act as artificial barriers.	____	____

7. Contact with specific S/S groups _____ _____
   a. Where? Local_____ Regional_____ National_____
   b. Development of contact lists _____ _____
   c. Names of groups shown _____ _____

8. Availability of career and job counseling _____ _____

   a. By whom?_____

9. Coordination with FWP Coordinator in effective action items designed for S/S women _____ _____

10. Realistic goals and timetables in response to problems identified. _____ _____

11. Education and training opportunities.

   a. Do they meet needs of S/S? _____ _____
   b. Are the S/S represented? _____ _____

12. Utilization of skills

   a. Through surveys, skills banks _____ _____
   b. Positions calling for bilingual ability identified _____ _____

13. Revisions and procedures reflect changes in EEO Act of 1972 _____ _____

14. Complaint process - do S/S understand? _____ _____

   a. Fair number of S/S counselors, investigators? _____ _____

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Appendix E

National Spanish Speaking Organizations

- American G.I. Forum of the United States
  Founded: 1948 Membership: 20,000; 500 chapters
  An organization primarily of Mexican-American Veterans and their families.
  Purpose: Develop leadership for participation in community, civic, and political affairs; understanding among people; preserve democracy; promote religious and political freedom; and strive for social and economic equality for all citizens.
  Address: 714 Pico Vista Road, Pico Rivera, Calif. 90660
  Publications: G.I. Forum Bulletin, monthly.
  Convention: Annual

- American G.I. Forum Auxiliary
  Founded: 1948 Membership: 6000
  An organization of Forum members' wives and female relatives plus other married Mexican American women over 21 years of age.
  Purpose: To promote equality for Mexican-Americans and to assist local chapters of the Forum.
  Address: 714 Pico Vista Road, Pico Rivera, Calif. 90660
  Convention: Annual

- League of United Latin American Citizens (LULAC)
  Founded: 1929 Membership: 120,000
  A civic oriented organization.
  Purpose: Civic minded persons, primarily of Latin American extraction for the progress and advancement of Latin Americans.
  Address: 222 W. Osborn, Suite 409, Phoenix, Arizona 85103
  Publications: LULAC News, monthly Convention: Annual

- IMAGE
  Founded: 1973 Membership: 42 chapters
  Purpose: A national organization concerned with broadening employment opportunities for Spanish-speaking Americans in Federal, State and local government. Has chapters in major U.S. cities. Of recent origin but fast growing.
  Address: 112 North Central, Phoenix, Arizona 85003 (602) 261-3882
  Conventions: Annual

- SER/ Jobs for Progress, Inc.
  Founded: 1964 Membership: 20 chapters in 6 states
  Sponsored by G.I. Forum and LULAC
  Purpose: To plan and execute manpower and related services focusing on disadvantaged Spanish speaking Americans so that through education and training they can overcome obstacles that have denied them employment, economic opportunity and self-sufficiency.
  Address: 9841 Airport Blvd., Los Angeles, Calif. 90045 (213) 649-1511
  Publications: "SER", a program folder.

- National Puerto Rican Forum, Inc.
  Founded: 1957 Chapters: Northeast, midwest, and Puerto Rico.
  Purpose: To develop effective leadership in Puerto Ricans in the continental United States, through educational institutions, city, State, and Federal agencies and other entities concerned with solutions of America's minority groups. Conducts training in language, human relations, urban affairs, assistance to communities, housing and redevelopment.
  Address: 214 Mercer Street, New York, N.Y. 10012
  Telephone: (212) 533-0100

- ASPIRA of America
  Founded: 1961
  A principal organization serving the New York - New England area.
  Objectives: To develop leadership and capability among Puerto Rican youth by encouraging them to pursue their education beyond that offered by the public school system and to provide remedial education to prepare them for advanced study in colleges and universities.
  Address: 245 5th Ave., New York City, N.Y. 10016
  Telephone: (212) 683-6054

- Universidad Boricua Research and Resource Center
  Founded: 1970
  A central and national facility for information about Puerto Rican history, culture, attitudes and sociology. Primary objective is to stimulate further research into specific problems of Puerto Ricans. Center also encourages studies programs in colleges and universities; assists as a valuable resource for teachers; provides curriculum materials, teaching aids and updated research. Also provides: program and services, financial assistance, technical assistance, research assistance, and occupational language training.
  Address: 1766 Church St., N.W., Washington, D.C. 20036
  Telephone: (202)667-7940

- National Association for Puerto Rican Civil Rights (NAPCR)
  Founded: 1963 Membership: 20,000
  Individual members and some 100 organizations representing Puerto Ricans in the continental United States. Concerned with civil rights problems in legislative, labor, policy, legal, and housing matters, especially in New York City.
  Address: 175 E. 116th St., New York, N.Y. 10029
  Telephone: (212) 348-3973

- Cuban Municipalities in Exile
  Founded: 1964
  Cuban refugees living in U.S. organized according to provinces of origin.
  Objectives: To promote the values of their cultural heritage; promote democracy and combat Communism; extend aid to newly arrived refugees.
  Address: 1460 West Flager St., Miami, Florida 33134
  Telephone: (305) 634-9174
  Publications: La Nacion Meetings: monthly

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- Raza Association of Spanish Surnamed Americans (RASSA)
  Founded: 1968 Membership: 1. sustaining 2. subscription
  3. organizational
  A lobbying organization covering 17 states to promote legislative actions beneficial to Spanish surnamed Americans.
  Address: 400 1st St., N.W., Suite 706, Washington, D.C. 20001
  Publications: The Lobbyist
  Conventions: Yearly.

- Chicano Press Association (CPA)
  Founded: 1968 Membership: 50
  Chicano Publications
  Purpose: A confederation of newspapers dedicated to promotion of the movement of self determination and unity among Chicanos. Condemns exploitation and oppression. Seeks to build a society where human dignity, justice and brotherhood prevail.
  Address: P.O. Box 31004, Los Angeles, Calif. 90031
  Telephone: (213) 261-0128

- Mexican American Legal Defense and Educational Fund (MALDEF)
  Founded: 1968 Staff: 15
  Funded mainly by the Ford Foundation
  Purpose: To protect by legal action the constitutional rights of all Mexican Americans; to help educate young Mexican American lawyers so they can join in the areas of civil rights litigation, combatting de facto school segregation, upgrading education, eliminating job discrimination, participation in juries, fair public accomodations, voting rights, municipal services, consumer protection, and welfare-social rights.
  Address: 145 9th St., San Francisco, Calif. 94103
  Telephone: (415) 626-6196

Spanish-Speaking Women's Organizations

- National Chicana Institute
  P.O. Box 336
  Tempe, Arizona 85281

- National Chicana Foundation
  507 East Ellington Dr.
  Montebello, Calif. 90604

- National Chicana Welfare Rights
  P.O. Box 33286
  Los Angeles, Calif. 90033

- National Institute for Chicana Women
  1718 P. Street, N.W. #206
  Washington, D.C. 20036

- National Conference of Puerto Rican Women
  3502 Taylor Street
  Chevy Chase, Md. 20015

- American G.I. Forum, National Women's Auxiliary.
  9006 Belk Street
  El Paso, Texas 79924

- Comision Femenil Mexicana
  435 South Boyle Ave.
  Los Angeles, Calif. 90033

- Spanish-speaking Women's National Caucus
  Ms. Irma Santaella, State Human Rights Appeal Board
  City Hall
  250 Broadway
  New York, N.Y. 10007

- First West Coast Business Women
  P.O. Box 63211
  Los Angeles, Calif. 90063

- Mexican American Business and Professional
  Womens Club of San Antonio
  355 E. Rampart
  San Antonio, Texas 78216

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Appendix F

The Civil Service Commission's assessment role

The Civil Service Commission conducts personnel management and EEO reviews and evaluates Spanish-Speaking Program implementation in agencies by giving special attention to the following program areas (CSC Operations Letter 273-747 of January 9, 1974):

- o What direction is the agency headquarters providing to field installations on implementing the Spanish Speaking Program? How adequate is it?
- o Do affirmative action plans include specific, appropriate action items aimed at resolving problems encountered by Spanish-speaking Americans?
- o Have adequate resources (e.g., Spanish Speaking Coordinator) been provided to the Program, particularly in areas of large Spanish-speaking population?
- o Have local managers and supervisors been made aware (e.g., through EEO training courses) of the special employment concerns of the Spanish-speaking and of the Spanish Speaking Programs?
- o Are there any Spanish-surnamed persons on the EEO program staff?
- o Have Spanish-speaking persons been recruited for public contact positions calling for knowledge of the Spanish language?
- o Do recruitment teams, or efforts, include Spanish-speaking persons?
- o Have efforts been made to recruit for the Cooperative Education Program at colleges with significant numbers of Spanish-speaking students?
- o Is the agency using selective placement on a bilingual basis to reach Spanish-speaking persons for appointment to positions dealing with the Spanish-speaking population?
- o Has the agency hired for summer employment high school and college teachers from schools serving Spanish-speaking students, to give them an understanding of the Federal Government which they can relate to students?
- o Have special efforts been made to inform Spanish-surnamed veterans of VRA appointments?

☆U.S.Government Printing Office: 1974 — 556-887

UNITED STATES CIVIL SERVICE COMMISSION

IN REPLY PLEASE REFER TO

WASHINGTON, D.C. 20415

November 18, 1974

YOUR REFERENCE

BULLETIN TO LEADERS OF SPANISH-SPEAKING ORGANIZATIONS

The U.S. Civil Service Commission announces Summer Job opportunities for the Summer of 1975. But why a bulletin now? Because applications for the Civil Service summer exam must be postmarked before January 17, 1975! Without timely information many Spanish-speaking youths will be unaware of the deadline and thus unable to compete. December, when college students are home on vacation, is an ideal time to encourage them to apply for summer jobs in the Federal government.

Here is an outline of summer employment opportunities listed in the announcement (# 414):

- Office jobs and subprofessional jobs for college students majoring in engineering, physical science, or biological science.
- Jobs for college graduates, graduate students, faculty members or individuals with experience related to the work of an agency.
- Blue collar jobs that call for some previous experience, such as printing plant workers, lab jobs, carpenter's helper.
- Jobs in the Forest Service requiring specific study or experience in areas such as forestry, fire control, and conservation.
- Jobs under special summer programs, including work-study and Federal Summer Interns (check with college placement office) and for educationally and economically disadvantaged youths.

Please relay this information throughout your respective communities and encourage Spanish-speaking youths to visit (or call toll-free) the nearest U.S. Civil Service Commission Federal Job Information Center (FJIC) and ask for announcement # 414. Location of FJIC's can be found in the phone book, under U.S. Government, U.S. Civil Service Commission.

Thank you for your help in broadening employment opportunities for Spanish-speaking Americans.

Carlos F. Esparza

Carlos F. Esparza
Director
Spanish Speaking Program

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UNITED STATES CIVIL SERVICE COMMISSION

IN REPLY PLEASE REFER TO

WASHINGTON, D.C. 20415

September 26, 1974

YOUR REFERENCE

BULLETIN TO LEADERS OF SPANISH-SPEAKING ORGANIZATIONS

The U.S. Civil Service Commission announces the new PACE (Professional and Administrative Career Examination) which replaces the Federal Service Entrance Examination. PACE will serve as a principal means of entry into the Federal Civil Service for College graduates and others with appropriate responsible work experience. Entry levels are GS-5 or GS-7. Some of the features are:

- o OFFERS EXCELLENT OPPORTUNITIES FOR RAPID ADVANCEMENT TO JOURNEYMAN LEVELS.
- o PROVIDES FURTHER OPPORTUNITIES FOR ADVANCEMENT TO SUPERVISORY AND MANAGERIAL LEVELS.
- o OVER 10,000 JOBS THROUGHOUT THE COUNTRY FILLED YEARLY FROM THIS EXAM.
- o SPECIALIZED EXPERIENCE IS GENERALLY NOT REQUIRED.

The PACE exam will be given initially in November 1974 and then again in January, March and May of 1975. Since the current list of eligibles under the present examination will be terminated at the end of this year, opportunities for placement during early 1975 should be especially good, when the new PACE register begins building up.

As a Spanish-speaking organization leader, you can help in getting the word out so that interested persons in the community can learn about this opportunity and compete. Please advise them:

- o To visit (or call toll-free) the nearest U.S. Civil Service Commission Federal Job Information Center (FJIC) and ask for the PACE announcement. Location of FJIC's can be found in the phone book, under U.S. Government, U.S. Civil Service Commission.
- o To prepare seriously for the written test in accordance with the sample questions in the announcement brochure sent to those who apply to take the written test.

Because of the time frame, I urge you to relay this information quickly (some organizations reproduce these bulletins and make them availabe to their membership and/or display them in prominent areas). Your cooperation in helping to broaden employment opportunities for Spanish-speaking Americans is sincerely appreciated.

Carlos F. Esparza

Carlos F. Esparza
Acting Director
Spanish Speaking Program

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NEWS RELEASE

CABINET COMMITTEE ON OPPORTUNITIES FOR SPANISH SPEAKING PEOPLE
Office of Public Affairs and Information
1707 H Street, Northwest, Washington, DC, 20506 (202) 382-6601

December 27, 1974
FOR IMMEDIATE RELEASE

CONTACT: E. B. Duarte, Director
Public Affairs and Information
202/265-3350 (H)

CABINET COMMITTEE TO CLOSE DOORS DECEMBER 30, 1974
ENDS FIVE YEARS OF SERVICE TO SPANISH SPEAKING

WASHINGTON -- The Cabinet Committee will close its doors December 30th, ending five years of advocating government programs for the nation's 12 million Spanish speaking.

"The loss will be felt sorely in the Hispanic community," commented Executive Director Reynaldo P. Maduro about the agency's demise.

"It was the only vehicle the Spanish speaking had at the national level that could document their real needs," he added. "Without facts based on statistics, it will be extremely difficult for Hispanics to effectively push their causes in both executive and legislative branches of the federal government."

Maduro indicated that there is a present piece of legislation which is most important to the Hispanic community -- H.J. Resolution 406 relating to the publication of economic and social statistics for Spanish speaking Americans, that should receive the support of all Hispanics in the country.

A bill to extend the Cabinet Committee until June 30th of next year died in the House on December 20th after retiring Rep. H.R. Gross of Iowa objected to a unanimous consent move to consider the legislation. The action was needed as a parliamentary device to bring up the bill for a vote before the full House because it had not been placed on the calendar.

"At a time when substantial majorities of both Houses of Congress were ready to accept a compromise and continue the Committee," Maduro said, "it seems incredible that the hopes of millions of Spanish surnamed Americans should be dashed on the basis of one objection."

He said he hopes that Congress will soon reestablish the Committee, or a similar agency, to deal exclusively with Spanish speaking problems.

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Preparing for the sudden close-out, Maduro said he had requested that the Cabinet Committee's eleven-member agencies pick up the Committee's 18 professional and support employees who will lose their jobs as a result of the folding.

Cabinet Committee files and materials will be sent to the General Services Administration, the government archives and other federal agencies.

The Cabinet Committee was formed in 1969 and was scheduled to terminate at the end of the current calendar year. Administration officials asked, however, that it be extended for six additional months.

If Congress had approved the bill, the Committee would have been required to submit a report within 90 days to the President recommending how the Spanish speaking effort could be implemented more effectively in the federal government.

Maduro, who last August assumed administrative responsibilities of the Cabinet Committee after the resignation of Chairman Henry M. Ramirez, said that he knew late last summer that the agency's continuation faced an up-hill battle.

"The bill looked dead in the Senate," he recalled. "The Spanish speaking community was hostile toward us. The Administration was skeptical about our performance."

Maduro said the Cabinet Committee turned that situation around through an intensive, whirlwind campaign aimed at the Spanish speaking community.

"We established an on-going dialogue with major Spanish speaking organizations and assured them that they would have a voice in determining the Committee's goals and priorities," he said. "We wanted to be held accountable to the Spanish speaking community."

Among the groups that endorsed the agency's continuance included the American G.I. Forum, Operation SER-Jobs for Progress, IMAGE, the National Conference of Puerto Rican Women, the National Spanish Speaking Coalition on Domestic Affairs, several Miami-based Cuban American organizations, and a number of local Hispanic units.

Maduro said he also backed the organizations' demand that they be represented on the Committee's Advisory Council.

"We changed the thrust of the Cabinet Committee so that it would become more research-oriented," he declared.

"The Committee was going to do its homework and present thoroughly documented recommendations to the heads of the federal agencies, whether those proposals were directed at Spanish speaking employment, general

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revenue sharing, the census count, veterans' problems, the school drop-out rate, voting rights or any other issue."

Maduro said the Committee had determined not to become involved in partisan politics, but would respond to the needs voiced by the Hispanic leaders.

He noted on September 4th, President Ford met with the Hispanic Congressional delegation and Spanish speaking government officials and urged that the Cabinet Committee be extended.

By mid-December, he added, the Senate moved positively on the agency's bill. "But, we ran into problems in the House," he said. "Despite the overwhelming outpouring of support from the Spanish speaking community, which urged Congress to pass the bill, and despite the fact that we had worked out a compromise to keep the Committee alive, we simply ran out of time."

The bill was killed December 20th, a few hours before Congress adjourned.

Maduro said he was particularly gratified by the support for the legislation in both Houses. He particularly praised Senators Joseph Montoya of New Mexico, Charles Percy of Illinois and Jacob Javits of New York, and Representatives Edward Roybal of California, Frank Horton of New York, and Chet Holifield of California, the author of the bill. He also praised Fernando E. C. DeBaca, special assistant to the President on Hispanic affairs, for attempting to steer the bill through Congress.

"I believe the Spanish speaking people inspired Congress to move ahead with the bill," Maduro said. "If the bill had passed, it would have been a victory for the entire Hispanic community."

Maduro said that the Cabinet Committee, during its existence, had made significant gains in helping increase Spanish speaking federal employment, in business development, in providing funding and technical assistance to Spanish speaking programs run by the Spanish speaking, for the Spanish speaking, and in giving information to the Spanish speaking on opportunities in government and how to obtain them.

"Despite the gains," Maduro added, "the Spanish speaking still need a federal vehicle similar to the Cabinet Committee because Hispanics need to fully organize at the national level, as are other minorities."

"As long as we are near the bottom of nearly every social index, we Hispanics need some federal vehicle," Maduro asserted.

He added, "The Cabinet Committee wasn't the only answer for Hispanic concerns, but what should be remembered is that the Committee assisted in establishing a Spanish speaking presence at the highest levels of government. My only hope at this moment is that the Hispanic American community can rally and reestablish that presence."

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UNITED STATES CIVIL SERVICE COMMISSION

WASHINGTON, D.C. 20415

IN REPLY PLEASE REFER TO

YOUR REFERENCE

To Spanish Speaking Program coordinators, EEO and personnel officials and leaders of Spanish-speaking organizations

The Civil Service Commission's Office of the Spanish Speaking Program is pleased to send you a translation of FED FACTS 10, on how the discrimination complaint system works in the Federal employment situation.

One of our major program goals is creating greater awareness among the Spanish-speaking people of the EEO complaint system, and this translation should help in making sure that this awareness is developed.

The translation will not be printed in volume but individual copies will be availabe free of charge to any agency, organization, or person requesting it. We hope that you will reproduce enough copies to share with those persons who approach you with concerns about alleged discrimination in Federal employment.

Sincerely yours,

Higinio Costales

Higinio Costales
Director
Spanish Speaking Program

Enclosure

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Se supone que los agravios puedan resolverse con la mayor facilidad si se evitan las quejas formales, cuyo proceso toma mucho tiempo.

EN QUÉ PUEDE SERVIRLE SU CONSEJERO DE I.O.E.?

Su consejero:

- lo escucha atentamente y lo ayuda a identificar el verdadero problema;
- estudia su caso imparcial y objetivamente y le informa sobre sus derechos;
- responde honradamente a sus preguntas;
- discute su problema con sus supervisores y compañeros de trabajo si es aconsejable y si Ud. consiente a ello;
- trata de resolver su problema informalmente.

El consejero de IOE somete reportes de sus actividades diarias, según el caso, al oficial de IOE pero no menciona a ningun individuo sin antes contar con su consentimiento. Cuando el consejero lo cree necesario, pide la intervención personal del oficial para la solución de algunas querellas.

El empleado agraviado tiene 30 dias laborables desde que ocurre el incidente para comunicárselo al consejero; si el agravio es causado por alguna "acción" escrita de la oficina de personal el empleado tiene 30 dias, contando desde la fecha que se efectua tal "accion" escrita.

Su consejero de IOE hará todo lo posible por hallar la mejor y más práctica solución a su problema. El tiene 21 dias laborables desde que Ud. reporta su queja para intentar solucionarla informalmente. Si a los 21 dias el problema no ha sido resuelto, entonces el consejero le indicará el nombre del oficial de IOE o de los oficiales apropriados de la agencia conquien(es) debe presentar una queja formal. El empleado agraviado tiene derecho a ser representado por otra persona desde los primeros momentos del proceso. Si el empleado lo prefiere, la otra persona pude explicar su agravio al consejero (el primer paso del proceso) o al oficial apropriado, según el rumbo que tome el caso.

LA QUEJA FORMAL

Si se decide a presentar una queja formal, tiene 15 dias laborables, desde su ultima entrevista con el consejero para presentar su queja por escrito con el oficial designado. El empleado agraviado debe explicar esta queja con exactitud e incluir única y exclusivamente los acontecimientos que divulgó el consejero. Ya aceptada su queja formal, el oficial de IOE dirige el caso al director de IOE, quien ordena una investigación formal. Esta investigación se lleva a cabo por medio de un representante de la agencia que no pertenezca a la oficina o división donde ocurrió el incidente de discriminación. De aqui la objetividad que existe en el sistema de quejas por discriminación.

A Spanish translation from FED FACTS 10, on "How the Discrimination Complaints System Works," originally published by the U.S. Civil Service Commission, Washington, D.C. October, 1973.

COMO FUNCIONA NUESTRO SISTEMA DE QUEJAS DE DISCRIMINACION

"El deber más serio de nuestra nación es el de alcanzar igualdad de oportunidad para todos, de manera que todo ciudadano reciba el mismo trato en todo aspecto de su vida diaria sin que jamás se tome en cuenta su raza, su color, su religión, su origen o su sexo."

Richard M. Nixon
Presidente de los E.E. U.U.

El sistema de asegurar la igualdad de oportunidad en el empleo en el gobierno federal, prohibe el prejuicio en cada "acción" escrita de la oficina de personal. Sin embargo, habrá ocasiones en las cuales algunos empleados o solicitantes tengan razón para creer que han sido discriminados por su raza, su color, su religión, su sexo o su origen. Por lo tanto, la Comisión del Servicio Civil (Civil Service Commission) ha implantado un sistema de quejas de resolución rápida e imparcial. Este folleto explica dicho sistema.

SISTEMA DE QUEJAS

Para eliminar las barreras que impiden la igualdad de oportunidad en su empleo con el gobierno federal, se ha implantado un sistema de quejas para los que se crean discriminados por su raza, su color, su religión, su sexo o su origen. Este sistema procura resolver las quejas informalmente. El sistema de quejas de cada agencia está compuesto por las siguientes personas:

- los consejeros de igualdad de oportunidad en el empleo (IOE) (EEO counselors) quienes resuelven los problemas informalmente;
- los oficiales de IOE (EEO officers) quienes se encargan de las quejas formales;
- el director de IOE quien responde al que encabeza la agencia.

Cualquier empleado o solicitante que se crea discriminado por su raza, su color, su religión, su sexo o su origen debe dirigir su problema al consejero, antes de formular una queja formal. Existe un reglamento que obliga a cada agencia a nombrar consejeros de IOE con los cuales los empleados agraviados deben comunicarse para intentar resolver sus agravios. Cada agencia tiene que asegurarse de que tales nombramientos lleguen a oidos de todos sus empleados para el beneficio de estos mismos.

Aunque el consejero responde tanto a los oficiales de la agencia como al oficial de IOE, él no toma parte activa en el sistema de quejas formales.

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La investigación es completamente imparcial. Al empleado agraviado se le da una copia del reporte detallando los resultados de tal investigación y el oficial de IOE intenta resolver el caso informalmente. Si el empleado no queda satisfecho con la propuesta resolución informal, puede tomar una de dos medidas: (1) pedir una audiencia en la cual el jefe de la agencia o un enviado del jefe resuelva su caso, o (2) pedir que el jefe de la agencia resuelva su caso sin audiencia ninguna. Tiene 15 dias laborables para tomar una medida u otra; si no se decide al cabo de los 15 dias, el oficial apropriado tiene derecho, concedido por el jefe de la agencia, a declarar que el caso ha sido resuelto por la agencia. Si Ud. pide audiencia, la agencia refiere su caso a un examinador de quejas, asignado por la Comisión del Servicio Civil (Civil Service Commission). Este examinador revisa los datos de la investigacion y si lo cree necesario pide que se haga otra investigacion más minuciosa. Luego lleva a cabo la audiencia con testigos para llegar a una decisión, la cual es sometida al jefe de la agencia o al director de IOE. El jefe de la agencia o el director de IOE llega a la decisión final, supliendo copia del reporte del examinador al empleado agraviado. Dado el caso que el jefe de la agencia rechaze o modifique la decision del examinador, tiene que dar razones muy válidas para tal acción.

APELACIÓN O PLEITO EN LA CORTE

Si el empleado agraviado discrepa con la decisión tomada por el jefe de la agencia, tiene 15 dias laborables para presentar una apelación ante la Junta de Apelacion y Revision* de la Comisión del Servicio Civil o 30 dias laborables para presentar un pleito ante la Corte del distrito federal. Si Ud. presenta la apelación ante la Junta de Apèlación y Revisión y rechaza la decisión de tal Junta, tiene 30 dias laborables desde que le notifican de tal decision, para registrar el pleito ante la Corte. Tambien puede registrar el pleito si su agencia no llega a ningún acuerdo dentro de 180 dias laborables desde que Ud. presenta su queja formal o si la Junta de Apelación y Revisión no le notifica de decisión alguna dentro de 180 dias laborables desde que Ud. presenta la apelación.

RESUMEN

El gobierno federal le promete igualdad de oportunidad a todos sus empleados. Para cumplir esta promesa el gobierno ha desarrollado varios planes de accion, cuyas metas son lograr la igualdad en el empleo. Se ha logrado alcanzar algunas de estas metas en estos ultimos anos. Ahora le toca a Ud. no sólo aprovechar todas las oportunidades que le ofrezcan sino también compartir sus conocimientos e ideas y entregarse a la causa de convertir esta igualdad en una realidad.

SOBRE ESTE FOLLETO

Este folleto le ha sido presentado en forma muy general. Si acaso necesitara alguna información más detallada, podria hacerle sus preguntas al consejero u oficial de IOE de su agencia. Ellos lo asistirán en todo lo que sea posible.

*Board of Appeal and Review

U.S. Civil Service Commission
Washington, D.C.

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SEP 25 1974

La Mesa Redonda

NUMBER 16 JULY 1974 OFFICIAL PUBLICATION OF THE SPANISH-SPEAKING PROGRAM

Dear Spanish-Speaking Program Coordinator:

This month's issue is coming out when the Spanish-Speaking Program has strong momentum, resulting in part from the Regional Conferences that just ended. Chairman Hampton delivered a significant address at the Los Angeles conference underscoring a basic principle of the Spanish-Speaking Program, i.e. that agencies should develop better communications with Spanish-speaking organizations throughout the country. The cooperation developed at the conferences should serve to improve agency relationships with organizations and we should take full advantage of the momentum now established. Please discuss agency-organization relations with leaders of your agency and develop some action items. To assist you, here is an excerpt from the forthcoming coordinator's guidebook, dealing with establishing and maintaining good relationships with Spanish-speaking organizations:

> The coordinator needs to maintain liaison with Spanish-speaking organizations in order to perform efficiently as management's principal advisor on the employment concerns of the Spanish-speaking. Communications with Spanish-speaking organizations can be effective only in an atmosphere of mutual respect and sincerity. The coordinator's role with the organizations should involve sharing information and gaining important feedback, which can be instrumental in identifying and surfacing problems that could adversely affect the agency. In this way, management corrective action can be taken promptly.
>
> Spanish-speaking organizations can provide the agency with valuable information regarding recruitment sources, training and self-development opportunities available, and local community problems which affect Federal employment of the Spanish-speaking. They are also capable of providing comprehensive input to the planning, effecting, and reviewing of the Spanish-Speaking Program activity.
>
> There are many ways to maintain liaison with Spanish-speaking organizations. Some coordinators will, of course, be working with members of one or more of the organizations. Other methods include agency participation at national and district conventions held by the organizations; participation of organization representatives in activities of Agency EEO Advisory Committees; use of organization representatives as outside resource speakers in EEO training programs or EEO Advi-

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sory Committee meetings; and participation of organization representatives, along with agency coordinators, in activities of Task Forces or Subcommittees established by Federal Executive Boards, Federal Executive Associations, or Federal Personnel Councils.

The aim of the coordinator should be to provide a point of contact for coordination and liaison between management and program staff and Spanish-speaking organization leaders to keep these groups informed and to assist in getting maximum impact through concerted activities and pooling of resources.

ITS OUT! Our latest bilingual publication "La SF-171 Se Llena Asi" (How to fill out a good SF-171) has been published, and you should be receiving your copy soon. All CSC Federal Job Information Centers (FJIC) will have copies for the public. Copies will not be available from this office. Requests for additional copies (please, not more than 30) may be sent to:

Mr. Stephen Durbin, Chief
Distribution Section
Bureau of Management Services
Room B431
U.S. Civil Service Commission
1900 E Street N.W.
Washington, D.C. 20415

This pamphlet should be of help to prospective job applicants, so be sure to refer them to the nearest FJIC.

NEW EEO REGULATION. On April 8 , 1974, the President signed Public Law 93-259 extending coverage of the Age Discrimination Act of 1967 to include Federal, State and local governments. The Civil Service Commission is responsible for its enforcement in the Federal executive agencies, U.S. Postal Service and Postal Rate Commission, as well as units of the legislative and judicial branches of government and the Government of the District of Columbia. It does not apply, however, to aliens employed outside the United States. Agencies must now accept and process complaints of discrimination because of age from employees or applicants who are at least 40 but less than 65 years old at the time of the alleged discriminatory action. Such complaints must have occurred on or after May 1, 1974. The complaint may also file action in Federal District Court after giving the Civil Service Commission 30 days notice of intent to file.

THREE SPECIAL ACHIEVEMENTS:

- Harry Overs, Assistant Bureau Director Division of Operating Policy and Procedures, Social Security Administration in Baltimore, Md.-- Special Achievement Award. Mr. Overs, through commitment and action, has helped to dramatically provide employment opportunities under the Spanish-Speaking Program in his division during the past year. We hope the progress and commitment demonstrated by Mr. Overs will serve as a model and inspitation to other Federal officials charged with implementing the Spanish-Speaking Program.

- In our October 1973 issue we awarded the Special Achievement Award to Francisco A. Escobar, Spanish-Speaking Program Coordinator at Fort Huachuca. On April 30, 1974 the U.S. Army Communications Command and Headquarters Fort Huachuca, awarded Mr. Escobar the Meritorious Civilian Service Award for his performance in the accomplishment of his additional duty as Coordinator in the past year. The citation stated: "Mr. Escobar rendered a distinguished public service, and demonstrated unusual initiative and accomplished his duties in such an outstanding manner that his actions have served as an inspiration to others."

  Mr. Escobar's acceptance statement: "I would be remiss if I did not give credit to the Director and Deputy Director of the Management Information Systems Office; they are Lt. Col. Philip A. Brummit and Mr. Kelsey J. Garnigan, respectively. These two gentlemen have in no way ever refused me to participate or function as a Coordinator. My participation as a Coordinator has been educational, enjoyable and, above all, inspiring. Educational from the standpoint that we have learned how people function within themselves and towards others; enjoyable because it gives us the opportunity to meet others and express true opinions; and inspiring, for there are people that need opportunities and we are in a position to provide enhancement to their desires."

- Stanley Valadez of GSA Headquarters has the unique distinction of remaining a part-time coordinator while motivating his agency to have full-time coordinators in its ten regions. Being part-time, however, is no problem for Stan who has a reputation for getting things done quickly with ease. Within less than a year Stan has become the founder of HOPE (Hispanic Organizations of Professionals and Executives). In addition to his organizational skills, Stan is an articulate spokesman for Spanish-speaking causes and also has the distinction of having previously been Assistant Attorney General of the State of Pennsylvania. Although we have learned to expect excellence as a matter of routine from Stan, we feel we must give him recognition as well as acquaint other coordinators with this outstanding person.

SPANISH DIRECTORY

The Washington, D C. Council and the Washington Urban League has compiled a unique directory of special services presently available to the Spanish-speaking residents of the city. This compendium of information in Spanish and English will provide complete addresses, telephone numbers and a description of the services offered by government and non-government agencies for the Spanish-speaking community in Washington. The directory will include data on national Hispanic organizations based in the District embassies of Spanish-speaking countries, and newspapers and newsletters which publish articles in the Spanish language. Further, the work will contain subject indexes and appendices in Spanish and English. For further information contact Ms. Thomas at 629-3806 or Mr. Fuentes at 265-8200

La Mesa Redonda
(The Round Table)

A monthly roundup of news and views for Federal agency Spanish Speaking Program Coordinators. Published by the Office of the Spanish Speaking Program, U.S. Civil Service Commission, Washington, D.C., 20415

Attention Coordinators. - Remember to remind summer employees in your agency who competed for their jobs that there are usually provisions to assist recompetition for the next year. Check it out with nearest FJIC.

Training Films we recommend:

- Power vs. the People and
  Voice of La Raza:
  (both can be obtained from Equal Employment Opportunities Commission)
  EEOC - Virginia Talamantes
  1800 "G" Street N.W.
  Washington, D.C. 20506

- The Puerto Ricans - Borrow, rent, or buy from:
  Universidad Boricua
  1766 Church Street N.W.
  Washington, D.C. 20036

REMINDER: In the April issue we asked you to send names of Spanish-speaking local groups that are concerned and actively involved in the Federal employment situation. Have you followed through?

ATTENTION COORDINATORS: In the season of national Spanish-speaking organization conventions, please remember that as program leaders representing your agencies and the Federal Government at conventions, you should participate actively in convention proceedings, especially workshops relating to EEO. Conventions offer an opportunity to perceive local concerns, get different viewpoints, share ideas on advancing the program, and confer with fellow-agency coordinators. So let's use this opportunity well.

HASTA LA PRÓXIMA

Higinio Costales
Director
Spanish-Speaking Program

KICK-OFF LUNCHEON
SPONSORED BY THE OFFICE OF CIVIL RIGHTS
SPANISH SPEAKING PROGRAM COMMITTEE

THEME

The President of the United States on March 6, 1975, issued a memorandum identifying the Spanish Speaking Program as a "program area where special emphasis is needed" because "the skills of the Spanish speaking as a group have not yet been fully tapped." Heads of Departments and Agencies as well as "every manager in the Federal Government" must assure equal opportunity both to Hispanic men and Hispanic women in securing jobs commensurate with their potential, "to serve in positions where they can make a maximum contribution and participate in the decision-making process."

In FAA headquarters, one of the vehicles which will serve as an advisory linkage to the Office of Civil Rights is the Spanish Speaking Program Committee.

Briefly, the goal of our Committee will be to identify the special employment needs of the Spanish-speaking community and to articulate them to management.

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AGENDA

Introductory Statement. . . . . LEON C. WATKINS, Director of Civil Rights

Guest Speaker. . . . . FERNANDO De BACA, Special Assistant to the President

"Message". . . . . LOUISA STIMPERT, Federal Women's Program Coordinator, FAA

Formation of Spanish Speaking Committee:

1. Appointment - Steering Committee
2. Goals - Objectives
3. Civil Rights Board - Appointment of Tony Lopez

Adjournment . . . .

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THE SECRETARY OF HOUSING AND URBAN DEVELOPMENT
WASHINGTON, D. C.. 20410

June 23, 1975

MEMORANDUM FOR: PRINCIPAL STAFF

Subject: The Spanish Speaking Program

It is the policy of this Department and the responsibility of the Office of each Assistant Secretary and Program Manager to provide full support to the expansion of the Department's Spanish Speaking Program. The President of the United States on March 6, 1975, issued a memorandum identifying the Spanish Speaking Program as a "program area where special emphasis is needed" because "the skills of the Spanish speaking as a group have not yet been fully tapped." Heads of Departments and Agencies as well as "every manager in the Federal Government" must assure equal opportunity both to Hispanic men and Hispanic women in securing jobs commensurate with their potential, "to serve in positions where they can make a maximum contribution and participate in the decision-making process."

The Federal Government's Spanish Speaking Program was established on November 5, 1970, to address the lack of Hispanic presence in Federal employment and programs. The Program is an integral part of the Government's total EEO effort under Executive Order 11491 and Public Law 92-261, the Equal Employment Act of 1972.

The Hispanic professional represents less than 1% of HUD's employment profile, indicating an unfortunate decrease over the past three years. The Department recognizes that the limited presence of Hispanic men and women in the decision-making process will adversely affect the extent and quality of Departmental services and programs accruing to the Spanish speaking community. In an effort to ameliorate this situation, it is essential that the Department's Spanish Speaking Program be fully implemented as a total management responsibility. The full and active cooperation of all managers is expected in establishing specific quantifiable, implementable goals for each office. These should be coordinated with the goals of the Office of Fair Housing and Equal Opportunity. Such support will assure success for a results-oriented program, and greatly improve HUD's delivery system to the total Hispanic community.

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The President has requested an annual progress report from each Department and Agency. In order to facilitate a timely and well constructed annual report it is imperative that the Office of each Assistant Secretary and Program Head compile timely quarterly reports to be submitted to me through the Office of Fair Housing and Equal Opportunity with the first ones due COB August 29, 1975.

The commitment of this Department and its managers to improve our programs and services to the Hispanic community and to carry out a concerted effort to increase the number of Spanish speaking employees in the Department will be measured by the concrete support for the Spanish Speaking Program reflected in these quarterly reports.

Carla A. Hills

La Mesa Redonda

NUMBER 15 JUNE 1974 OFFICIAL PUBLICATION OF THE SPANISH-SPEAKING PROGRAM

Dear Spanish-Speaking Program Coordinator:

Last month we told you of the regional conferences on the Spanish-Speaking Program. Those of you who were able to take part in those conferences know that your time was well spent. The real value of the conferences, in my opinion, was the constructive and frank exchange of ideas and the determination of the participants from both the Spanish-speaking community and the Federal Government to achieve meaningful results in assuring full equal employment opportunity to Spanish-speaking persons. To those of you who participated in the conferences and worked hard for their success, gracias!

HIGH LEVEL INTEREST

Chairman Hampton received this telegram just before he addressed the Los Angeles Regional Conference on May 13th:

> In November of 1970 I announced a program initiative to be carried out by the Civil Service Commission setting forth sixteen points to be followed by Federal agencies in assuring Equal Opportunity for Spanish-speaking citizens. While significant progress has been made in this endeavor, the Federal government must do even more to speed the realization of this important goal.
>
> The newly-launched Regional Conferences of the Commission following the issuance of its recent Federal Personnel Manual Letter will surely do much to familiarize our Spanish-speaking citizens with the opportunities available to them. As keynote speaker for the first conference, I would like you to ask all those who attend to renew their personal commitment and that of the agency they represent to making complete fairness in Federal employment a reality for all Americans.
>
> Richard Nixon

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PROJECT CALIFORNIA BEGINS

The CSC San Francisco Region is now carrying out a pilot outreach effort known as Project California. The project includes (1) gathering projected job vacancies in five areas of Federal employment concentrations: San Diego, San Bernardino, Los Angeles, San Francisco, and Sacramento, (2) relaying this information to the communities, including local Spanish-speaking groups and (3) conducting orientation sessions together with local community groups to help prepare interested candidates on taking written tests, filling out application forms, and succeeding in interviews. We are working with the Cabinet Committee on this pilot venture and expect to see it show a payoff and extended to New York.

JOB OPPORTUNITIES

Veterans Administration recently authorized over 1000 additional Veterans Benefit Counselors positions to be located at VA regional offices and at certain colleges and universities around the United States. The grade break will be GS-4 and GS-5/7/9. Interested persons should contact local CSC Federal Job Information Centers or VA regional office personnel offices about opportunities in their areas. Viet Nam veteran experience will be considered in the rating process.

Internal Revenue Service is recruiting for Tax Auditor positions in Los Angeles, California. Twenty-six positions will be filled in June, 100 in July, and 60 in October. Applicants must pass the Federal Service Entrance Examination. Applications are now being accepted for Special Agent positions (Criminal Investigator), Naval Investigative Service. Applicants must be between the ages of 21 and 40, in excellent physical condition, with a baccalaureate degree, and willing to travel in the U.S. or abroad. Candidates should send SF 171 to: Director, Naval Investigative Service, 2461 Eisenhower Avenue, Alexandria, Virginia 22331. Attention: Career Services Division.

Department of Transportation is recruiting a full-time Spanish Speaking Program Coordinator, GS-11-12. Applications should be sent to Director, Civil Rights, Department of Transportation, 400-7th Street, S.W., Room 10217, Washington, D.C. 20590.

EL NUMERO UNO. The ever-popular and highly recommended course, FEDERAL PERSONNEL PROCEDURES, is being offered again this summer by the U.S. Department of Agriculture Graduate School in Washington, D.C. Evening course information: Tel. 202-447-6337. Correspondence course also available: Write or call Independent Study Program Graduate School, USDA, Rm. 6847, South Building, Washington, D.C. 20250, 202-447-7123.

QUIZ. Sometimes a coordinator finds obstacles in accomplishing a program project. In some cases obstacles can be found in the coordinators' own attitude toward their role. To get a perspective of your role attitude, here is a quiz that can help you in developing a more positive attitude.

1. When you were asked to be a coordinator, did you accept without reluctancy? Yes/__/ No/__/
2. Do you enjoy initiating contacts and getting involved with Spanish-speaking organizations? Yes/__/ No/__/
3. Do you consider yourself an extrovert? Yes/__/ No/__/
4. At meetings do you speak up about things that concern you? Yes/__/ No/__/
5. Do you enjoy making analyses of employment patterns within your agency? Yes/__/ No/__/
6. Do you consider yourself an able persuader? Yes/__/ No/__/
7. Do you show a willingness to address groups on the SSP? Yes/__/ No/__/
8. Do you strive to become knowledgeable about personnel management and EEO? Yes/__/ No/__/
9. Do you look forward to meetings with top management to discuss Program results? Yes/__/ No/__/
10. Are you enthusiastic about the potential of the Program, in general? Yes/__/ No/__/

REGIONAL LETTERS

Two CSC regional directors, Asa Briley, and Francis Yanak, San Francisco and St. Louis, respectively, have reemphasized the importance of the Spanish Speaking Program in recently issued letters to heads of regional offices and installations. They stressed important steps for agencies to take, including the appointment of coordinators and following through on FPM Letter 713-33. This guidance should be helpful to agencies in successfully implementing the program in the field.

By the way, have you read 713-23? Have you discussed it with management personnel and EEO staffs? How well has it been implemented?

SPECIAL ACHIEVEMENT: MISSION ACCOMPLISHMENT AND EEO

Mr. Karl Saenger, District Manager of the Social Security Administration, Miami Beach, hired 22 Spanish-speaking employees from January through March 1974. This effort complemented an earlier one by the Social Security Administration in South Florida, that was kicked off in July 1973, which resulted in the hiring of 55 Spanish-speaking employees. We expect Mr. Saenger's continuing efforts to attract even more candidates for positions requiring bilingual ability in the Miami area, which has one of the highest concentrations of persons relying on the Spanish language. No doubt that these efforts will result in carrying out SSA's mission in Miami better. To be congratulated along with Karl is Olga Colado of CSC Miami Federal Job Information Center whose active role in the community has gotten the word out on opportunities at the Miami SSA office. We are grateful Olga and Karl, for your results-oriented approach to the program. Gracias, adelante, y mucha suerte!

FORTY LARGE SPANISH-SPEAKING AREAS. We often mention concentrations of Spanish-speaking persons around the U.S. Here are the top 40 metropolitan statistical areas ranked according to percentage of Hispanics. Please approach these statistics carefully, keeping in mind that these are not the only areas of Spanish-speaking population but merely those with the highest percentage. For example, a large numerical Hispanic population in a heavily populated city may appear small percentage-wise but may be of great significance due to the availability of skills relevant to local Federal employment.

	Spanish Language or Spanish Surnamed	
	Population	Percent
Laredo, Texas	62,380	85.6
McAllen-Pharr-Edinburg, Texas	143,611	79.1
Brownsville-Harlingen-San Benito, Texas	107,000	76.2
El Paso, Texas	204,349	56.8
San Antonio, Texas	385,126	44.5
Corpus Christi, Texas	126,774	44.5
Albuquerque, New Mexico	123,814	39.2
Pueblo, Colorado	37,088	31.3
Fresno, California	104,177	25.2
Miami, Florida	299,217	23.6
Tucson, Arizona	82,916	23.5
Salinas-Monterey, California	52,715	21.0
Oxnard-Ventura, California	73,684	19.5
Los Angeles-Long Beach, California	1,289,311	18.3
Stockton, California	52,280	18.0

	Population	Percent
Lubbock, Texas	31,082	17.3
Santa Barbara, California	45,856	17.3
Bakersfield, California	55,310	16.8
San Bernardino-Riverside-Ontario, California	188,833	16.5
Austin, Texas	43,899	14.8
Jersey City, New Jersey	89,555	14.6
Phoenix, Arizona	140,607	14.5
San Diego, California	174,209	12.8
New York, New York	1,390,087	12.0
San Francisco-Oakland, California	363,893	11.7
Denver, Colorado	138,928	11.3
San Jose, California	186,525	11.3
Anaheim-Santa Ana-Garden Grove, California	160,168	11.2
Houston, Texas	212,444	10.7
Sacramento, California	80,597	10.0
Dallas, Texas	101,168	6.5
Fort Worth, Texas	44,327	5.8
Gary-Hammond-E. Chicago, Indiana	36,671	5.7
Tampa-St. Petersburg, Florida	58,042	5.7
Salt Lake City, Utah	26,576	4.7
Newark, New Jersey	87,406	4.7
Chicago, Illinois	327,168	4.6
New Orleans, Louisiana	44,430	4.2
Paterson-Clifton-Passaic, New Jersey	53,553	3.9
Honolulu, Hawaii	19,714	3.1

Statistics source: Cabinet Committee on Opportunities for Spanish-Speaking People.

THE NEW BORDER PATROL AGENT EXAM, to be open initially on July 1, credits Spanish-speaking ability in the rating process and drops previous height, weight and sex restrictions. Also: GS-7 entry level, no experience required, plus 25% overtime pay added to salary. Historically, these positions, mostly located in or near Spanish-speaking communities in the Southwest, have been an excellent avenue into Federal law enforcement. For early consideration, persons must apply before July 26, 1974. To do this they should visit (or call toll-free) the nearest CSC Federal Job Information Center (FJIC), and ask for announcement #DS-4-1. Location of FJIC's can be found in the Yellow Pages, under U.S. Government, U.S. Civil Service Commission. SSP Coordinators can help in getting the word out to the Spanish-speaking communities around the nation.

Hasta la proxima,

Higinio Costales

Higinio Costales
Director
Spanish-Speaking Program

La Mesa Redonda
(The Round Table)

A monthly roundup of news and views for Federal agency Spanish Speaking Program Coordinators. Published by the Office of the Spanish Speaking Program, U.S. Civil Service Commission, Washington, D.C., 20415

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