

Diversity Report Card:

Grades and Ranking of Social Service Providers
Located in the Omaha Area
Based on Staff and Board Diversity

By Andrea Purdy and Karen Abrams, MPH

Progressive Research Institute of Nebraska

November 2013

Acknowledgments

We would like to thank the following organizations and agencies that shared—either actively or passively (e.g., through their websites)—information about their board and/or staff makeup:

Governing Board & Staff:

- ❖ Boys Town
- ❖ Building Bright Futures
- ❖ Family Housing Advisory Services
- ❖ Goodwill Omaha
- ❖ Heartland Family Service
- ❖ Latino Center of the Midlands
- ❖ Legal Aid of Nebraska
- ❖ Lutheran Family Services
- ❖ Nebraska Families Collaborative
- ❖ Omaha Public Schools

Governing Board Only:

- ❖ Catholic Charities

Staff Only:

- ❖ NE Department of Health and Human Services
- ❖ NE Department of Corrections
- ❖ Juvenile Judges of Douglas and Sarpy Counties

Executive Staff Only:

- ❖ One World Community Health Center

The Progressive Research Institute of Nebraska is an independent nonprofit think tank based in Omaha, Nebraska. We envision a more democratic, racially integrated, economically just, safe and healthy community in the Omaha/Council Bluffs area, and the state of Nebraska. We nourish and promote democracy by expanding awareness and fostering alliances and civic action. Diversity is one of our primary areas of interest. The Institute was founded in 2009.

Progressive Research Institute of Nebraska

1214 North 34th Street

Omaha, NE 68131

Phone: 402.551.2552

Email: office@prineb.org

Web: www.progressiveresearchinstitute.org

Jack Dunn, MSSW

Executive Director

TABLE OF CONTENTS

OVERVIEW _____	5
Introduction _____	6
Methodology _____	9
Results & Discussion _____	12
Conclusion _____	16
TABLES _____	18
• Table 1: Omaha Area Nonprofit Combined Staff/Board Diversity Grades	18
• Table 2: Statewide Nonprofit Combined Staff/Board Diversity Grades	19
• Table 3: Omaha Area Nonprofit Board Only Diversity Grades	19
• Table 4: Omaha Area Nonprofit Executive Staff Only Diversity Grades	20
• Table 5: Government Agency Diversity Grades	20
CHARTS _____	21
OVERALL CHARTS _____	21
• Diversity of Nonprofit Staff	21
• Diversity of Nonprofit Boards of Directors	22
• Diversity of Government Agency Staff	23
AGENCY/ORGANIZATION SPECIFIC CHARTS _____	24
• Boys Town Staff	24
• Boys Town Board	25
• Building Bright Futures Staff	26
• Building Bright Futures Board	27
• Catholic Charities Board	28
• Family Housing Advisory Services Staff	29
• Family Housing Advisory Services Board	30
• Goodwill Omaha Staff	31
• Goodwill Omaha Board	32
• Heartland Family Services Staff	33
• Heartland Family Service Board	34

• Juvenile Judges of Douglas and Sarpy Counties_____	35
• Latino Center of the Midlands Staff_____	36
• Latino Center of the Midlands Board_____	37
• Legal Aid of Nebraska Staff_____	38
• Legal Aid of Nebraska Board_____	39
• Lutheran Family Services of Nebraska Staff_____	40
• Lutheran Family Services of Nebraska Board_____	41
• Nebraska Department of Corrections Executive Staff_____	42
• Nebraska Department of Health and Human Services Staff_____	43
• Nebraska Families Collaborative Staff_____	44
• Nebraska Families Collaborative Board_____	45
• Omaha Public Schools Teachers_____	46
• Omaha Public Schools Executive Staff_____	47
• Omaha Public Schools Board of Education_____	48
• One World Health Center_____	49
REFERENCES_____	50
APPENDIX_____	53

Overview

In this report, the Progressive Research Institute of Nebraska (PRI) provides the results of its first annual Diversity Report Card for nonprofit and government-run social service providers with offices in the Omaha, NE area. We grade and then rank 15¹ social service providers in order to examine diversity among their staff and on their governing boards. We based grades on scores that we gave each organization along two dimensions, (1) racial/ethnic diversity and (2) gender diversity; and we looked at those two dimensions of diversity among staff as well as on executive boards. Scores were determined by comparing the percentage of employees and/or board members in each racial/ethnic and gender category to corresponding data from the 2010 United States Census for Omaha (for Omaha area providers) or Nebraska (for statewide providers). We analyzed the data for nonprofits separately from the data for government agencies. The results indicate that while some organizations are, indeed, living up to the ideal of diversity, most still have a way to go before achieving that end.

We found that, overall, the boards of the local nonprofits surveyed for this report are more racially and ethnically diverse than the average nonprofit in the United States (Ostrower, 2007). On the other hand, gender diversity on the boards of these organizations is somewhat lower than for nonprofits, nationally (Ostrower, 2007).² Overall, we are encouraged by the diversity we found, especially within the nonprofit sector. A discussion of the various strategies that might be employed to increase board and staff diversity is beyond the scope of this particular report. However, we hope that the information provided in this Report Card will launch a public discussion about the need for increased diversity that will ultimately result in local social service providers whose staff and boards much more closely mirror the populations they serve.

Codicil:

Traditionally, social services are defined as organized efforts that promote the well being of those in need. However, we have broadened the traditional boundaries of what are considered “social services” to include public schools, courts and jails. We chose to include these agencies in our Diversity Report Card because they serve literally hundreds of thousands of individuals a year in the Omaha area; in so doing they provide many traditional social services (e.g., free and reduced-price lunches, counseling, skills training, drug treatment, mental health services, etc.). Public schools, in particular, have social services inextricably intertwined into virtually every facet of their work (Brenner, 2001; Favro, 2006; Greenberg, 2003; Resnick, 2006; Tyack, 1992; U.S. Department of Education, n.d.).

¹ We hope that more social service providers will participate in data sharing in the future. For information we were unable to collect online, we contacted the agency or organization directly. The Salvation Army, Omaha, is the only organization we contacted that failed to provide data despite repeated requests.

² We were unable to find similar national comparisons for the government agencies surveyed.

Introduction

When we read about how poorly, overall, nonprofits across the country do in terms of creating diverse boards and staff—even for those nonprofits whose clientele are primarily people of color—we were concerned: According to a 2007 study of nonprofits across the country by the Urban Institute, “Among nonprofits whose clientele is 25 to 49 percent black or African-American, 36 percent have no black or African-American board members. The percentages are even higher for Hispanics/Latinos: among nonprofits whose clientele is over 50 percent Hispanic/Latino, 32 percent have no Hispanic/Latino members, and the figure climbs to 52 percent among those whose clientele is 25 to 49 percent Hispanic/Latino” (Ostrower, 2007, p. 18). This information made us curious about diversity among service providers based in the Omaha area.

Although we define diversity as including “gender, age, religion, sexual orientation, race, ethnicity, language, socio-economic status, legal status, disability, geographic base, [and] political viewpoint” (BoardSource, p. 1, 2009), we were unable to collect information on all those aspects of diversity for this report, thus our focus at this time on race/ethnicity and gender diversity, only.³ Furthermore, we did not prioritize one type of diversity over another because we want to stress the equal importance of *both* racial/ethnic and gender diversity as indicators of inclusion (see more on the topic of inclusion, below). And, notably, our results indicate that for the traditionally female-dominated social services (Dolado, 2001; Domenico, 2006), achieving gender diversity is a greater challenge for most of the agencies and organizations surveyed than achieving racial/ethnic diversity.

The results of our Diversity Report Card show that, overall, the agencies and organizations surveyed have a way to go before both their governing boards and their staff reflect the diversity of the populations they serve. Nonetheless, the boards of our local nonprofits are still more diverse than the average nonprofit in the United States, according to a 2007 study by the Urban Institute: The average nonprofit in this country has a board that is 86% white; 7% black; 3.5% Hispanic; and 46% female (Ostrower, 2007). In contrast, among the Omaha nonprofits surveyed, local boards are 82.5% white; 10.5% black; 6.9% Hispanic; and 46.9% female.⁴

It is our intention that the results of the Diversity Report Card will increase awareness about the importance of diversity, and provide a starting point for a community discussion that will help encourage area social service providers to work towards even greater diversity in the future. We recognize that the Report Card represents a snapshot in time; it does not show where organizations have been or where they are going. In other words, even those organizations receiving mediocre or poor grades may already be committed to diversity, may already have undertaken strategies to improve diversity, and may already have made progress.

³ We hope that future iterations of this report will address diversity across more of the spectrum described above.

⁴ Except for the Omaha Public Schools (OPS), the government agencies surveyed do not have governing boards; we discuss the OPS Board of Education in detail later in this report.

Diversity, Cultural Competency and Outcomes

The importance of both racial/ethnic and gender diversity among the staff and governing boards of nonprofit and government social service providers can be summed up in the two words, “cultural competence.” Cultural competence is the “ability to interact effectively with people of different cultures....Developing cultural competence results in an ability to understand, communicate with, and effectively interact with people across cultures” (Florea, 2012, p. 4). And, we believe that the term “culture” encompasses more than race and ethnicity—for example, there are youth cultures, urban and rural cultures, national cultures, and religious cultures, to name just a few. We define culture broadly as “The collectively agreed upon knowledge, experience, values, ideas, attitudes, skills, tastes and techniques that are passed on from more experienced members of a community to new members” (Substance Abuse and Mental Health Services Administration, 2011, p. 1).

Research demonstrates that agencies and organizations that are more culturally competent achieve significantly better outcomes among the populations they serve (Coggins, 2008; GAO, 2007; Office of Minority Health, 2013; Saha, 2006) compared to those that are less so. While increasing board and staff diversity is not the only strategy available to improve the cultural competence of social service providers, it is a central one. That is because increasing diversity alone will improve outcomes for organizations and agencies that serve diverse populations (Brown, 2002; Office of Minority Health, 2013).⁵

As the United States has grown increasingly ethnically diverse, many in the corporate sector have come to realize that inclusiveness of communities of color is no longer just the right thing to do—it is now both a moral and a business imperative. Similarly...highly inclusive nonprofit organizations also understand that becoming inclusive truly makes a difference in their ability to accomplish their missions (The Denver Foundation, 2003, p. 2).

Cultural competence is so essential to successful health outcomes that in 2001 the federal Office of Minority Health developed standards to guide health promotion agencies, called the Culturally and Linguistically Appropriate Services (CLAS) standards. These standards, updated in 2013, spell out that to be effective, health-related service organizations must increase cultural competency by increasing diversity (among other strategies). Specifically, they must “Recruit, promote, and support a culturally and linguistically diverse governance, leadership, and workforce that are **responsive to the population in the service area**” (emphasis added, US Office of Minority Health, 2013, p. 13). Diversity at all levels of an organization is a critically important indicator of inclusion, and therefore of cultural competence: “Inclusive

⁵ It is important to add, here, that while diversity alone improves the chances of an organization’s success, it cannot guarantee it; we realize that there are many aspects of organizational capacity that must come together to insure success, and diversity—though quite important—is not a silver bullet.

environments are not only free from bias and discrimination in all forms, but also proactively remove barriers to full participation by valuing and supporting individuals from all backgrounds” (Schwartz, 2011, p. 5).

For locally based social service providers whose work is specifically aimed at populations in poverty, the need for cultural competence is particularly plain. That is because Omaha’s populations of color are overwhelmingly poor—a fact that is especially true among children:

- Well over one-third of Omaha’s blacks live in poverty (36%); more than one in five Hispanics live in poverty (22%); that is compared to 9% of whites (Omaha World Herald, 2011).
- More than half (51%) of black children in Omaha live in poverty (Drozd, 2011). That is more than 5 times the rate for white children (9%) (Drozd, 2011). Among Omaha’s Hispanic population, 29% of children live in poverty (Drozd, 2011). According to an analysis of the 100 largest metropolitan areas in the United States conducted by the Omaha World-Herald, Omaha ranks No. 1 in the nation for black children in poverty (Drozd, 2011).

Why is a Diverse Staff Important?

Social service practitioners must be capable of successfully interacting with *all* their clientele in order to attain desired positive social and health outcomes. Diversity as a component of cultural competence plays a role in achieving positive outcomes (Betancourt, 2002; Saha, 2006). For example, research demonstrates that patients of color get better primary care and mental health care when their health care providers are “of their own race or ethnicity” (Saha, 2006, p. 16), and when they speak the same language (Saha, 2006). And, furthermore, these patients show “greater medical comprehension, and greater likelihood of keeping follow-up appointments” (Saha, 2006, p. 16), both of which contribute to improved health outcomes. While it is difficult to tease out all of the reasons that outcomes are improved as a result of a diverse professional staff, one theory is that “Minority health care professionals in general may be more likely to take into account sociocultural factors when organizing health care delivery systems to meet the needs of minority populations” (Betancourt, 2002, pp. 3-4).

Why is a Diverse Board Important?

A diverse governing board is as important to achieving positive outcomes as diverse staff because governing boards oversee the activities and performance of their agencies and control policies and procedures—including policies and procedures related to inclusion and diversity. While a diverse staff increases the degree of cultural competence among individuals in an organization, a diverse board is directly linked to improved *institutional* cultural competence (Brown, 2002; Saha, 2006; National Council for Nonprofits, 2013; Office of Minority Health, 2013). According to a national study of nonprofits produced by the Urban Institute, the overall “homogeneity of nonprofit boards across the United States raises basic

questions about the ability of many boards to truly represent and respond to the diversity of the public they serve” (Ostrower, 2007, p. 18).

According to the National Council of Nonprofits (n.d.):

- *When a nonprofit's board reflects the diversity of the community served, the organization will be better able to build bridges to potential donors or policy makers in the community.*
- *A diverse board will improve the nonprofit's ability to access resources in the community and to respond to external influences that are changing the environment in which it is working, or those served.*
- *When a nonprofit board is facing a major decision, diverse perspectives on the board can help identify the opportunities and the risks.*
- *Boards that are not diverse will be chasing their tails: if all the board members travel in the same social circle, identifying and cultivating new board members will be a challenge.*

Report Card Methodology

For each organization surveyed, the percentage of employees and board members in each racial/ethnic and gender category⁶ was compared to corresponding data from the 2010 United States Census for Omaha (for Omaha area providers) or Nebraska (for statewide providers). Scores were determined based on the percentage of white employees and/or board members compared to the percentage for any minority group, and the percentage of male employees and/or board members to female employees and/or board members. Grades were then assigned based on those scores. We graded statewide organizations (whether nonprofit or government) separately from Omaha-based organizations. That is because diversity among the Omaha population is much greater than for the state overall. The precise scoring is described in detail, below.

We created one score (from 1 to 5) for racial/ethnic diversity, and a second score (from 1 to 5) for gender diversity. We did this for governing boards and staff (and for executive staff as well, for the agencies that provided that information). For Omaha area social service providers, we used the results of the 2010 Census specifically for Omaha, because that is the relevant target population for these organizations. That year, the Omaha population was 68% white and 32% people of color, 50% male and 50% female. For statewide service providers, we

⁶ The categories for race/ethnicity are: white, black, Hispanic, Asian/Pacific Islander, Native American, Native Hawaiian, two or more races, and for gender are: male, female.

used the results of the 2010 Census for the state, overall (again, that is the relevant target population). That year, the Nebraska population was 82% white and 18% people of color, 50% male and 50% female. It is important to emphasize, again, how much more difficult it is for Omaha-area organizations to achieve racial/ethnic diversity according to this methodology, because the Omaha population includes 14% *more* people of color than the statewide population.

**Racial/Ethnic Diversity Scoring
OMAHA Area Service Providers**

SCORE	BREAKDOWN
5	% of white employees is no more than 5% higher than the Census ($\leq 73\%$)
4	% of white employees is no more than 10% higher than the Census (78%)
3	% of white employees is no more than 15% higher than the Census (83%)
2	% of white employees is no more than 20% higher than the Census (88%)
1	Anything more than 20% higher than the Census ($> 88\%$)

**Gender Diversity Scoring
OMAHA Area Service Providers**

SCORE	BREAKDOWN
5	% male or female fall between 40-60%
4	% male or female fall between 30-39.9% and 60.1-70%
3	% male or female fall between 20-29.9% and 70.1-80%
2	% male or female fall between 10-19.9% and 80.1-90%
1	% male or female fall between 0-9.9% and 90.1-100%

**Racial/Ethnic Diversity Scoring
STATEWIDE Service Providers**

SCORE	BREAKDOWN
5	% of white employees is no more than 3.5% higher than the Census ($\leq 85.5\%$)
4	% of white employees is no more than 7% higher than the Census (89%)
3	% of white employees is no more than 10.5% higher than the Census (92.5%)
2	% of white employees is no more than 14% higher than the Census (96%)
1	Anything more than 14% higher than the Census ($> 96\%$)

Gender Diversity Scoring STATEWIDE Area Service Providers

SCORE	BREAKDOWN
5	% male or female fall between 40-60%
4	% male or female fall between 30-39.9% and 60.1-70%
3	% male or female fall between 20-29.9% and 70.1-80%
2	% male or female fall between 10-19.9% and 80.1-90
1	% male or female fall between 0-9.9% and 90.1-100%

Once separate scores were determined for racial/ethnic and gender diversity, they were totaled separately for staff and then for governing boards. Social service providers were then given grades for both overall staff and overall board diversity, based on adding together their racial/ethnic and gender diversity scores. An overall diversity score could fall between 2 and 10 points, and grades were assigned with a one-point difference between grades “D”, “C”, “B”, “A” and “A+”,⁷ and with an “F” assigned for an score of 5 or below. For those agencies and organizations that provided information about *both* their staff and their boards, we created a final total score for overall staff/board diversity. This score determined an organization’s ranking. Each total score could fall between 4 and 20 points, and grades were assigned so that each grade except “F” could vary from a minus to a plus within a 3-point window; an “F” was assigned for any score of 8 or below.

Overall Diversity Grades (for either STAFF or BOARD)	
10	A+
9	A
8	B
7	C
6	D
5 and lower	F

TOTAL Staff/Board Diversity Scores and Grades	
20	A+
19	A
18	A-
17	B+
16	B
15	B-
14	C+
13	C
12	C-
11	D+
10	D
9	D-
8 and below	F

⁷ We decided that a perfect score of 10 out of 10 deserved the distinguishing grade of A+. It was the only plus or minus assigned for scores on the 1-10 scale.

If an organization only provided data about staff diversity or only about board diversity, we scored, graded, and ranked them accordingly. It wasn't always possible to rank organizations that provided unique information (e.g., executive staff data, only). And for one organization—Omaha Public Schools (OPS)—we collected data on three sub-groups: (1) Board of Education (the OPS governing board); (2) Executive staff (including superintendent, assistant superintendent, directors, principals and assistant principals); and (3) Teachers. Once racial/ethnic and gender diversity scores were determined for each of those three subsets, we created an average score that we then translated into a final, overarching grade for OPS.

Results & Discussion

Overall, the nonprofit and government social service providers⁸ surveyed have a way to go before they truly reflect the diversity of the populations they serve. However, there were some heartening outcomes, especially among the nonprofit agencies. For example, we found that when we combined the staff data from all nonprofits surveyed, nonprofit staff was substantially more racially/ethnically diverse than government agency staff: With 28% employees of color the nonprofits surveyed are still nearly three-quarters (72%) white; but that is much more diverse than government agency staff, which is about 88% white. And, though the staff for both sectors is still overwhelmingly female, nonprofits achieve greater gender diversity among their staff than do government agencies: Among nonprofits overall, staff was more than one-third male (34.4%); among government agencies, staff was less than one-quarter male (23.7%).

When we examined nonprofit governing boards, we found that over 17% of nonprofit governing boards surveyed were composed of individuals of color (that is, 82.7% white). That is much better than governing boards, nationally, which only achieve 14% racial/ethnic diversity (that is, 86% white) (Ostrower, 2007, p. 18). According to the national data from the Urban Institute, “smaller nonprofits are more likely to be predominantly white” as are organizations with larger boards (Ostrower, 2007, p. 18). Factors that contribute to racial/ethnic diversity on a national level include an urban base, a diverse target population, and existing board members who are people of color (Ostrower, 2007).

When we looked at gender diversity on governing boards, we found that the division between men and women is closer to the 50/50 split of males to females found among the general population: Among the nonprofit boards we surveyed, overall 58.4% of board members were male and 41.6% female. The fact that the nonprofit boards are majority male is in line with national findings, although nationally, nonprofit boards tend towards higher percentages of women (46%) than we found here (Ostrower, 2007). Nationally, the finding is that the percent of women on governing boards is “inversely related to organizational size”—in other words, the percent of women drops as the size of the nonprofit increases (Ostrower, 2007, p. 19). In addition, the percent of women on the governing boards of nonprofits, nationally, is

⁸ See the charts on pp. 21-23 of this report for visual representations of overall nonprofit and government agency diversity.

negatively affected by an “emphasis on financial skills and reputation in the community as recruitment criteria” (Ostrower, 2007, p. 19). Another interesting finding is that when we compared gender diversity among nonprofit governing boards with that among the staff of these same organizations, we saw that the gender majority switched: Males are the majority among the nonprofit governing boards surveyed, whereas females are by far and away the majority among the staff of these same organizations.

Nonprofits

Nonprofit Combined Board/Staff Diversity (see Tables 1-4):

When we looked at the data from each of the nine nonprofits that provided diversity data for both staff *and* boards, we found that while not absolutely stellar, the situation is far from grim. Among these nine organizations (which include both Omaha-area and statewide nonprofits), there were twice as many “A” and “B” grades as there were “C’s”, and there were no “D’s” or “F’s.” This is very encouraging because it indicates that among these organizations, diversity is on its way to being achieved—in other words, we think the glass is more than half full.⁹

Family Housing Advisory Services (FHA) and Heartland Family Services (HFS) stand out from the other nonprofits surveyed for their “A-” grades for combined board/staff diversity. However, we give special recognition to FHA because its combined staff and board had to be significantly more diverse than HFS’ to get the same grade because it is based in Omaha. Overall, our data indicate that statewide nonprofits do a somewhat better job of reflecting the population they serve. However, we simultaneously want to again highlight the fact that high grades were much more difficult for Omaha area nonprofits to achieve compared to statewide organizations, because Omaha has a much more diverse population than the state overall.¹⁰

Among the nine nonprofits that provided both staff and board data, the breakdown of combined staff/board grades was as follows (with Omaha area providers in bold to indicate the greater challenge they have to overcome in order to achieve their grades, compared with statewide organizations):

- “A’s” for combined staff/board diversity:
 - **Family Housing Advisory Services**
 - Heartland Family Service
- “B’s” for combined staff/board diversity:
 - Boys Town

⁹ It’s noteworthy that gender diversity among nonprofit staff, especially, was a barrier to achieving diversity; the scores for gender diversity reflect the fact that the social services are still very much considered “women’s work”.

¹⁰ As mentioned earlier, according to the 2010 Census, the Omaha population was 68% white and 32 % people of color compared with the state, overall, which was 82% white and 18% people of color.

- **Latino Center of the Midlands**
- Legal Aid
- Lutheran Family Services
- “C’s” for combined staff/board diversity:
 - **Building Bright Futures**
 - **Goodwill Omaha**
 - **Nebraska Families Collaborative**

Nonprofit Staff Diversity (see Tables 1, 2 and 4):¹¹

When we looked at staff diversity, alone, a total of nine nonprofits provided data. What we saw was a substantial division between high scorers and low, with high scorers substantially outweighing low scorers. Seven of the nine nonprofits surveyed received an “A” or “B” for staff diversity. There was one “C” and one outlying “F”. The organizations that received the bottom two staff diversity grades were particularly affected by low scores for gender diversity—a significant challenge in this female-dominated field. (Again, we show Omaha area providers in bold to indicate the greater challenge they have to overcome in order to achieve their grades, compared with statewide organizations.):

- “A’s” for staff diversity:
 - **Goodwill Omaha**
 - Boys Town
- “B’s” for staff diversity:
 - **Building Bright Futures**
 - **Family Housing Advisory Services**
 - Heartland Family Service
 - Legal Aid
 - Lutheran Family Services
- “C’s” for staff diversity:
 - **Latino Center of the Midlands**
- “F’s” for staff diversity:
 - **Nebraska Families Collaborative**

¹¹ See the charts on pp. 24-49 for visual representations of staff and/or board diversity for each organization and agency surveyed.

There was one nonprofit, One World Community Health Centers, which provided race/ethnicity and gender breakdowns for executive staff, only. One World received an overall grade of “F” for executive staff diversity (see Table 4). The “F” was the result of very low scores for both racial/ethnic and gender diversity: Among 9 executive staff members, only one is a person of color and only one is male. We are unsure how to deal with this, as it is PRI’s own philosophy that it is a positive diversity outcome to increase the percent of women among nonprofit executive staff, where, nationally, women are disproportionately in the minority (Joslyn, 2009).

Nonprofit Board Diversity (see Tables 1-3):¹²

When we looked at board diversity among the nonprofits surveyed, the good news is that seven out of ten service providers received an “A” or a “B.” The split between high grades and low was somewhat greater than when we examined staff diversity alone, as there were no “C” grades, and three of the ten organizations received a “D” or “F”. The low-scorers were disproportionately affected by low scores for racial/ethnic board diversity. We believe that the higher proportion of low grades in this category is an indicator that racial/ethnic board diversity has not been prioritized to the same degree as it has been for staff among some in our nonprofit sector. Building Bright Futures (BBF) was a far outlier among the low scorers in terms of board diversity, as its board is the only one among all of the nonprofits surveyed that is 100% white. Of the two other low scorers, Catholic Charities currently has three board members of color out of 18 and Goodwill has three of 21 board members of color. (Again, we show Omaha area providers in bold to indicate the greater challenge they have to overcome in order to achieve their grades, compared with statewide organizations.):

- “A’s” for board diversity went to four organizations:
 - **Family Housing Advisory Services**
 - Heartland Family Services
 - **Latino Center of the Midlands**
 - Legal Aid of Nebraska
 - Lutheran Family Services
- “B’s” for board diversity:
 - Boys Town
 - **Nebraska Families Collaborative**
- “D’s” for board diversity:
 - **Catholic Charities**
- “F’s” for board diversity:

¹² See the charts on pp. 24-49 for visual representations of staff and/or board diversity for each organization and agency surveyed.

- **Building Bright Futures**
- **Goodwill Omaha**

Government Agencies¹³

Government social service providers were more difficult to compare with one another because they are structured in more varied manners than are the typical nonprofit. And in addition, we received a greater variety of data. As a result, we think it is most useful to address diversity within each government agency. However, it is clear from our analysis that the government agencies surveyed (Omaha-area and statewide, inclusive) demonstrate lower overall diversity than the nonprofits surveyed. Of the four government agencies from which we collected diversity data (see Table 5), three received an overall grade of “C” and one received an “F”. There were no “A”, “B” or “D” grades. The “F” grade was received by the executive staff of the Nebraska Department of Correctional Services (NDCS). This low outlying grade was the result of the fact that among the six individuals who make up the NDCS’ executive staff, none are people of color and only one is female. Of the four agencies surveyed, Omaha Public Schools and the Juvenile Judges have a greater challenge to overcome in order to achieve their grades due to the fact that the Omaha population is significantly more diverse than is Nebraska’s, overall.

If we tease apart the Omaha Public Schools results and examine the grades of each of the three sub-groups for which we collected data, our analysis gets more interesting. What we discovered is that there is a huge gap in diversity between the OPS Board of Education/executive staff and OPS teachers: The Board of Education¹⁴ and executive staff each received an “A” for combined racial/ethnic/gender diversity, while OPS teachers received an overall grade of “F”. One reason for the OPS board’s diversity may be the fact that, among all of the many agencies and organizations surveyed for this report, it is the only governing board that is elected by the public. Indeed, the current OPS board reflects the results of a recent election (May, 2013) in which a largely white board was replaced by the current, much more diverse members. It is possible that this fact is an indicator of the public’s acting on its desire to literally to “change the face” of the board so that it more clearly mirrors Omaha’s own diversity. This kind of radical remaking of a board can probably only be achieved if members are elected.

Conclusion

Many of our social service providers are attempting to change the lives of a wide variety of people in Omaha and throughout the state. As a result, these organizations must be able to interact effectively with both men and women from the diverse array of cultures and socio-economic backgrounds that exist in the Omaha area and across Nebraska. Diversity is a critically important aspect of cultural competence. And, cultural competence is inextricably tied to an

¹³ See the charts on pp. 24-49 for visual representations of staff and/or board diversity for each organization and agency surveyed.

¹⁴ OPS is the only government agency surveyed that had a governing board.

organization's ability to achieve positive outcomes. PRI undertook this study because we want to know how diverse Omaha area social service providers are. The results of our Diversity Report Card clearly reveal that, overall, these agencies and organizations have a way to go before both their governing boards and their staff truly reflect the diversity of the populations they serve.

According to a national 2012 survey on governance, a majority of nonprofit chief executives around the country agree "that increasing racial/ethnic, gender, and age diversity on the board would bolster their efforts to advance the organization's mission" (BoardSource, 2012, p. 18). However, "only 26% of chief executives are satisfied with the level of racial/ethnic diversity on their boards" (BoardSource, 2012, p. 18). The satisfaction rate with gender diversity was higher (65%), but still far from overwhelming (BoardSource, 2012). These facts indicate that the implementation of strategies to increase inclusion and diversity lag significantly behind the stated desire of nonprofits to be more diverse. We believe that to intensify the aspiration towards increased staff and board diversity among both nonprofit and government social service providers, and simultaneously expand their capacity to achieve that end, providers need: (1) to feel strong pressure from the public to be more inclusive and diverse along with (2) ideas for relevant, realistic and appropriate best practices to increase diversity that have already been implemented with success elsewhere.

In most ways, our Diversity Report Card invites more questions than it answers. For example, we would like to know why nonprofits do better than government agencies at achieving racial/ethnic and gender diversity. And, we are curious why nonprofit staff is, overall, more diverse than their governing boards (and as a follow up, we want to know precisely why that is the opposite case for some agencies and organizations, such as OPS). We would also like to know if the sample of service providers surveyed for this report are representative of the huge pool of service providers that we weren't able to collect data about. But, most importantly, we would like to know if service providing agencies and organizations with offices in the Omaha area are interested in the quest to increase staff and board diversity. And, if so, what concrete steps we can take as a community to help these organizations achieve that goal.

We hope that this Diversity Report Card will generate a vibrant community discussion that will lead to answers to some of the questions posed above. And, we plan to do everything we can to support a collective effort to increase social service provider diversity and overall cultural competence. As a starting point, please see the APPENDIX of this report for a list of resources that provide practical advice, tips and tools for how to increase organizational cultural competence with a focus on increasing staff and board diversity.

**TABLE 1: Omaha Area Nonprofit Combined Staff/Board¹⁵
Diversity Grades**

Organization	Ethnic/Racial Background Score		Gender Score		Combined Staff Diversity Score (Grade)	Combined Board Diversity Score (Grade)	Ranking By Total Score (and Grade)
	STAFF	BOARD	STAFF	BOARD	STAFF	BOARD	TOTAL
Family Housing Advisory Services	5	5	3	5	8 (B)	10 (A+)	18 (A-)
Latino Center of the Midlands	5	5	2	5	7 (C)	10 (A+)	17 (B+)
Goodwill Omaha	5	2	5	2	10 (A+)	4 (F)	14 (C+)
Nebraska Families Collaborative	3	3	2	5	5 (F)	8 (B)	13 (C)
Building Bright Futures	5	1	3	4	8 (B)	5 (F)	13 (C)

¹⁵ These Omaha area nonprofits provided information on both their board and staff makeup.

**TABLE 2: Statewide Nonprofit Combined Staff/Board¹⁶
Diversity Grades**

Organization	Ethnic/Racial Background Score		Gender Score		Combined Staff Diversity Score (Grade)	Combined Board Diversity Score (Grade)	Ranking by Total Score (and Grade)
	STAFF	BOARD	STAFF	BOARD	STAFF	BOARD	TOTAL
Heartland Family Services	5	5	3	5	8 (B)	10 (A+)	18 (A-)
Boys Town	5	4	4	4	9 (A)	8 (B)	17 (B+)
Legal Aid of Nebraska	5	5	3	4	8 (B)	9 (A)	17 (B+)
Lutheran Family Services	5	4	3	5	8 (B)	9 (A)	17 (B+)

TABLE 3: Omaha Area Nonprofit Board Only¹⁷ Diversity Grades

Organization	Ethnic/Racial Background Score	Gender Score	Total Score (and Grade)
Catholic Charities	2	4	6 (D)

¹⁶ These Nebraska-wide nonprofits provided information about both staff and board makeup.

¹⁷ This Omaha area nonprofit provided information on board makeup, only.

**TABLE 4: Omaha Area Nonprofit
Executive Staff Only¹⁸ Diversity Grades**

Organization	Ethnic/Racial Background Score	Gender Score	Total Score (and Grade)
One World Executive Staff	1	2	3 (F)

**TABLE 5: Government Agency¹⁹
Diversity Grades**

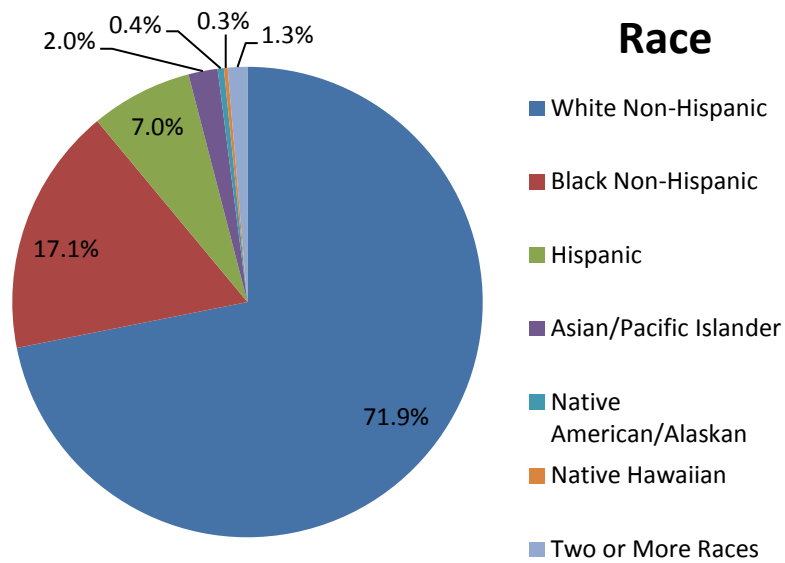
Organization	Ethnic/Racial Background Score	Gender Score		Ranking by Total Score (and Grade)
Omaha Public Schools:				
• Board of Education	5	4	9 (A)	} 7 (C)
• Executive Staff	5	4	9 (A)	
• Teachers	2	3	5 (F)	
Juvenile Judges of Douglas and Sarpy Counties	5	2		7 (C)
Nebraska Department of Health and Human Services Staff	4	3		7 (C)
Nebraska Department of Correctional Services Executive Staff	1	2		3 (F)

¹⁸ This Omaha area nonprofit provided information on executive staff makeup, only.

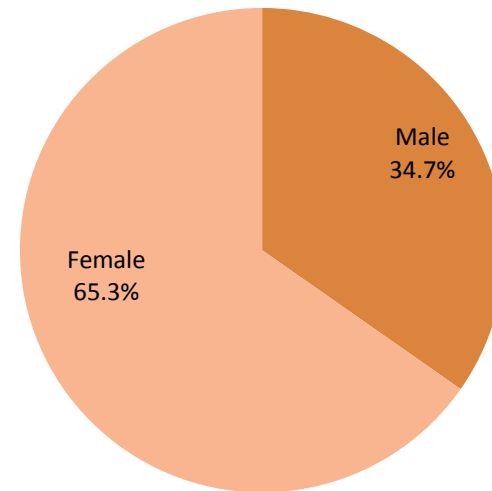
¹⁹ The government agency name indicates its coverage area; scores were given accordingly, with Omaha-area agencies requiring greater diversity to reflect Omaha's more diverse population.

	Total Employees
TOTAL	3491
White Non-Hispanic	2509
Black Non-Hispanic	597
Hispanic	244
Asian/Pacific Islander	70
Native American/Alaskan	15
Native Hawaiian	9
Two or More Races	47
Male	1212
Female	2279

Diversity of Nonprofit Staff

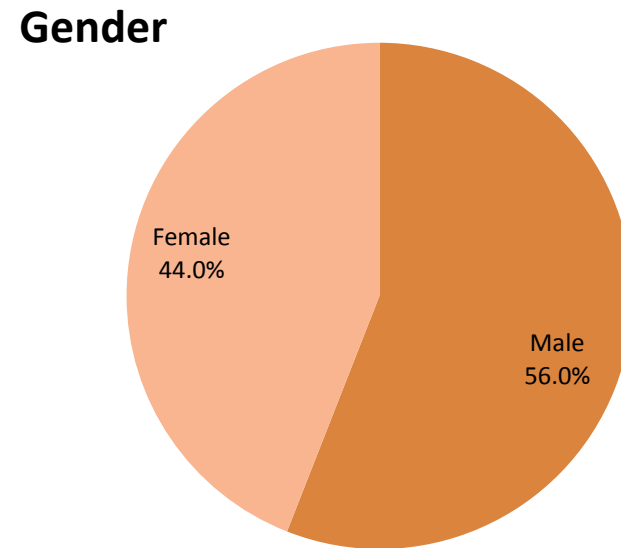
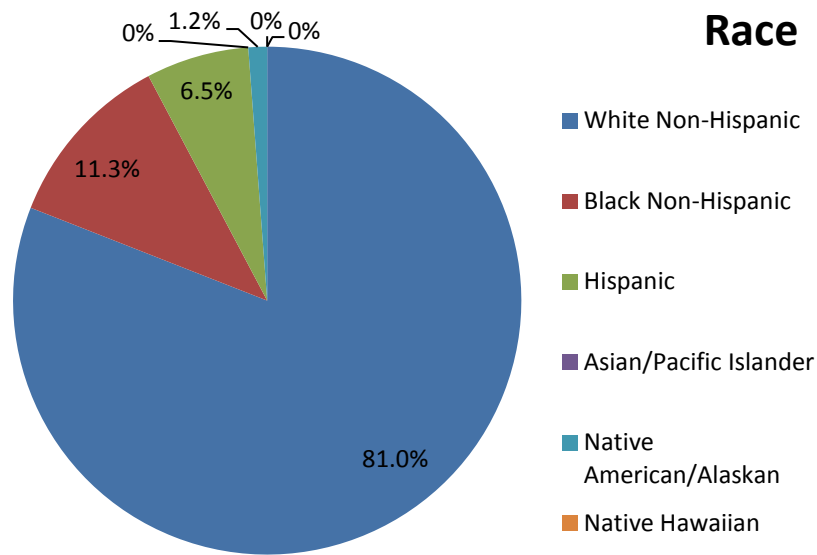


Gender



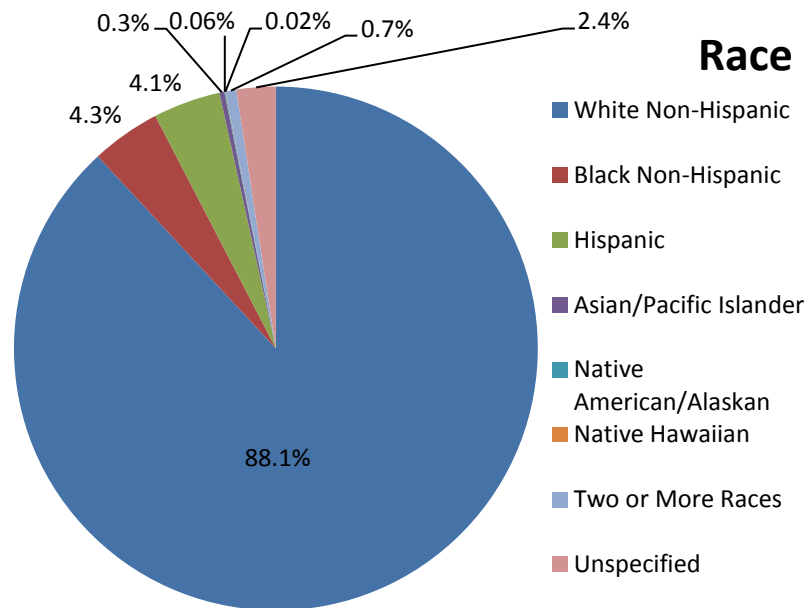
	Total Employees
TOTAL	168
White Non-Hispanic	136
Black Non-Hispanic	19
Hispanic	11
Asian/Pacific Islander	0
Native American/Alaskan	2
Native Hawaiian	0
Two or More Races	0
Male	94
Female	74

Diversity of Nonprofit Boards of Directors

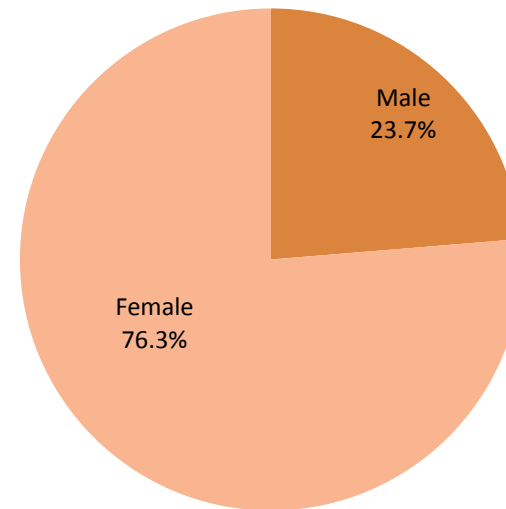


	Total Employees
TOTAL	8895
White Non-Hispanic	7837
Black Non-Hispanic	381
Hispanic	369
Asian/Pacific Islander	27
Native American/Alaskan	5
Native Hawaiian	2
Two or More Races	59
Unspecified	215
Male	2108
Female	6787

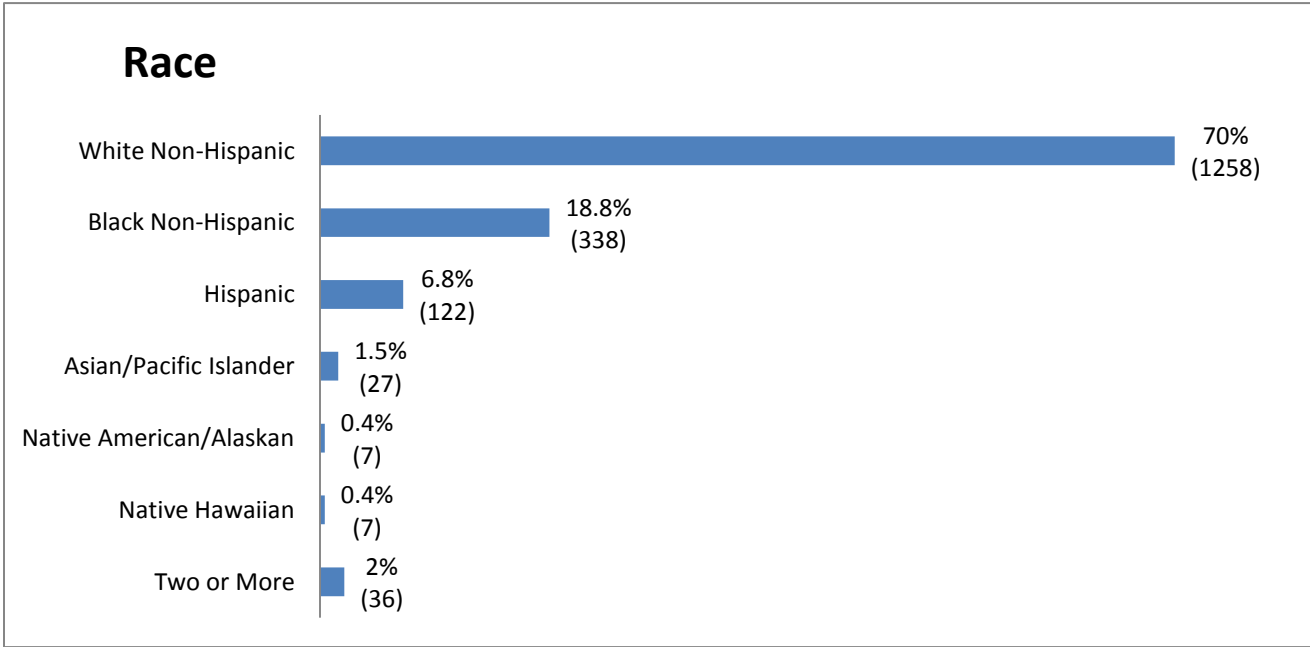
Diversity of Government Agency Staff



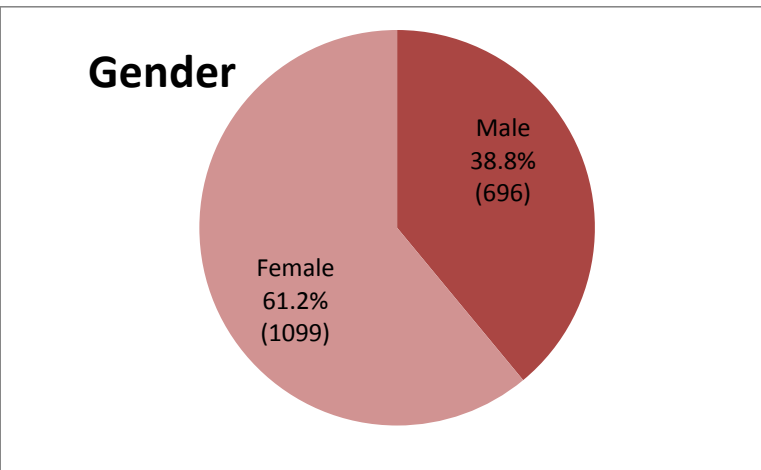
Gender



Boys Town Employee Demographics



TOTAL: 1795

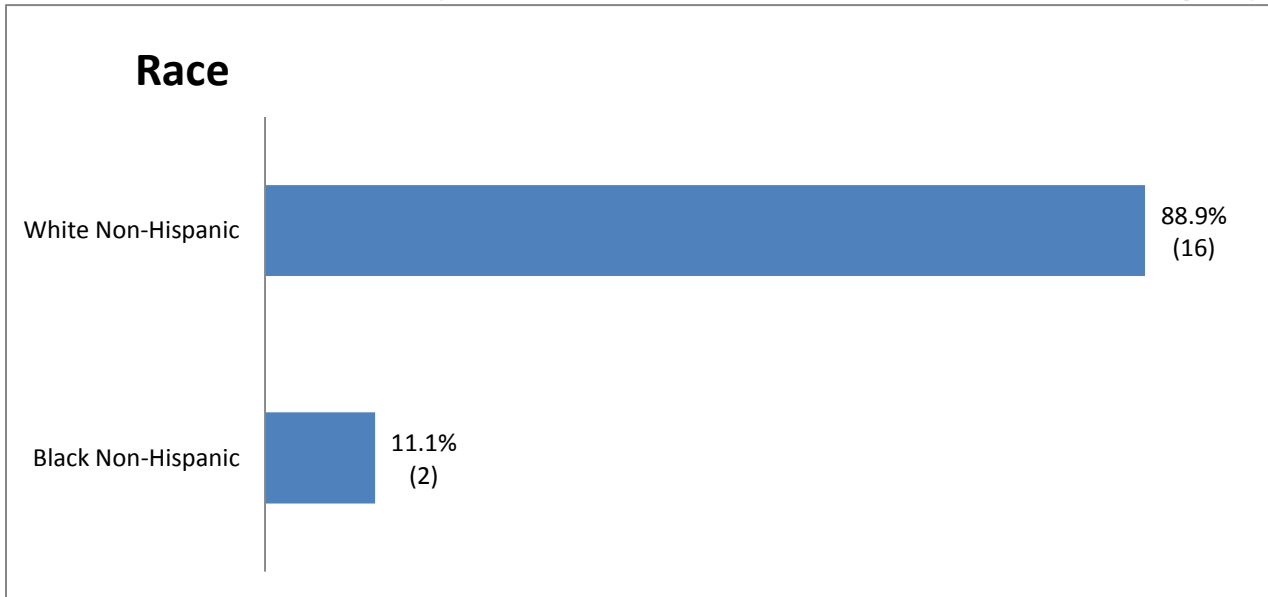


Mission: Strengthen struggling families so they can stay together.

Target Population: Children.

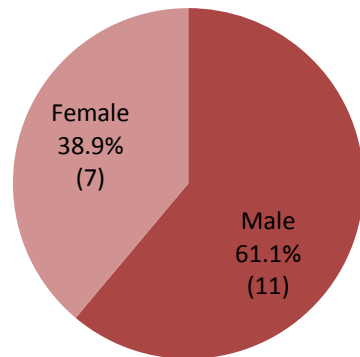
Conclusion: Boys Town’s overall staff diversity grade is an “A”. Based on diversity within Nebraska’s population overall, Boys Town received a high score of 5 out of 5 for achieving a racially diverse staff. For gender diversity, Boys Town received a diversity score of 4 out of 5 because it has roughly 10% more women on staff than there are girls in the general population. Notably, this is still a more representative gender breakdown than found among the staff of most nonprofits surveyed.

Boys Town Board of Directors Demographics



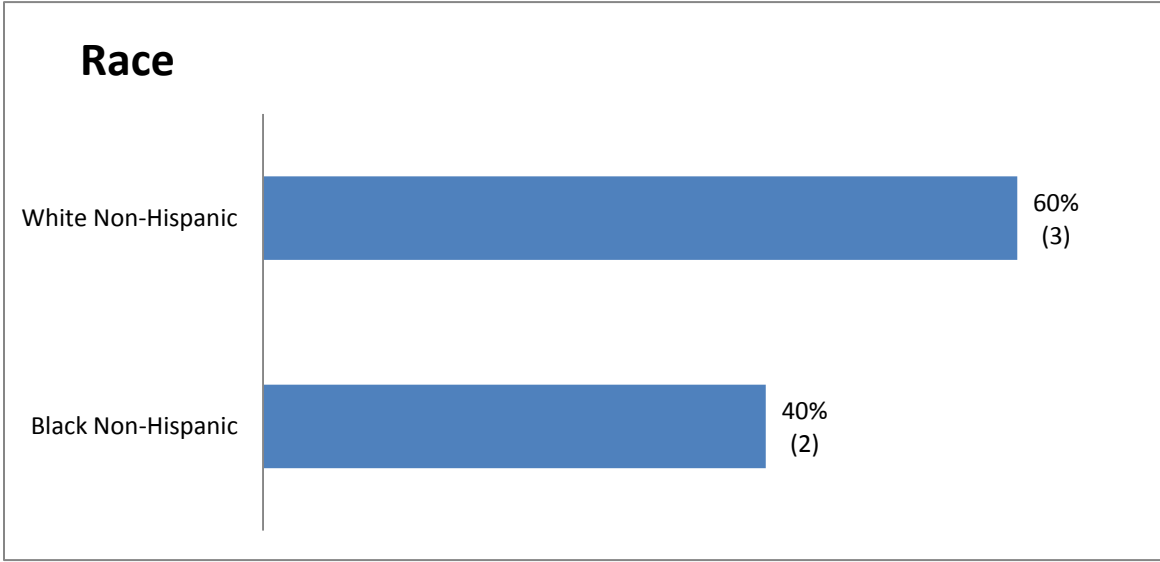
TOTAL: 18

Gender

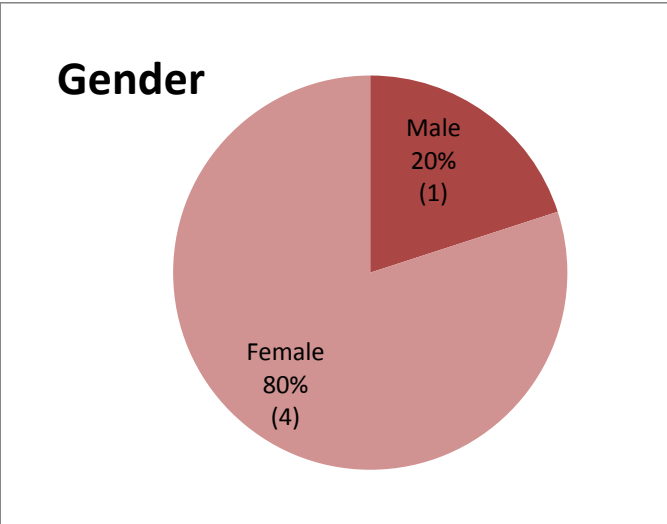


Conclusion: Boys Town is a statewide organization with a larger board than most of the organizations surveyed. The Boys Town board received a 4 out of 5 for ethnic/racial diversity, and the same score for gender diversity, when board demographics are compared with those of the state overall. As a result, the Boys Town board received an overall diversity grade of "B."

Building Bright Futures Employee Demographics



TOTAL: 5



Mission: Building Bright Futures is a non-profit organization dedicated to measurably improving lifelong educational outcomes for children in poverty throughout Douglas and Sarpy Counties by thoughtfully mobilizing a comprehensive network of community resources.

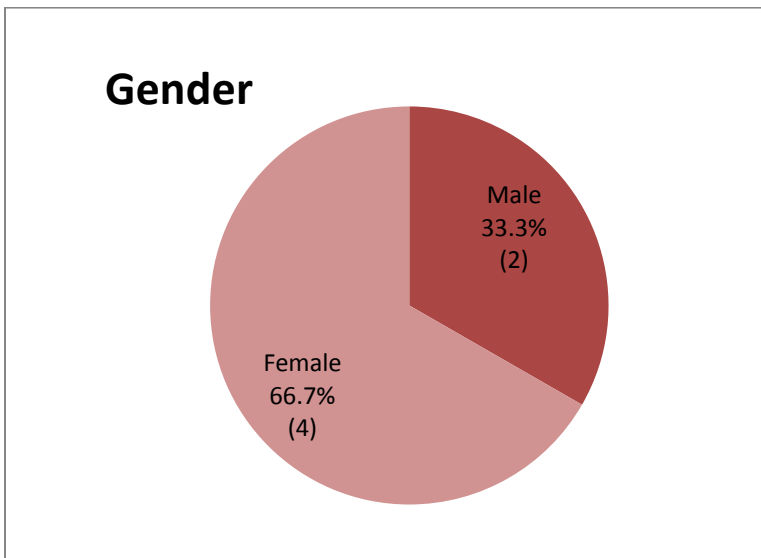
Target Population: Children in poverty in Douglas and Sarpy counties.

Conclusion: Building Bright Future’s (BBF) grade for overall staff diversity is a “B”. As per the 2011 U.S. Census, poverty among children under 18 in Nebraska was 14.4% among white children, 40.2% among black children, 45% among Native American children and 36% among Latino children. This data shows that BBF’s target population is overwhelmingly children of color. While Building Bright Futures (BBF) small staff of 5 includes a high percentage of blacks, it includes no Hispanics. Also, the BBF workforce is still largely female.

Building Bright Futures Board of Directors Demographics

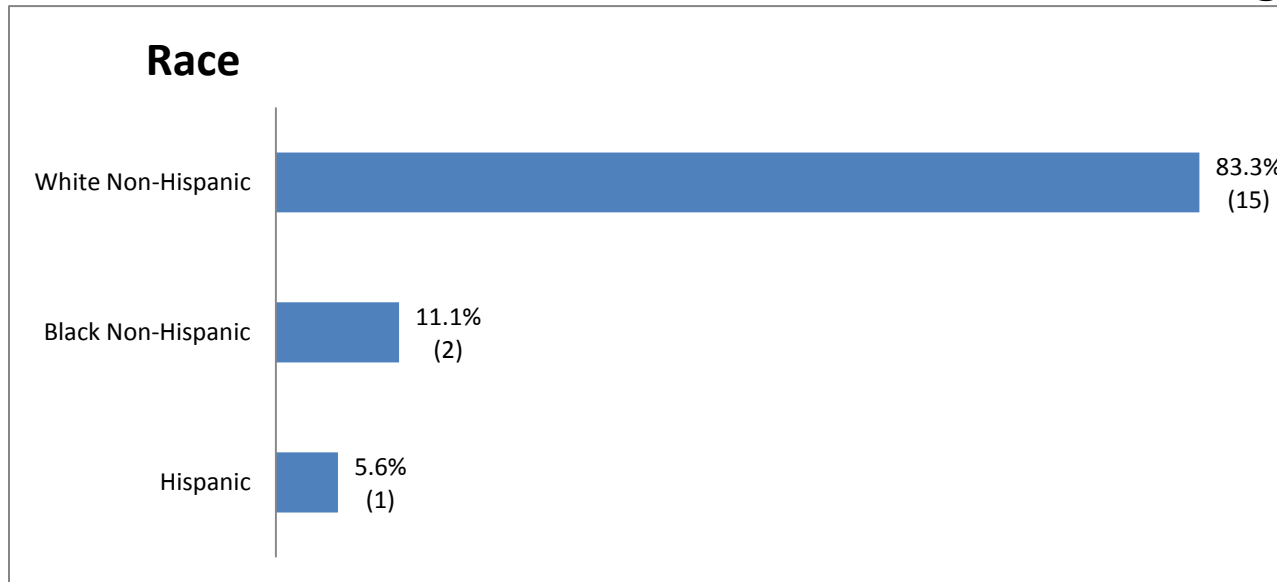


TOTAL: 6

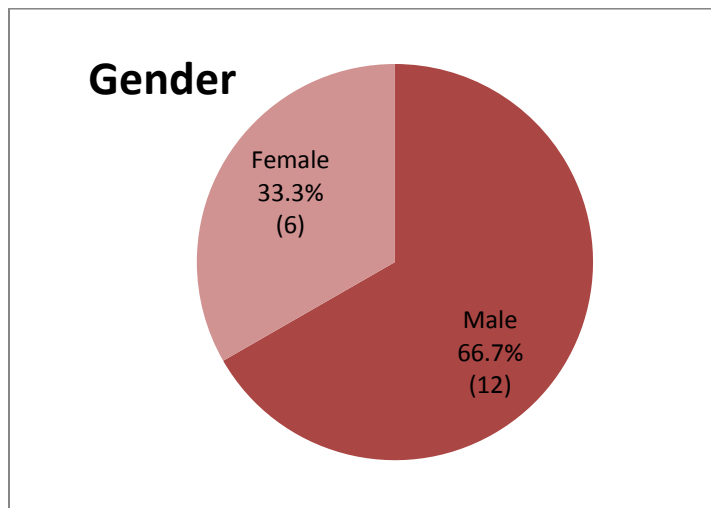


Conclusion: Building Bright Futures' (BBF) overall board diversity grade was an "F". That is despite the fact BBF has achieved fairly good gender diversity on its board (resulting in a score of 4 out of 5). Still, that gender diversity score was not enough to overcome the fact that there are zero board members of color (resulting in an ethnic/racial diversity score of 1 out of 5).

Catholic Charities Board of Directors Demographics



TOTAL: 18



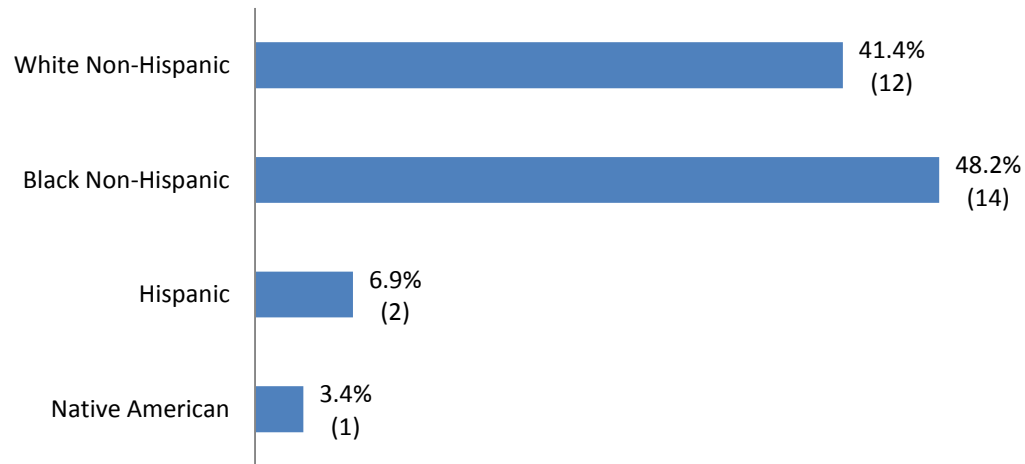
Mission: Mindful of the presence of God in our midst, we serve, empower and advocate for individuals and families in need.

Target Population: Battered women and their children; the poor; the hungry; the homeless; women facing unplanned pregnancies; immigrants; the mentally ill; addicted individuals; families; senior citizens.

Conclusion: Catholic Charities has a clear lack of both ethnic/racial and gender diversity on its board, resulting in a grade of "D" for overall board diversity.

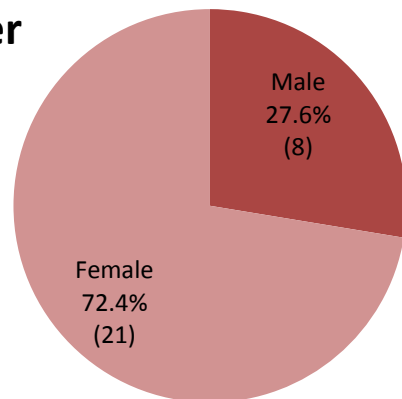
Family Housing Advisory Services Employee Demographics

Race



TOTAL: 29

Gender



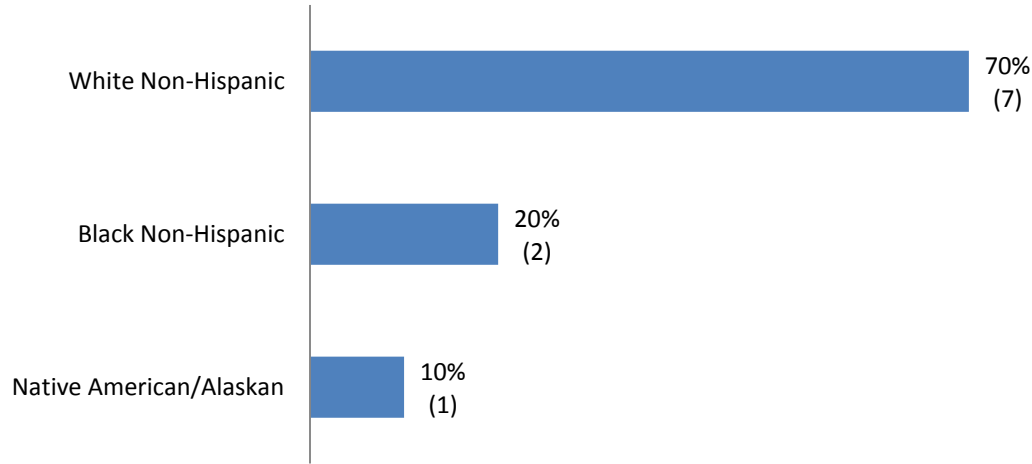
Mission: To improve the quality of life by helping people achieve financial and housing stability through education and advocacy.

Target Population: Low- and middle-income home purchasers.

Conclusion: Family Housing Advisory Services' (FHA) staff of 29 is extremely racially/ethnically diverse, with 12 whites, 14 blacks, 2 Hispanics and 1 Native American. Gender diversity is lower, with 21 women and eight men. As a result, FHA received a combined racial/ethnic/gender staff diversity grade of "A-".

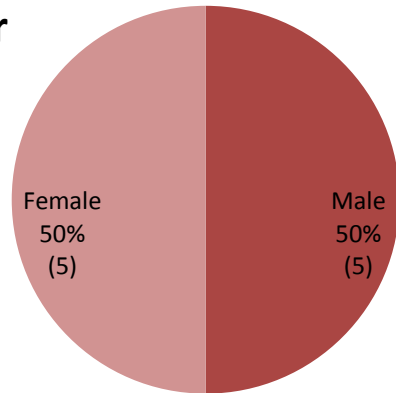
Family Housing Advisory Services Board of Directors Demographics

Race



TOTAL: 10

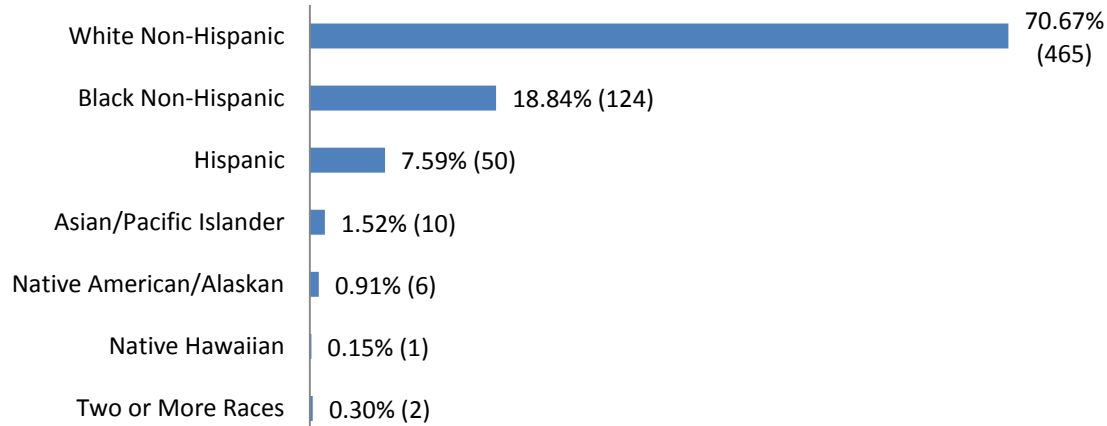
Gender



Conclusion: FHAS' overall board diversity grade of "A+" is based on stellar scores for both racial/ethnic and gender diversity. The board is half women and half men; it also includes two blacks and one Native American, resulting in a percentage of non-white board members that is higher than the percentage of people of color in Omaha, overall.

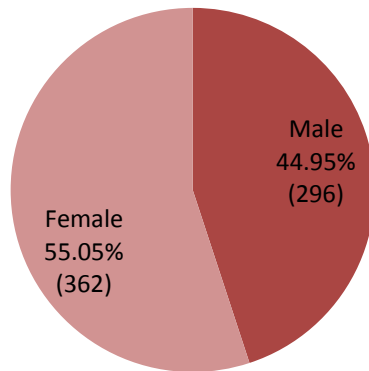
Goodwill Industries Employee Demographics

Race



TOTAL: 658

Gender

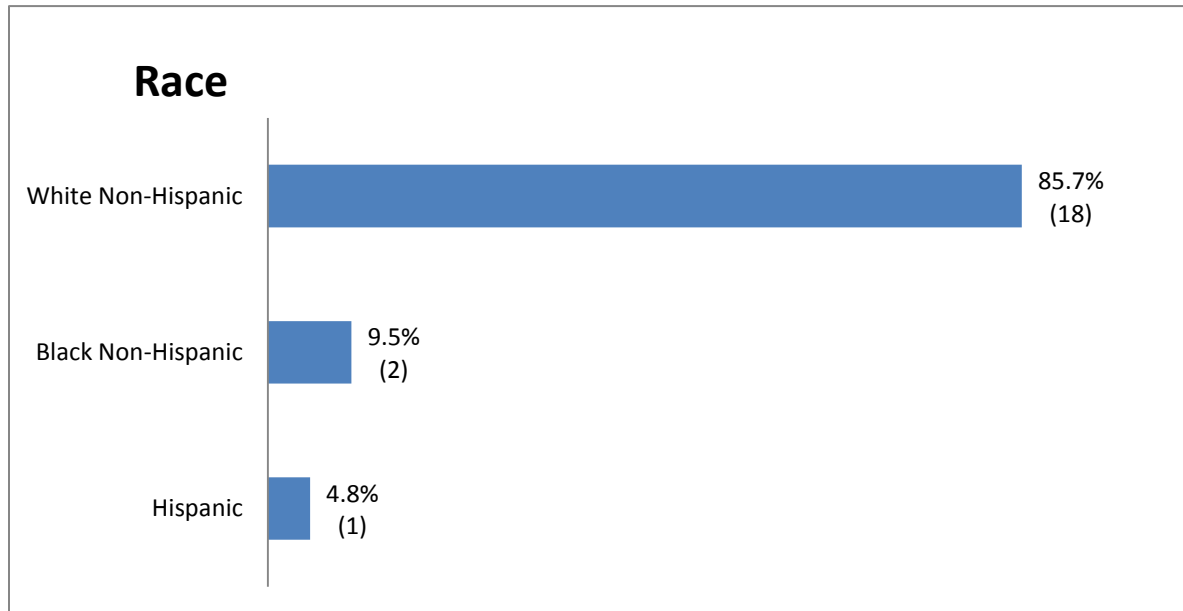


Mission: Goodwill changes lives and strengthens communities through education, training and work.

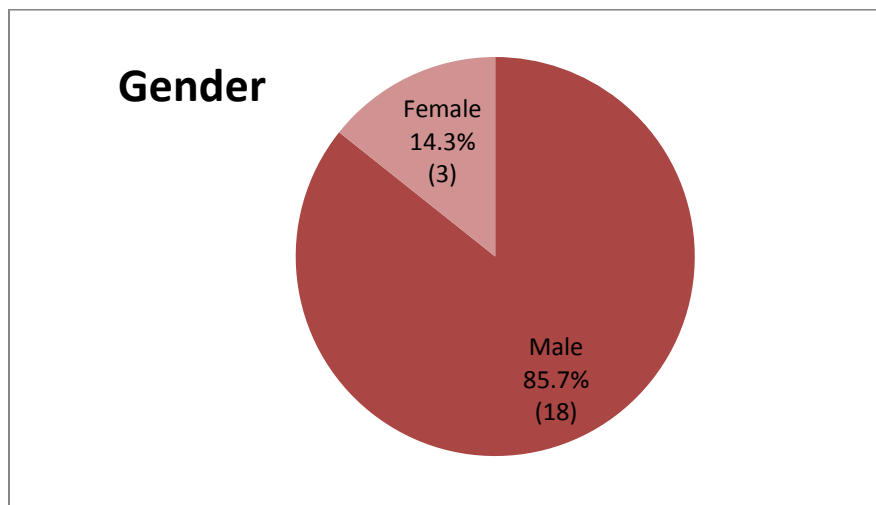
Target Population: People who want to work.

Conclusion: Goodwill has a very diverse staff, both in terms of race/ethnicity and gender. As a result, Goodwill received a stellar combined race/ethnicity/gender staff diversity grade of "A+".

Goodwill Industries Board of Directors Demographics

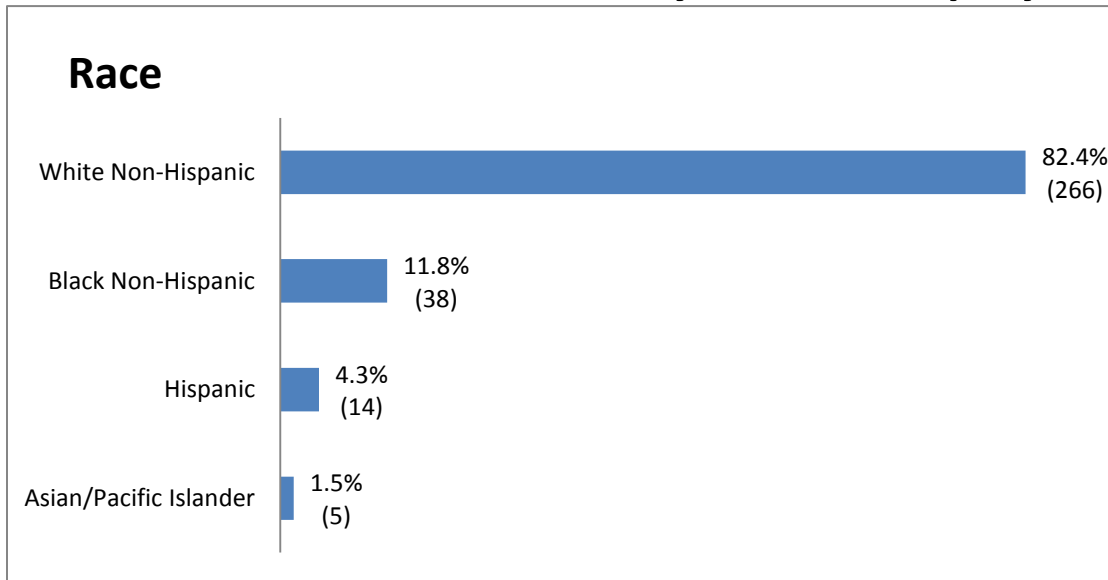


TOTAL: 21

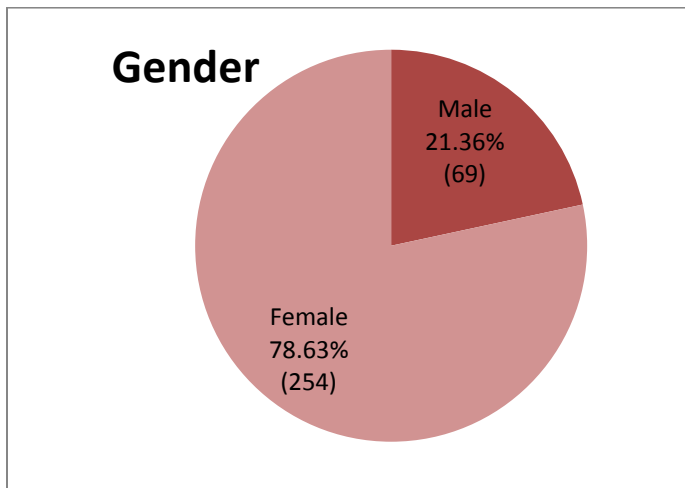


Conclusion: Goodwill has a fairly large board of 21 members. Nonetheless, this organization has only three women and only three nonwhites. As a result, Goodwill's combined racial/ethnic/gender board diversity grade was an "F".

Heartland Family Service Employee Demographics



TOTAL: 323



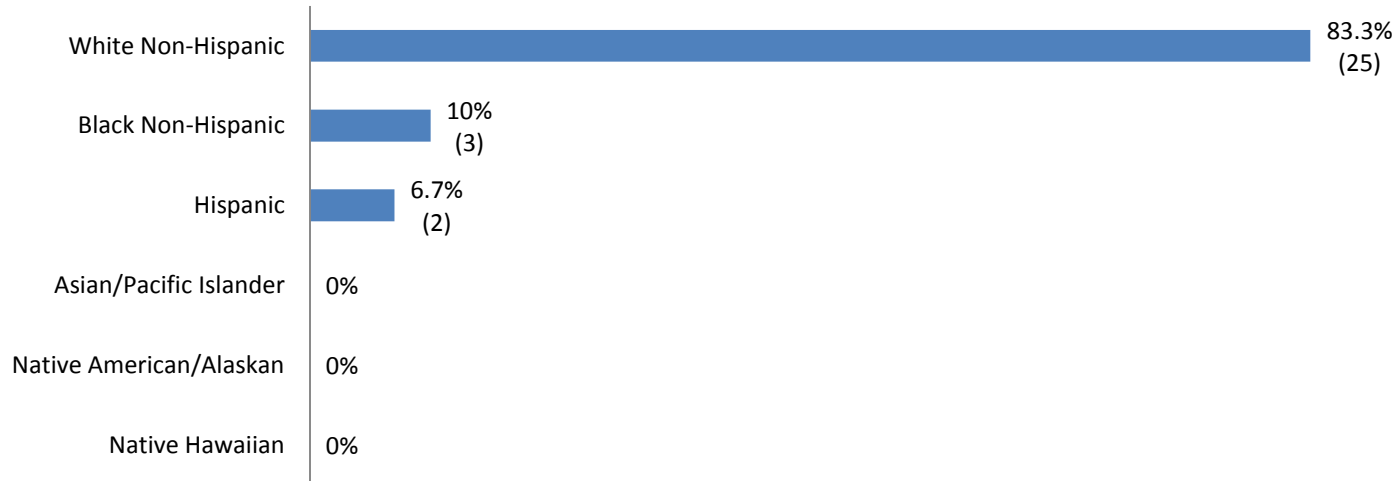
Mission: Strengthen individuals and families in our community through education, counseling and support.

Target Population: Parents who struggle; couples who want to save their relationship; children who are removed from unsafe homes; teens who made the wrong decisions about alcohol, drugs or crime; survivors of family violence; low-income families—mostly women and children—who fall into homelessness.

Conclusion: With an overall grade of “B”, HFS fell a bit short of achieving great staff diversity. Although HFS staff received a high 5 out of 5 for racial/ethnic diversity, it achieved only a 3 out of 5 for gender diversity. It is notable that among the organization’s staff, two racial/ethnic groups are represented that are not employed at most of the other organizations surveyed: Asian/Pacific Islander and Native American/Alaskan.

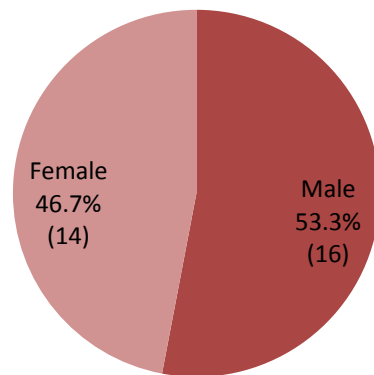
Heartland Family Service Board of Directors Demographics

Race



TOTAL: 30

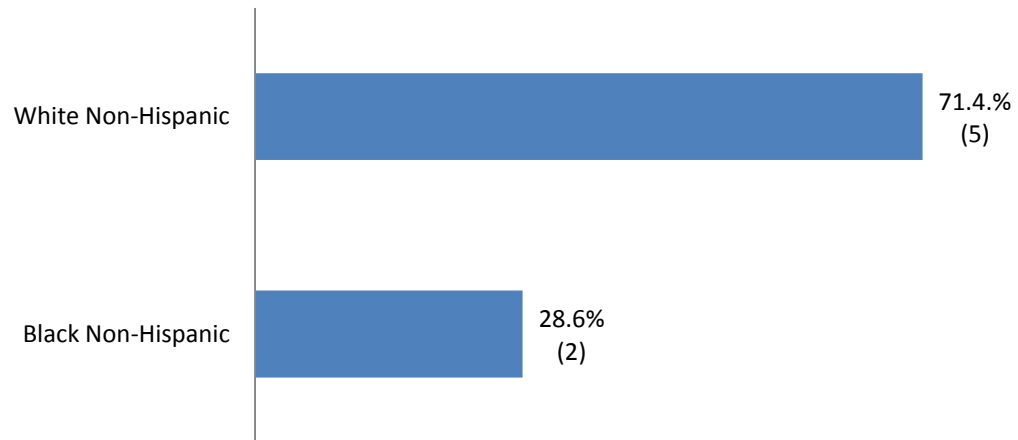
Gender



Conclusion: The HFS Board of Directors received an “A+” for combined racial/ethnic/gender diversity, making it the most diverse board of the statewide nonprofits surveyed.

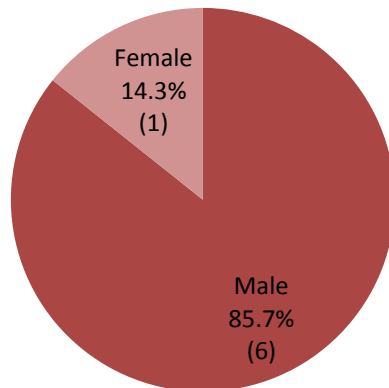
Juvenile Judges of Douglas and Sarpy County Demographics

Race



TOTAL: 7

Gender

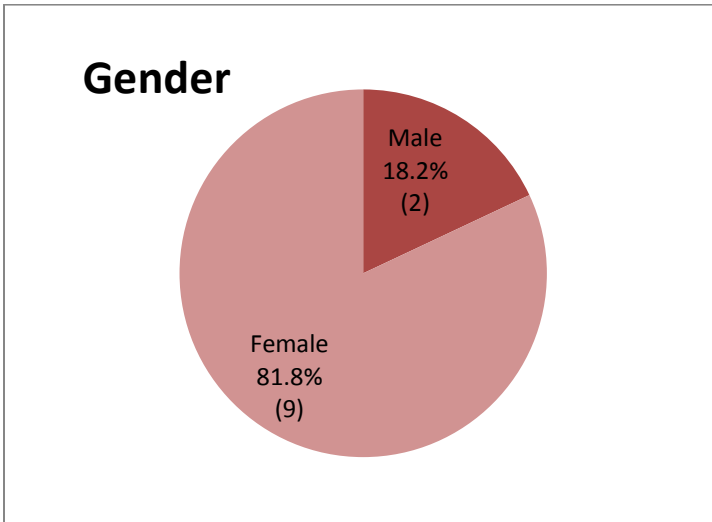


Conclusion: The Juvenile Judges of Douglas and Sarpy Counties received an overall diversity grade of “C”. While the judges received a high racial/ethnic diversity score of 5 out of 5 points, the score for gender diversity was only a 2 out of 5.

Latino Center of the Midlands Employee Demographics



TOTAL: 11



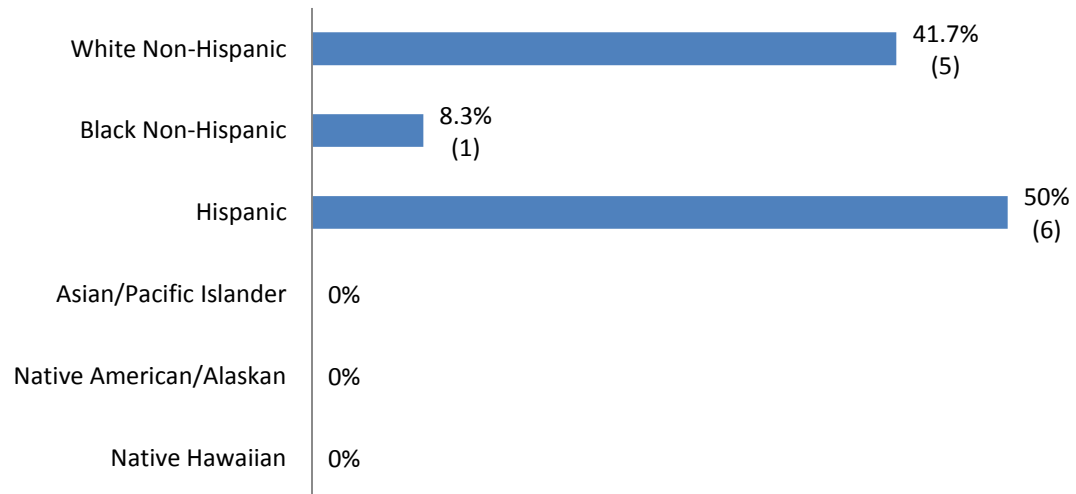
Mission: To promote the self-sufficiency and self-determination of Heartland Latino families and community by providing bilingual, high quality social, educational, economic, public health and advocacy services.”

Target Population: Latino families.

Conclusion: Since the Latino Center of the Midlands’ (LCM) target population is specifically Hispanic, the fact that its staff is 100% Hispanic was not considered a lack of diversity. In fact, because its staff includes a higher percentage of people of color than Omaha’s population overall, the Center received a high racial/ethnic diversity score of 5 out of 5. Nonetheless, staff is still overwhelmingly female. As a result, LCM’s overall staff diversity grade is a “C”.

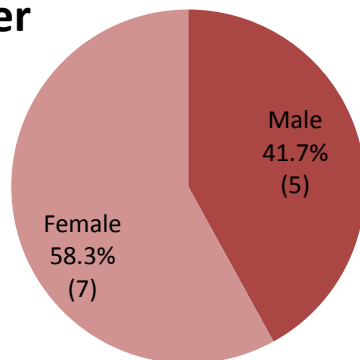
Latino Center of the Midlands Board of Directors Demographics

Race



TOTAL: 12

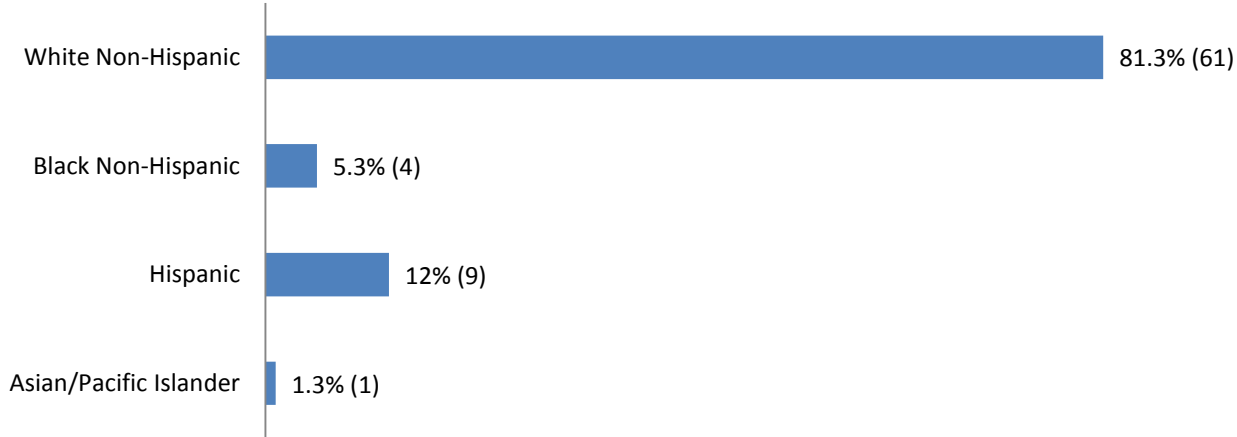
Gender



Conclusion: The Board of Directors for the Latino Center of the Midlands is extremely diverse along both racial/ethnic and gender lines, resulting in a high overall diversity grade of “A+”.

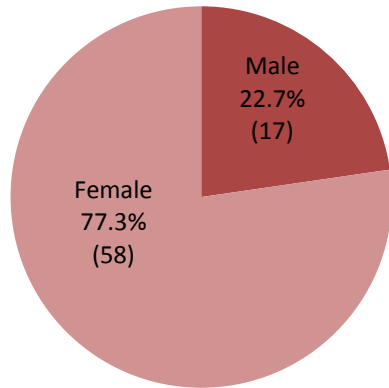
Legal Aid of Nebraska Employee Demographics

Race



TOTAL: 75

Gender

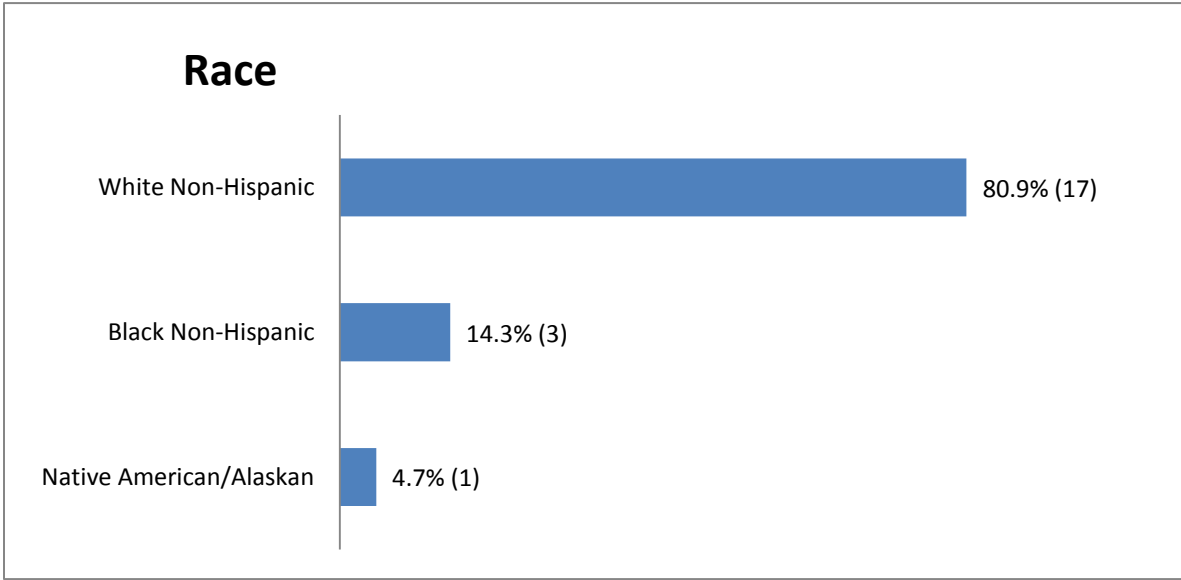


Mission: To provide free legal representation to underprivileged citizens and to cultivate self-sufficiency among their clients.

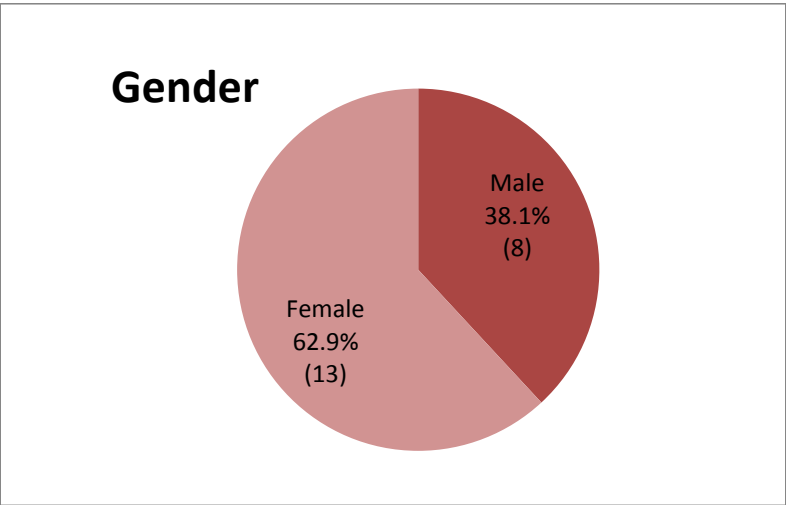
Target Population: Underprivileged citizens in Nebraska.

Conclusion: Legal Aid received an overall racial/ethnic/gender staff diversity grade of "B". This was the result of a combined high score of 5 out of 5 for racial/ethnic diversity, and a lower 3 out of 5 for gender diversity (due to the fact the organization is largely staffed by women).

Legal Aid of Nebraska Board of Directors Demographics



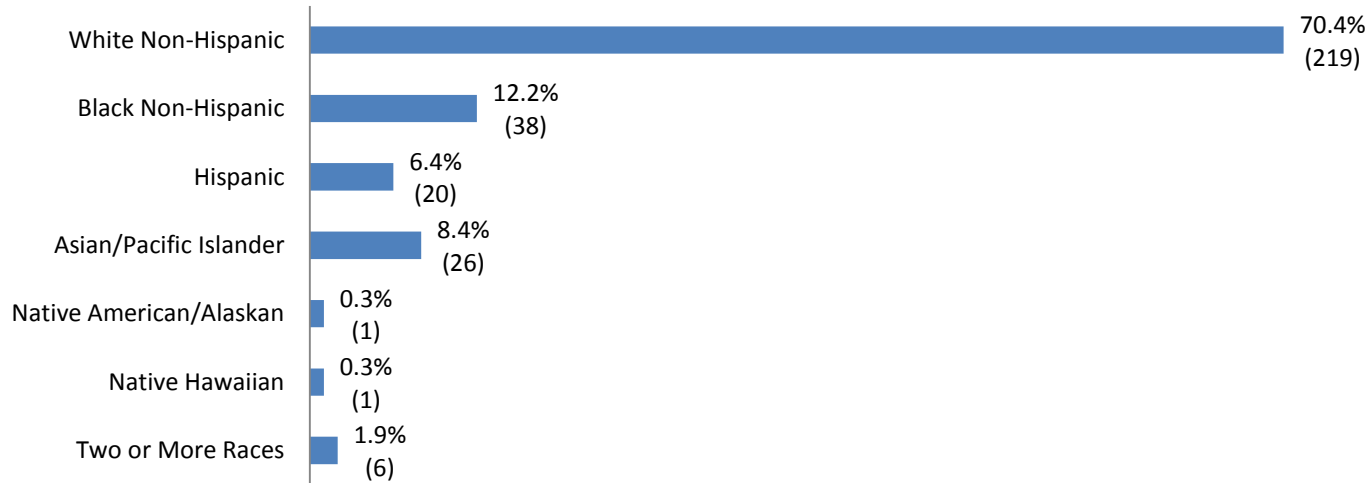
TOTAL: 21



Conclusion: Legal Aid of Nebraska has a very diverse board when compared to the diversity of the state’s population overall. As a result, Legal Aid received an overall board diversity grade of “A”, based on scores of 5 out of 5 for both racial/ethnic diversity, and a 4 out of 5 for gender diversity.

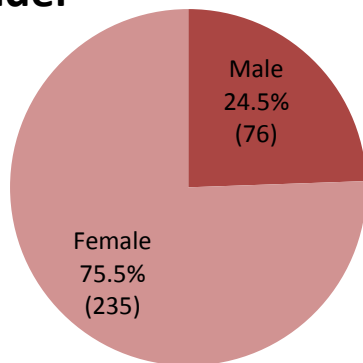
Lutheran Family Services Employee Demographics

Race



TOTAL: 311

Gender



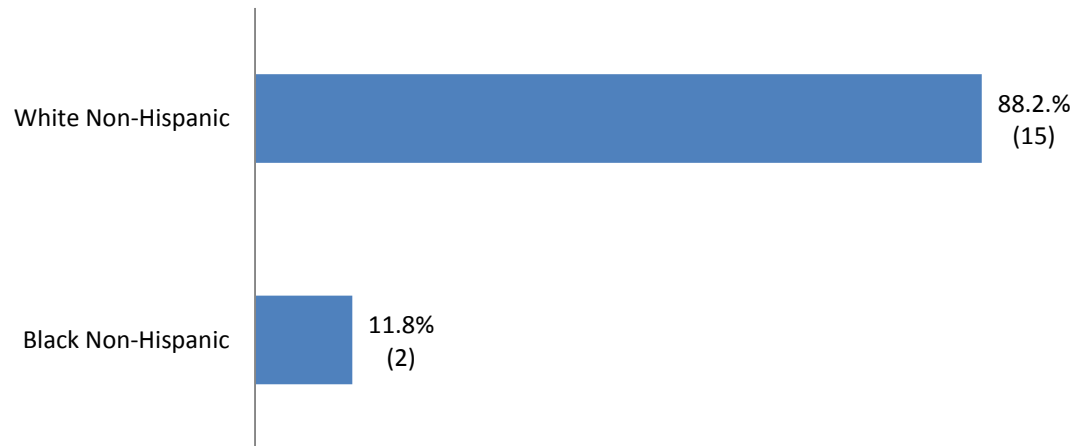
Mission: Lutheran Family Services (LFS) of Nebraska expresses God’s love for all people by providing quality human care services that build and strengthen individual, family, and community life.

Target Population: Families, children, refugees.

Conclusion: Lutheran Family Services (LFS) staff received a fairly high overall diversity grade of “B”. The overall grade was not as high as it might have been because LFS staff is still largely female (75%). Notably, the percent of staff at LFS who are Asian/Pacific Islanders is nearly 4.7 times that of the Nebraska population overall.

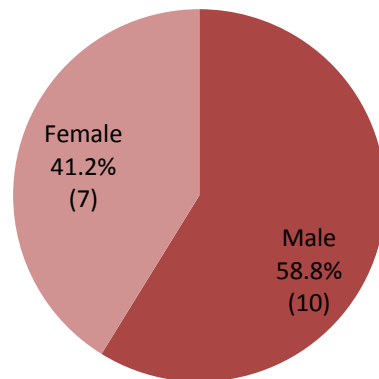
Lutheran Family Services Board of Directors Demographics

Race



TOTAL: 17

Gender

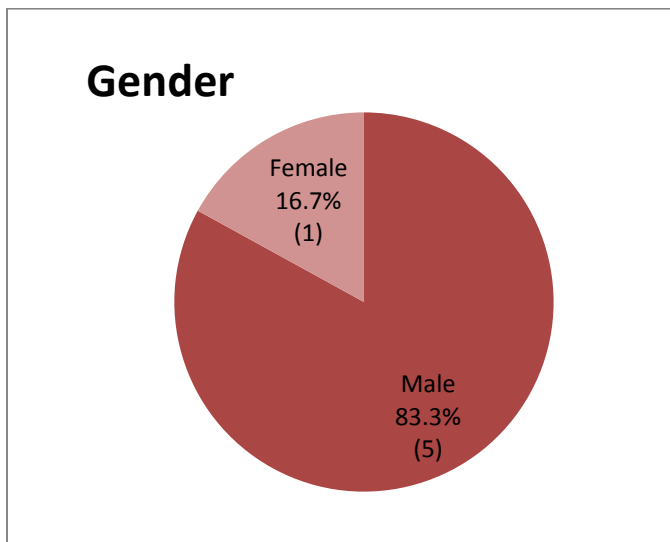


Conclusion: Lutheran Family Services' (LFS) board of directors is fairly diverse when compared with the population of Nebraska, overall. LFS received a "B+" for overall board diversity. Among its 17 current board members, 2 are black and 7 are female.

NE Department of Correctional Services Executive Staff



TOTAL: 6



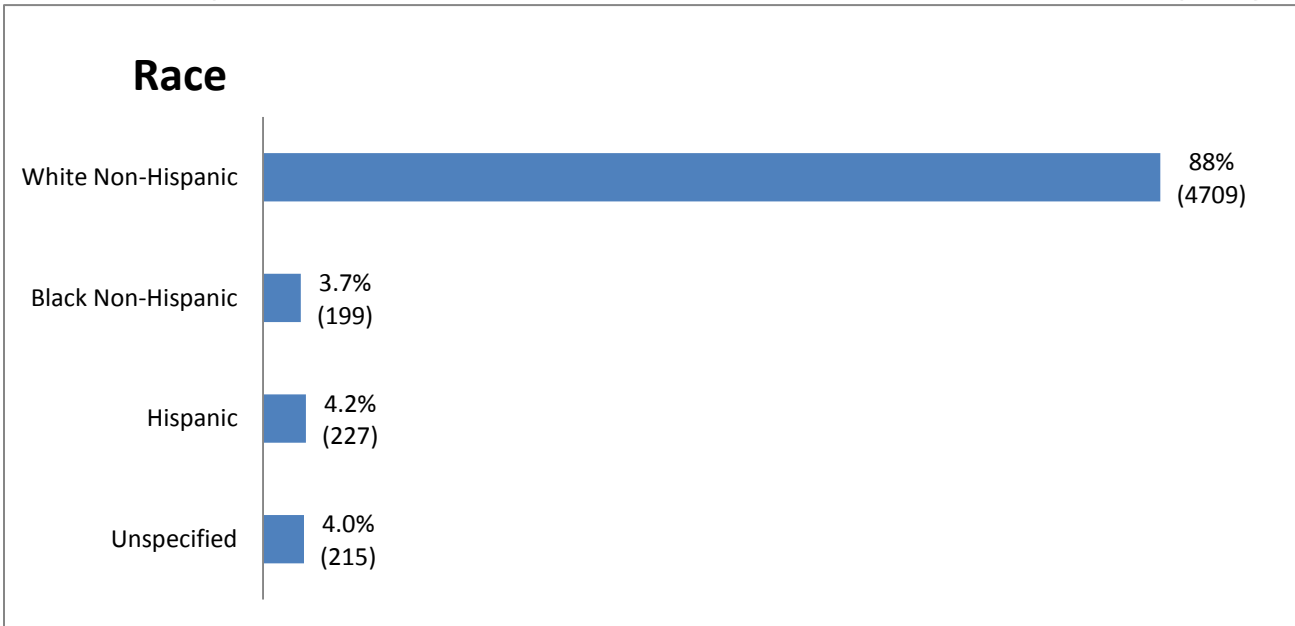
Mission: Serve and protect the public by providing control, humane care, and program opportunities for those individuals placed in its custody and supervision, thereby facilitating their return to society as responsible persons.

Target Population: Incarcerated individuals.

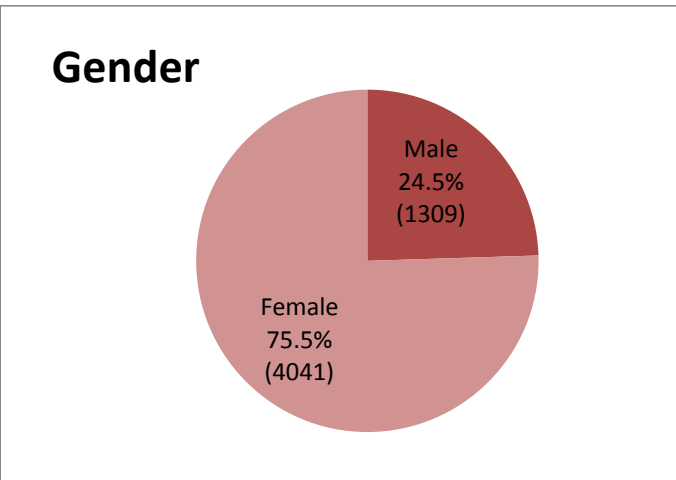
Conclusion: The Nebraska Department of Corrections' (NDCS) executive staff—responsible for governing the department—received a very low, combined ethnic/racial/gender diversity score of 3 out of 10 for diversity, equal to a grade of "F". Among the agency's small executive staff of six, all are white and only one is female.

The 2011 NDCS Annual Report states that 55% of male inmates are white while 45% are minority. Also, 60% of female inmates are white while 39.5% are minority. It should be noted that the demographics of the incarcerated population, especially males, differ significantly from Nebraska's population at large (82% white and 18% minority). In terms of gender demographics, the incarcerated population is overwhelmingly male (91.8%).

NE Department of Health and Human Services Employee Demographics



TOTAL: 5350



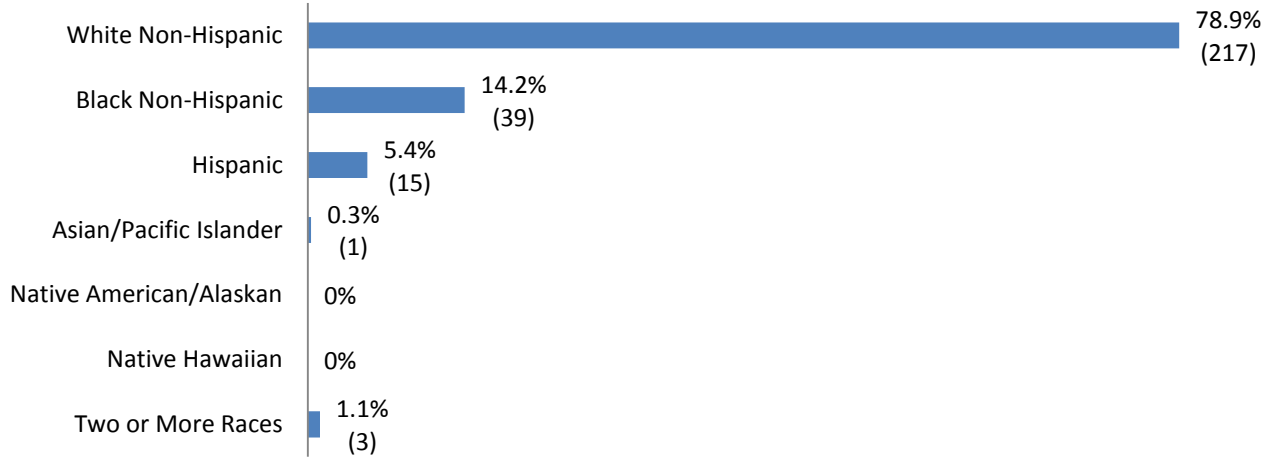
Mission: Helping people live better lives.

Target Population: The Nebraska community.

Conclusion: Compared to data about diversity among Nebraska’s population statewide, the Nebraska Department of Health and Human Services (DHHS) received an overall staff diversity grade of “C”. This grade was based on combining a score of 4 out of 5 points for ethnic/racial diversity, and a score of 3 out of 5 points for gender diversity.

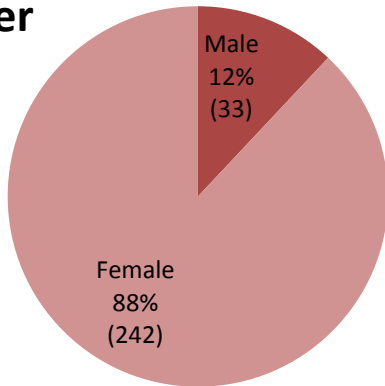
Nebraska Families Collaborative Employee Demographics

Race



TOTAL: 275

Gender

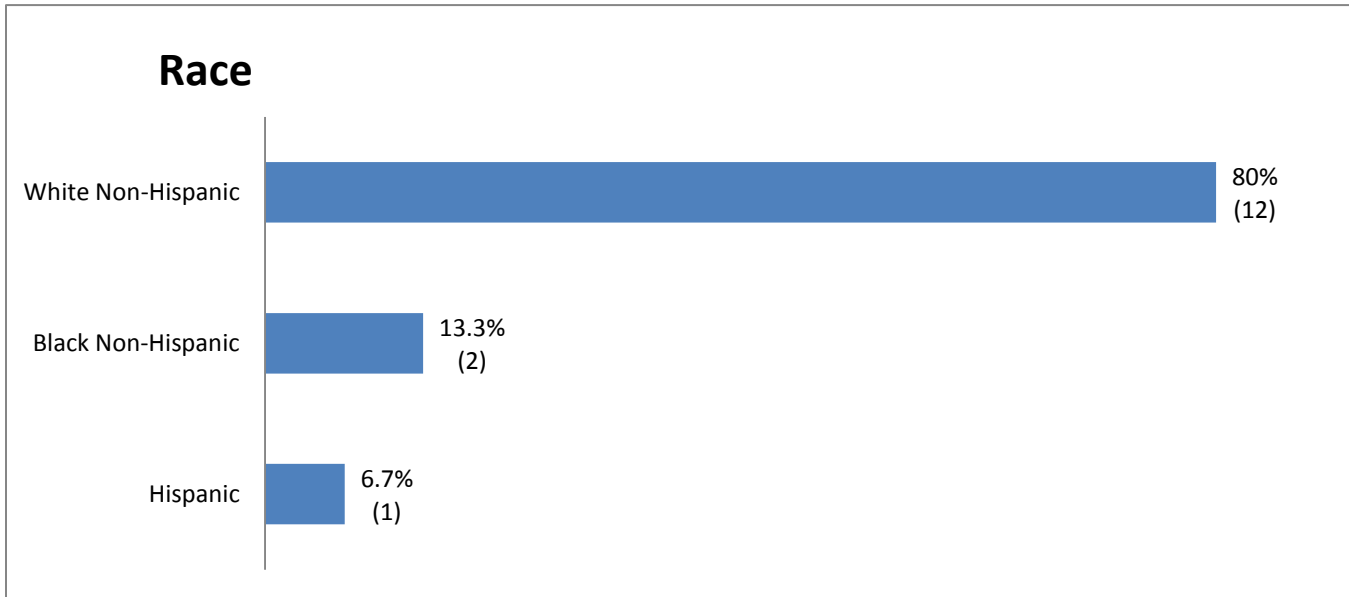


Mission: We strive to create an effective, community-based system of care for at-risk kids and parents in eastern Nebraska. Whether a family is struggling with behavioral issues, facing foster care or exploring adoption, we deliver these services to families with dignity and respect.

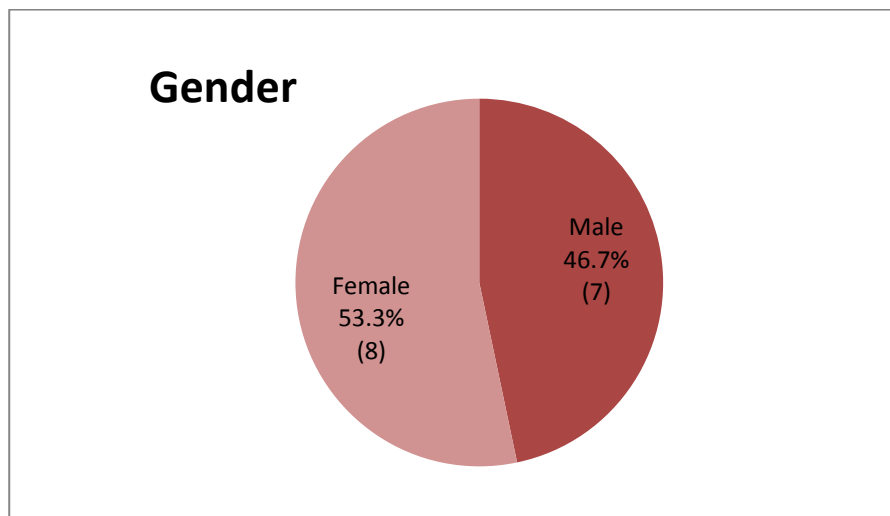
Target Population: Children and parents in eastern Nebraska.

Conclusion: NFC staff received a grade of “F” for overall staff diversity when compared with diversity among the Omaha population. This grade is primarily the result of staff being overwhelmingly female (only 33 of 275 staff members are male). NFC just missed a better score for racial/ethnic diversity (they got a 3 instead of a 4 out of 5 as a result of being .9% over the mark for percent of white staff).

Nebraska Families Collaborative Board of Directors Demographics



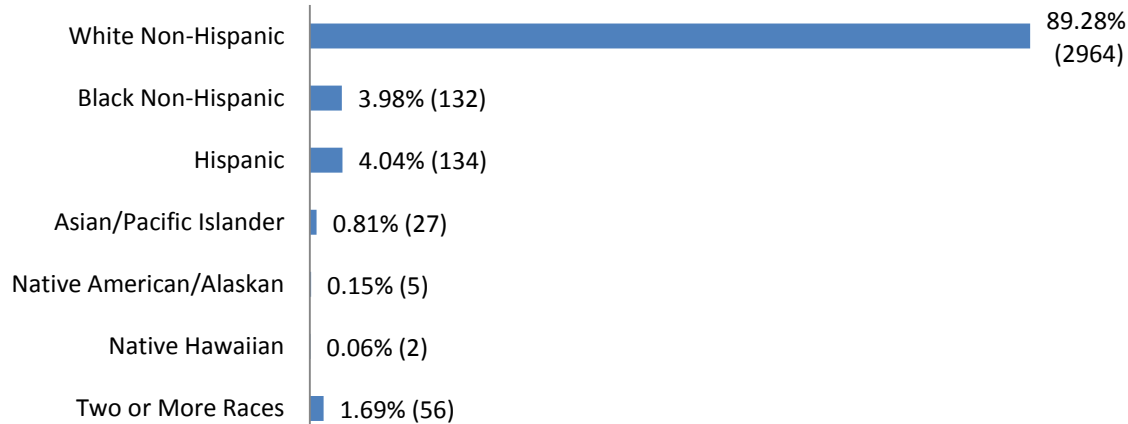
TOTAL: 15



Conclusion: NFC has a fairly diverse board of directors, with an overall diversity grade of “B”. This is due in large part to the fact the board is split virtually 50/50 between males and females, giving it a score of 5 out of 5 for gender diversity. The ethnic/racial diversity score was just average (3 out of 5) because the board is still disproportionately white.

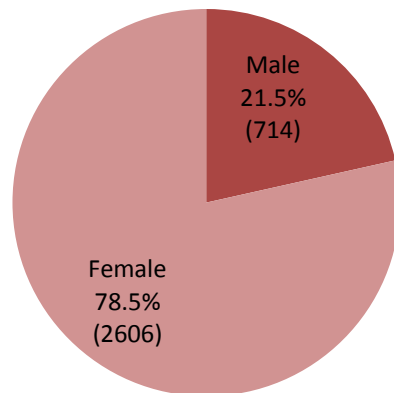
Omaha Public Schools ('12-'13) Teacher Demographics

Race



TOTAL: 3320

Gender



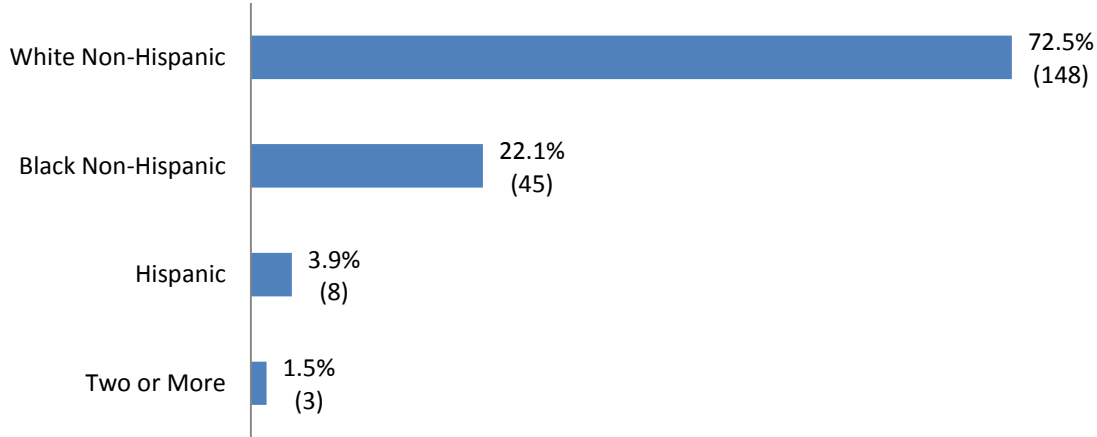
Mission: To provide educational opportunities to all students to achieve their highest potential.

Target Population: Pre-K through 12th grade students in Omaha.

Conclusion: Teachers within Omaha Public Schools (OPS) are not representative of the racial/ethnic or gender diversity of the student population they serve. As a result, OPS teachers received an overall diversity score of "F". OPS teachers are both overwhelmingly white and overwhelmingly female.

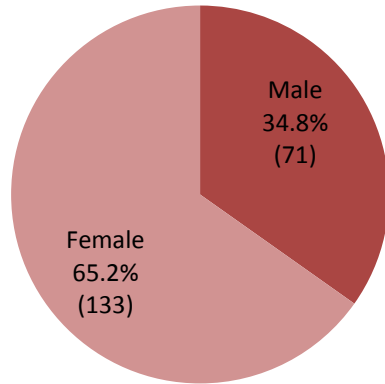
Omaha Public Schools ('12-'13) Executive Staff Demographics

Race



TOTAL: 204

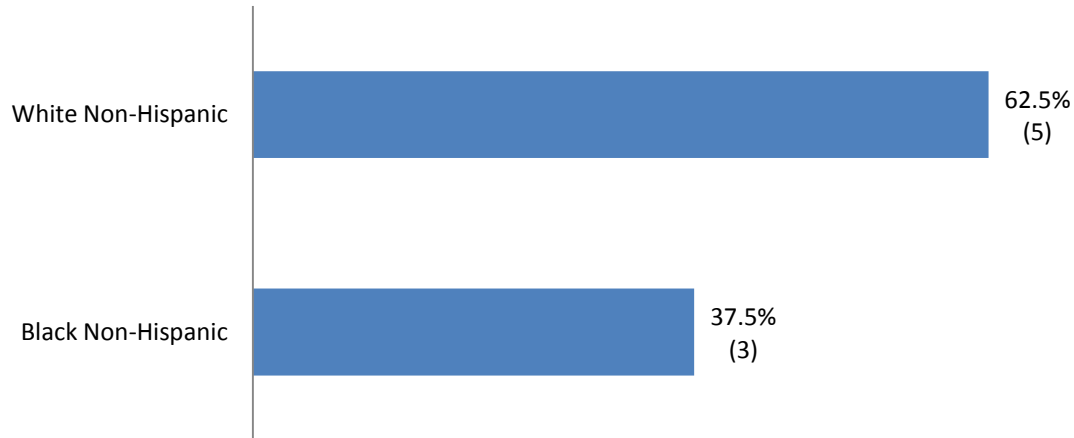
Gender



Conclusion: Omaha Public Schools (OPS) executive staff is substantially more diverse than its teachers, and better represent the Omaha population at large. As a result, OPS executives (who we categorized as including superintendents, assistant superintendents, directors, principals and assistant principals) received an “A” grade based on combining a score of 5 out of 5 for racial/ethnic diversity and a score of 4 out of 5 for gender diversity. Interestingly, while blacks among OPS executive staff are over-represented compared to the Omaha population, Hispanics remain underrepresented.

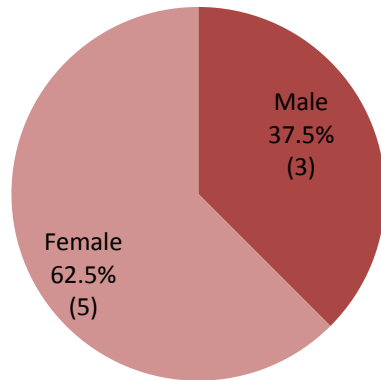
Omaha Public Schools ('12-'13) Board of Education Demographics

Race



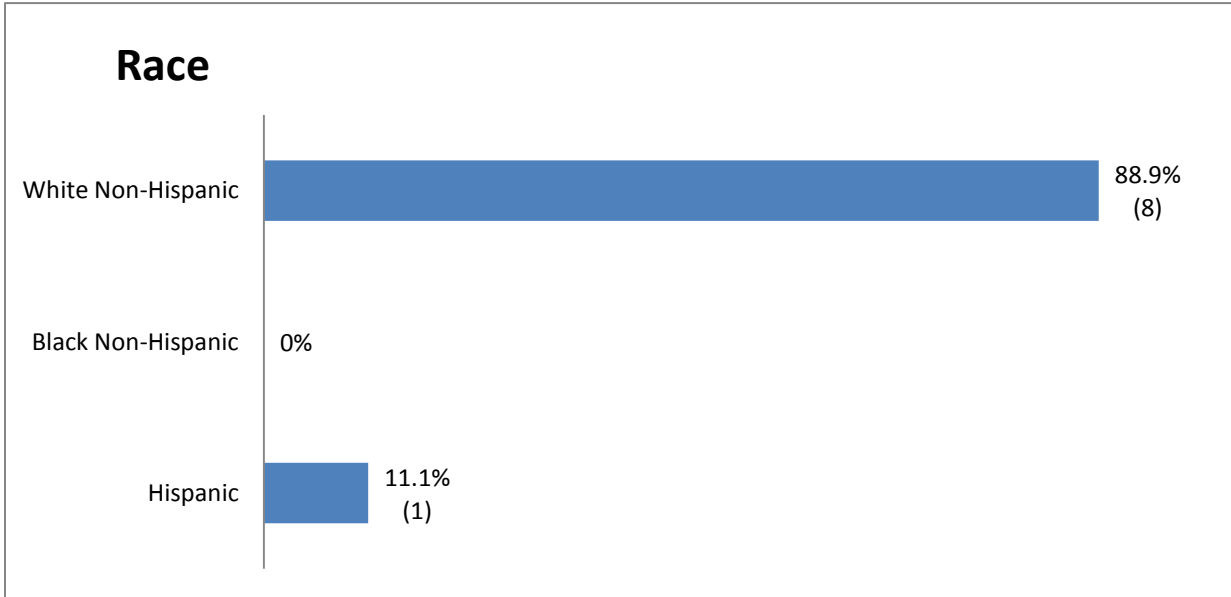
TOTAL: 8

Gender

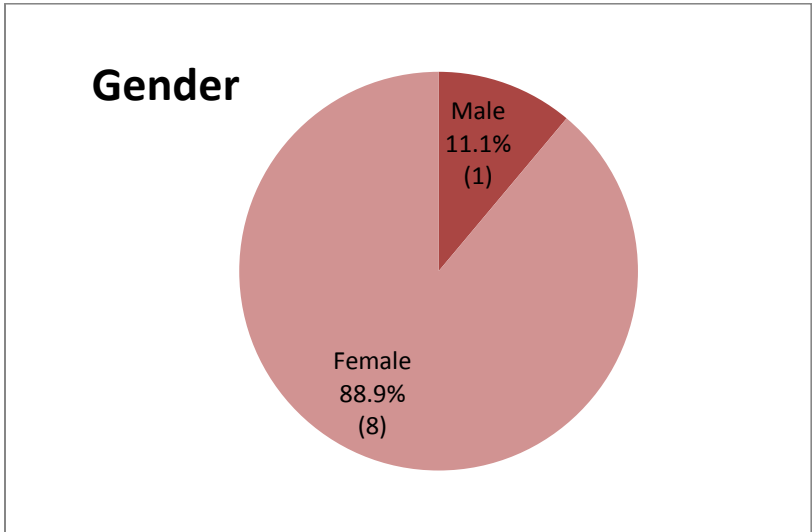


Conclusion: Omaha Public Schools Board of Education is the governing board for the district. The board is very diverse, and received an “A” for combined ethnic/racial/gender diversity. One notable fact is that although the number of people of color on the board is higher than for Omaha overall, Hispanics are not represented.

One World Health Center Executive Staff Demographics



TOTAL: 9



Mission: OneWorld Community Health Centers, Inc., in partnership with the community, provides culturally respectful, quality health care with special attention to the underserved. OneWorld focuses on meeting the primary health care needs of our community.

Target Population: The underserved.

Conclusion: OneWorld was the only organization that provided executive staff data, only. Therefore, it is difficult to compare these results with those of other nonprofits. We can say that OneWorld executive staff lacks diversity. The low overall diversity reveals that OneWorld executive staff does not reflect the community served. OneWorld’s executive staff is both overwhelmingly white and overwhelmingly female, resulting in a diversity grade of “F”.

REFERENCES

- Betancourt, J.R., Green, A.R., Carrillo, J.E. (2002). Cultural Competence in Health Care: Emerging Frameworks and Practical Approaches (1-30). New York, NY: The Commonwealth Fund. Retrieved from http://www.commonwealthfund.org/usr_doc/betancourt_culturalcompetence_576.pdf
- BoardSource (2009). Vital Voices: Lessons Learned from Board Member of Color, Retrieved from http://www.thenonprofitpartnership.org/files/vitalvoices_3_10.pdf
- Board Source (2012). Nonprofit Governance Index 2012: Data Report 1, CEO Survey of BoardSource Members. Retrieved from <https://www.boardsource.org/eweb/dynamicpage.aspx?webcode=GovernanceIndex>
- Brener, N.D., Martindale, J., Weist, M.D. (2001). Mental Health and Social Services: Results from the School Health Policies and Programs Study 2000, *Journal of School Health*, 71(7), 305-312. Retrieved from <http://onlinelibrary.wiley.com/doi/10.1111/j.1746-1561.2001.tb03507.x/abstract>
- Brown, W. A. (2002). Racial Diversity and Performance of Nonprofit Boards of Directors, *Journal of Applied Management and Entrepreneurship*, 7(4): 43-57. Retrieved from <http://socialeconomyaz.org/wp-content/uploads/2011/06/racialdiversityandboardperformance.pdf>
- Coggins, (2008). Using Cultural Competence to Close the Achievement Gap, *Journal of Pan African Studies*, 2(4): 44-59. Retrieved from http://www.jpanafrican.com/docs/vol2no4/2.4_Using_Cultural_Competence_to_Close_the_Achievement_Ga1.pdf
- Dolado, J.J., Felgueroso, F., Jimeno, J.F. (2001). Female Employment and Occupational Changes in the 1990s: How is the EU Performing Relative to the US? *European Economic Review*, 45(4.6), 875-889. Retrieved from <http://e-archivo.uc3m.es/bitstream/handle/10016/3264/female-EER-2001.pdf?sequence=1>
- Domenico, D.M., Jones, K.H. (2006). Career Aspirations of Women in the 20th Century, *Journal of Career and Technical Education*, 22(2), 1-7. Retrieved from <http://scholar.lib.vt.edu/ejournals/JCTE/v22n2/pdf/domenico>
- Droz, D. (October 2011). Economic Statistics by Race for Douglas County, Source: 2005-2009 American Community Survey, U.S. Census Bureau. University of Nebraska-Omaha's Center for Public Affairs Research. Personal communication.

- Favro, T. (2006). American Public Schools are Increasingly Providing a Wide Range of Social Services, The City Mayors Foundation. Retrieved from http://www.citymayors.com/education/schoolservices_usa.html
- Florea, M. (2012). Cross-Cultural Issues in Academic Palliative Medicine. In Chang, E. (Ed.), *Contemporary and Innovative Practice in Palliative Care*, Shanghai, China: InTech. Retrieved from <http://cdn.intechweb.org/pdfs/27610.pdf>
- Government Accountability Office (GAO). (2007). African American Children in Foster Care: Additional HHS Assistance Needed to Help States Reduce the Proportion in Care, Report to the Chairman, Committee on Ways and Means, House of Representatives. Retrieved from <http://www.gao.gov/assets/270/263615.pdf>
- Greenberg, M.T., Weissbert, R.P., O'Brien, M.U., Zins, J.E., Fredericks, L., Resnik, H., Elias, M.J. (2003). Enhancing School-Based Prevention and Youth Development Through Coordinated Social, Emotional, and Academic Learning, *American Psychologist*, 58(6/7), 466-473. Retrieved from <http://faculty.ksu.edu.sa/almuzaini/DocLib4/%D8%AA%D8%AC%D8%A7%D8%B1%D8%A8%20%D8%AF%D9%88%D9%84%D9%8A%D8%A9/%D8%A7%D9%84%D9%85%D8%AF%D8%B1%D8%B3%D8%A9%20%D8%A7%D9%84%D9%85%D8%B9%D8%B2%D8%B2%D8%A9%20%D9%84%D9%84%D8%B5%D8%AD%D8%A9.pdf>
- Joslyn, H. (2009). A Man's World: Big Charities Overwhelmingly Run by White Mails, A Chronicle Survey Finds, *The Chronicle of Philanthropy*, September 17, 2009. Retrieved from <http://philanthropy.com/article/A-Mans-World/57099/>
- National Council of Nonprofits (2013). Diversity on Boards. Retrieved from <http://www.councilofnonprofits.org/resources/resources-topic/boards-governance/diversity-boards>
- Office of Minority Health (2013). National Standards for Culturally and Linguistically Appropriate Services in Health and Health Care: A Blueprint for Advancing and Sustaining CLAS Policy and Practice. Retrieved from <https://www.thinkculturalhealth.hhs.gov/pdfs/EnhancedCLASStandardsBlueprint.pdf>
- Omaha World-Herald (January 6, 2011). Omaha in Black and White: Poverty Amid Prosperity. Retrieved from <http://www.omaha.com/article/20110106/SPECIALPROJECTS/706179826>
- Ostrower, F. (2007). Nonprofit Governance in the United States: Findings on Performance and Accountability from the First National Representative Study, Urban Institute, Center on Nonprofits and Philanthropy. Retrieved from http://www.urban.org/UploadedPDF/411479_Nonprofit_Governance.pdf

Resnick, M.A. (2006). An American Imperative: Public Education. Center for Public Education. Retrieved from <http://www.centerforpubliceducation.org/Main-Menu/Public-education/An-American-imperative-Public-education-#sthash.5Zhjv2JM.dpuf>

Saha, S., Shipman, S.A. (2006). The Rationale for Diversity in the Health Professions: A Review of the Evidence. Washington, DC: Bureau of Health Professions, Health Resources and Services Administration, U.S. Department of Health and Human Services (1-42). Retrieved from <http://bhpr.hrsa.gov/healthworkforce/reports/diversityreviewevidence.pdf>

Schwartz, R., Weinberg J., Hagenbuch D., & Scott A. (2011). The Voice of Nonprofit Talent: Perceptions of Diversity in the Workplace. Retrieved October 2013 from <http://www.cgcareers.org/diversityreport.pdf>

Substance Abuse and Mental Health Services Administration (2011). Information Sheet: Some Elements of Culture. Retrieved from <http://www.taadas.org/Power%20Point%20and%20Handouts/TASA%202011/CulturalCompetencyhandout.pdf>

Tyack, D. (1992). Health and Social Services in Public Schools: Historical Perspectives, *The Future of Children*, Spring, 1992: 19-31. Retrieved from http://www.princeton.edu/futureofchildren/publications/docs/02_01_01.pdf

U.S. Department of Education (n.d.). Full Service Community Schools Program. Retrieved from <http://www2.ed.gov/programs/communityschools/index.html>

APPENDIX:

Practical Advice, Tips and Tools for Increasing Cultural Competence and Board and Staff Diversity

❖ **Best Practices in Achieving Workforce Diversity:**

A study of best practices for achieving organizational success through workforce diversity, sponsored by the United States Department of Commerce and Vice President Al Gore's National Partnership for Reinventing Government.

<http://govinfo.library.unt.edu/npr/library/workforce-diversity.pdf>

❖ **Can Cultural Competency Reduce Racial And Ethnic Health Disparities? A Review and Conceptual Model:**

This article, published in the Medical Care and Research Review in 2000, discusses nine cultural competency techniques and develops a conceptual model for how cultural competency might reduce racial and ethnic health disparities.

<http://brando.med.uiuc.edu/FacultyDev/ClinicalEnviron/CulturalCompetence/CCCMoelToReduceDisparitiesBrach.pdf>

❖ **Cultural Competence in Health Care: Emerging Frameworks and Practical Approaches:**

This 2002 report is a framework for discussion and practical approaches to increase cultural competence, produced by The Commonwealth Fund.

http://www.commonwealthfund.org/usr_doc/betancourt_culturalcompetence_576.pdf

❖ **Cultural Competency Tool Kit:**

This toolkit provides a baseline blueprint for use by organizations interested in creating a plan to improve cultural competence. It can be adapted to fit an organization's specific needs. The actual toolkit, developed in 2007 by The Coordinating Council of Broward County, Florida, starts on p. 12.

<http://www.sfrpc.com/ccb/CCBCulturalCompToolKit.pdf>

❖ **Diversity Equity Toolkit:**

A toolkit for increasing equity and diversity among nonprofit staff. Though developed for science and technology centers, its usefulness is quite broad, as it is aimed at furthering a nonprofit's public engagement among increasingly diverse audiences.

http://www.astc.org/resource/equity/ASTC_DiversityEquityToolkit_ProfessionalDevelopment.pdf

❖ **Diversity on Boards:**

A discussion of the importance of board diversity, with tips on how to achieve it, created by the National Council of Nonprofits (NCN).

<http://www.councilofnonprofits.org/resources/resources-topic/boards-governance/diversity-boards>

❖ **Inside Inclusiveness: Race, Ethnicity and Nonprofit Organizations:**

The information and reflections provided in this report are intended to provide nonprofits with assistance developing their own inclusiveness practices. Although developed in 2003 based on a study of metropolitan Denver area nonprofits, the information is broadly applicable.

http://www.nonprofitinclusiveness.org/files/Inside_Inclusiveness_Full_Report_0.pdf

❖ **Multicultural Organizational Development in Nonprofit Organizations: Lessons from the Cultural Competence Learning Initiative:**

This document answers the questions: (1) What does it take to integrate cultural competence into day-to-day operations? And, (2) Once the work is started, how do you move it to the next level and sustain an ongoing process?

http://ucsfhr.ucsf.edu/files/CP_Cultural_Competence_Lessons.pdf

❖ **National Standards for Culturally and Linguistically Appropriate Services in Health and Health Care: A Blueprint for Advancing and Sustaining CLAS Policy and Practice:**

This document provides a blueprint for health and health care organizations to implement culturally and linguistically appropriate services that will advance health equity, improve quality, and help eliminate health care disparities. Strategies of implementation will vary from organization to organization. It is a 2013 product of the Office of Minority Health, U.S. Department of Health and Human Services.

<https://www.thinkculturalhealth.hhs.gov/pdfs/EnhancedCLASStandardsBlueprint.pdf>

❖ **Race Matters Toolkit:**

Simple, results-oriented steps for addressing unequal opportunities by race, produced by the Annie E. Casey Foundation.

<http://www.aecf.org/KnowledgeCenter/PublicationsSeries/RaceMatters.aspx>

❖ **Step-By-Step: A Guide to Achieving Diversity and Inclusion in the Workplace:**

This guide is based on lessons learned and the best practices of many organizations that participated in a joint, peer-learning collaboration. Organizations using this template should adapt the guidelines to meet their own unique challenges and goals. It was created in 2010 by Third Sector New England.

http://www.tsne.org/atf/cf/%7BD1930FAD-18A8-4D53-BBA2-A2971E3DEE1A%7D/FINStepByStep_june10%20for%20Web.pdf

❖ **Strategies for Leadership: A Diversity and Cultural Proficiency Assessment Tool for Leaders:**

A tool for those wishing to change the cultures of their organizations in order to fully embrace diversity and provide culturally competent care. Although this 2004 publication is directed at hospital and health care leaders, it is broadly applicable. It includes a checklist, action steps, case studies and a bibliography.

<http://www.aha.org/aha/content/2004/pdf/diversitytool.pdf>

❖ **Vital Voices: Lessons Learned from Board Member of Color:**

This 2009 report captures the experiences, opinions and perspectives of board members of color in order to learn and provide information to nonprofits on the important aspect of diversity that is defined by race and ethnicity.

http://www.thenonprofitpartnership.org/files/vitalvoices_3_10.pdf

❖ **The Voice of Nonprofit Talent: Perceptions of Diversity in the Workplace:**

This report focuses on building and sustaining diverse organizations, with a specific focus on racial/ethnic diversity and related issues throughout the nonprofit sector. This 2011 study was produced through a partnership of Commongood Careers and the Level Playing Field Institute.

<http://www.cgcareers.org/diversityreport.pdf>