

CONNECT 2022 Community Report

Based at the University of Texas at Austin's LBJ School of Public Affairs, the RGK Center for Philanthropy and Community Service is an academic center whose mission is to prepare the next generation of nonprofit and philanthropic leaders.

The CONNECT program was incubated at the RGK Center in partnership and financial support from the Michael and Susan Dell Foundation, Bill Wood Foundation, and St. David's Foundation, and aims to:

1. Increase data, measurement, and evaluation capacity within community organizations and
2. Expose future leaders to the social service sector and enhance their education through increased applied learning opportunities in the community.

In this report, we reflect on the first 8 CONNECT program pilot cohorts completed between January 2019 and Summer 2021. Relying on both qualitative and quantitative data collected from students and community organizations, the primary aims of this evaluation were to inform the development of:

1. A revised program logic model and long-term evaluation plan (**Section A**), and
2. A diversity, equity, and inclusion logic model and long-term evaluation plan (**Section B**).

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This report is for the **CONNECT** community.

If you are in *any way* connected to the CONNECT program, you are a part of the CONNECT community. Here are some examples of potential readers who might want to review this report and a non-exhaustive list of questions that readers might consider:

	Prospective	Current	Alumni
Students	Should I apply?	How is this program impacting my professional development?	Where is the program now?
Organizations	Should our organization apply?	How is this program impacting our organization's capacity?	Should we continue to apply?
Community Residents	Should I encourage organizations in my community to apply?	How is this program impacting my community?	Should I continue to encourage organizations in my community to apply?
Faculty and Staff	How might I incorporate this program with service learning courses that I teach?	How can we improve our programming for all stakeholders?	Where is the program now?
Volunteers and Donors	Should I give my time and/or resources?	Where do I want to see my time and/or resources go?	Should I continue to give?

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Section A: Developing a revised program logic model and long-term evaluation plan

1. Framing the Literature

World Conference on Higher Education: Higher Education in the Twenty-first Century Vision and Action

Article 7. Strengthening co-operation with the world of work and analyzing and anticipating societal needs

- d) Developing entrepreneurial skills and initiative should become major concerns of higher education, in order to facilitate employability of graduates who will increasingly be called upon to be not only job seekers but also and above all to become job creators. Higher education institutions should give the opportunity to students to fully develop their own abilities with a sense of social responsibility, educating them to become full participants in democratic society and promoters of changes that will foster equity and justice.

Article 9. Innovative educational approaches: critical thinking and creativity

- b) Higher education institutions should educate students to become well informed and deeply motivated citizens, who can think critically, analyze problems of society, look for solutions to the problems of society, apply them and accept social responsibilities.

[Publicly Available](#)

The United Nations Educational, Scientific and Cultural Organization (UNESCO)
Volume 1: Final Report (1998)

High-Impact Educational Practices: A Brief Overview

Service Learning, Community-Based Learning

In these programs, field-based “experiential learning” with community partners is an instructional strategy—and often a required part of the course. The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element in these programs is the opportunity students have to both apply what they are learning in real-world settings and reflect in a classroom setting on their service experiences. These programs model the idea that giving something back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life.

Internships

Internships are another increasingly common form of experiential learning. The idea is to provide students with direct experience in a work setting—usually related to their career interests—and to give them the benefit of supervision and coaching from professionals in the field.

[Publicly Available](#)

[Chart of High-Impact Practices](#)

An excerpt from High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter, by George D. Kuh (AAC&U, 2008)

Civic Education Through Service-Learning: What, How, and Why

Components of Service Learning

- (a) Participate in mutually identified and organized service activities that benefit the community, and
- (b) Reflect on the service activity in such a way as to gain further understanding of:
 - Relevant coursework
 - A broader appreciation of the discipline, and
 - An enhanced sense of personal values and civic responsibility

doi.org/10.1057/9781137074829_7

By Pauline O'Loughlin in L. McIlrath, A. Lyons, & R. Munck (Eds.)
Higher Education and Civic Engagement: Comparative Perspectives, New York: Palgrave (2012)

Partnerships in Service Learning and Civic Engagement

The SOFAR Model

Posits that partnerships in service learning include relationships between and among **S**tudents, community **O**rganization/agency staff, **F**aculty, and campus **A**dministrators/staff, and **R**esidents of the community

[Publicly Available](#)

By Robert G. Bringle, Patti H. Clayton and Mary F. Price in Partnerships: A Journal of Service Learning & Civic Engagement Vol. 1, No. 1 (2009)

Identified Service Learning Practices in European Higher Education

14 Quality Standards for Service Learning

- Relevance and meaningfulness to communities and students
- Valuing community organizations as partners
- Reciprocity in information exchange and benefits
- Shared, attainable, and assessable goals
- Integration with an academic program
- Encompassing civic as well as academic learning
- Offering learning opportunities in communities, for everyone involved
- Student collaboration in project planning and design
- Guided reflection that links experience to subject matter and explores multiple perspectives
- Student support from campus and community
- Sufficient time
- Evaluation, including by community partners
- Transdisciplinary
- Designed for ongoing, sustainable impact

doi.org/10.4324/9781315109053

By Nives Mikelić Preradović & Wolfgang Stark In Pilar Aramburuzabala, Lorraine McIlrath, Héctor Opazo (Eds.)
Embedding Service Learning in European Higher Education: Developing a Culture of Civic Engagement
London, Routledge (2019)

2. About the CONNECT Program

The CONNECT program seeks to activate learning from data and build both capacity and interest in greater data, measurement, and evaluation capacity within community organizations. The program achieves this through:

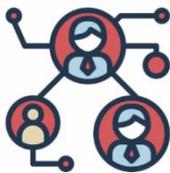
1. Personalized, high-touch intake with nonprofit organizations who have data and evaluation projects,
2. Recruitment of skilled graduate students (masters and doctoral) at The University of Texas,
3. Student fellowships to recognize program participation,
4. An online platform and matching to ensure a good fit between organization and student, and
5. Customized project support leading to high-quality, actionable deliverables.

The Challenge

Nonprofits are at the forefront of solving complex social issues. CONNECT offers nonprofits an opportunity to address data and evaluation challenges to:

- Understand their client or community landscape
- Gain meaningful insights into their work
- Achieve their desired social impact

Our Approach



Increase access of community organizations to the intellectual capital and technical expertise at universities



Introduce future leaders to applied research and evaluation career opportunities in the social sector



Develop data, measurement, and program evaluation capacity within community organizations

3. About the Evaluation

Research on Service Learning: Conceptual Frameworks and Assessment

Assessment can be undertaken in a variety of ways and for multiple purposes that include:

- Improving the implementation of a practice (formative assessment)
- Providing summaries of outcomes for reporting (summative)
- In higher education, formative, and summative assessment most often concern student learning outcomes

Assessment that targets improved practice (e.g., more effective teaching and learning) can be viewed as **action research** to solve an immediate problem such as how to deepen student learning by improving service-learning design.

[Available with UT EID](#)

Clayton, P. H., Bringle, R. G., & Hatcher, J. A. (Eds.).
Volume 2B: Communities, institutions, and partnerships (2013a), Sterling, VA, USA: Stylus.

In January 2021, the CONNECT team invited Amanda Cantu, a 2-time CONNECT Fellow, to participate in the program as a CONNECT Fellow leading the evaluation of the CONNECT program. The evaluation goals included gathering quantitative and qualitative data from the first 8 CONNECT pilot cohorts in order to inform the development of:

1. A revised program logic model and long-term evaluation plan (**Section A**), and
2. A diversity, equity, and inclusion logic model and long-term evaluation plan (**Section B**).

Surveys went out to the first 8 pilot cohorts of the program (January 2019 and Summer 2021) including:

- **89** students who completed at least 1 semester as a CONNECT Fellow
- **83** community organizations from the perspective of the individual listed as the main point of contact listed on file

Focus group requests were included in in the surveys of which resulted in:

- **5** student participants and
- **5** main points of contact for partnering community organizations

Student and Organization Alumni Response Rates

Student Alumni			Response Rate	Organizational Alumni			Response Rate
Survey	Total Participants	49	55.1%	Survey	Total Participants	37	44.6%
	Total Possible Participants	89			Total Possible Participants	83	
Focus Group	Total Participants	5	5.6%	Focus Group	Total Participants	5	5%
	Total Possible Participants	89			Total Possible Participants	83	

Measures of Non-Sampling Error

Unit Nonresponse

It is important to measure unit nonresponse because it has a direct effect on the quality of the data. If the unit nonresponse rate is high, it increases the chance that the final survey estimates may contain bias. This will happen if the characteristics of non responding participants differ from the characteristics of responding participants. For more information about unit nonresponse, visit the Census Bureau's [Response Rate Definitions](#) Web page.

Publicly Available

By U.S. Census Bureau in Understanding and Using American Community Survey Data: What All Data Users Need to Know (2020)

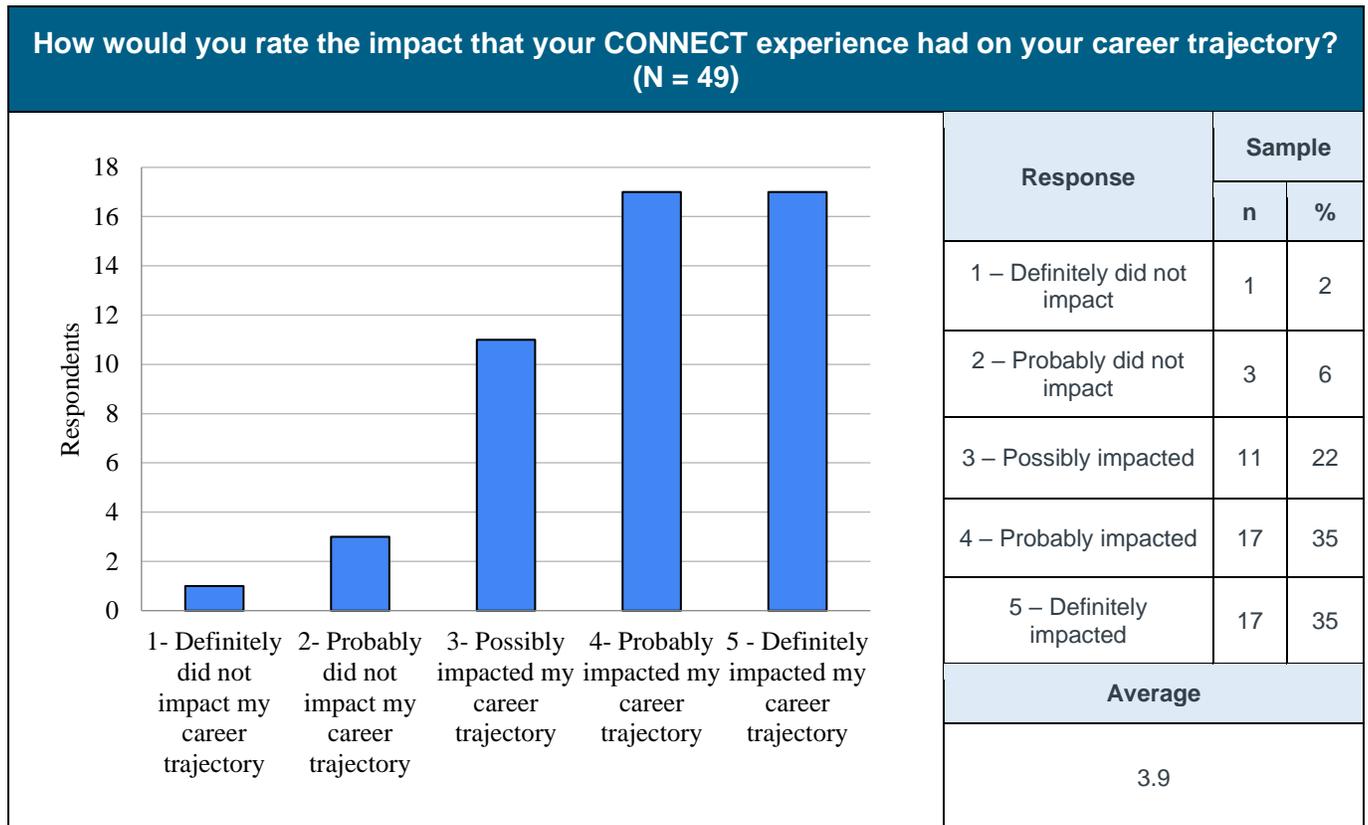
4. Pilot Program Outputs

Cohort	# Orgs applying	# Unique orgs matched	# Unique projects	# Students applying	# Student workshops	Estimated market value of deliverables	\$ Fellowships awarded
Spring 2019	8	8	10	18	0	\$101,600	\$17,800
Summer 2019	11	8	12	28	0	\$146,500	\$24,500
Fall 2019	23	22	27	59	1	\$257,700	\$44,700
Spring 2020	29	12	31	56	1	\$293,200	\$50,600
Summer 2020	11	6	11	34	0	\$95,800	\$17,000
Fall 2020	24	15	17	66	2	\$139,900	\$25,100
Spring 2021	21	7	22	52	2	\$190,800	\$33,600
Summer 2021	17	7	19	58	3	\$161,900	\$29,500
Fall 2021	29	10	23	86	4	\$186,000	\$36,750

Fellowship Descriptive Statistics	
Average	\$1,622
Standard Deviation	\$572
Median	\$1,400

5. Pilot Program Outcomes

Perceived Experiences of Student Alumni



How did your CONNECT experience impact your career trajectory? (N = 5)

The CONNECT program gave me the opportunity to work on a project that reflected my skills and allowed for me to showcase what I bring to the table in terms of data analysis. I was able to utilize all of my technical skills to create a tangible and sustainable project for Texas Health Institute. Apart from this, I was able to talk about the skills I learned during this experience during interviews. It made all the difference for me!

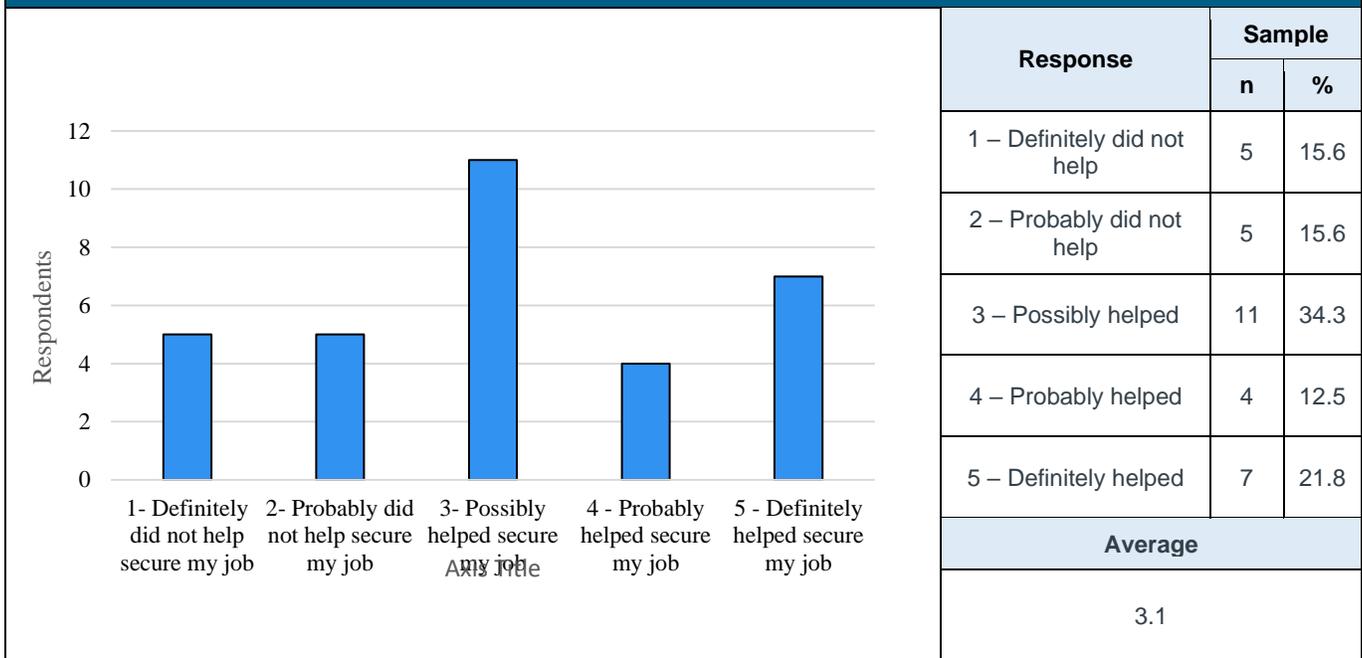
This was an important experience for me because the institution I worked with has direct relation with my research interests, and I'll connect their model to possible options to develop housing policies and programs in my home country.

My research intersects with some of the work done by the organization I served during CONNECT, and I have already had the opportunity to reach out to my contacts there for help with a question related to my own research. I know they'll continue to be a great resource, and I hope I can continue to be a resource for them, as well!

My work with GAVA has helped me shape what I am focusing my thesis on and continues to inspire my interests in local and regional sustainability issues.

I am currently in my post-graduation job search, and the data analysis experience that I gained during my CONNECT fellowship has proven to be one of the most desirable aspects of my resume.

How would rate your CONNECT experience in helping secure your current job? (N=32)



How did your CONNECT experience help you secure your current job? (N = 3)

A staff member at the RGK Center helped me secure my job, I was proactive in reaching out and they offered a space for me to share what I wanted to do and help me figure out next steps.

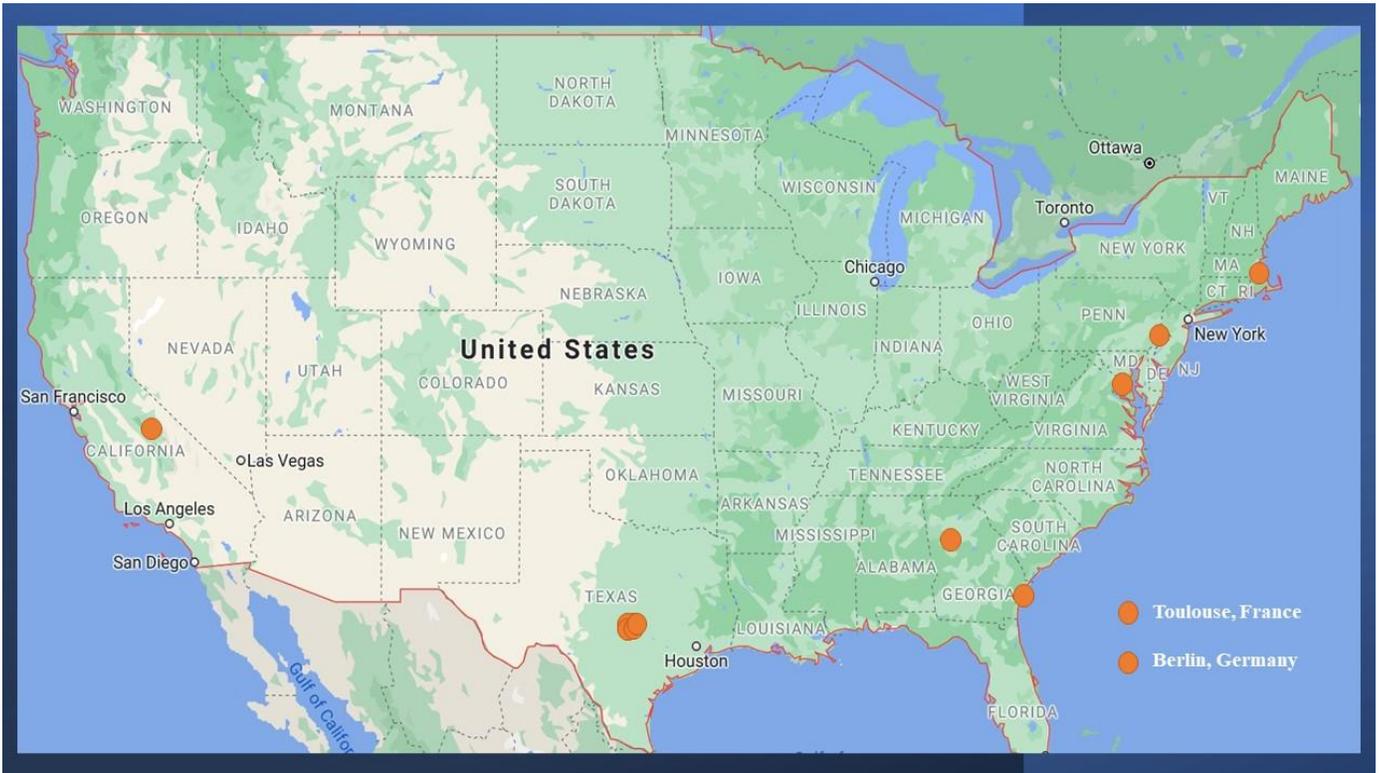
My CONNECT experience allowed me to show my future employer how I take initiative in a work setting and how I am able to deal with ambiguity and changing scope within a project! It also allowed me to showcase my data skills really well (from ground up). Therefore, I believe this experience definitely allowed me to secure my job!

I provided examples of the data analysis work that I did with the City of Austin in the interview for my current job, which impressed my employer.

Where Are Our Alumni Now?

What is your primary work setting? (N=32)

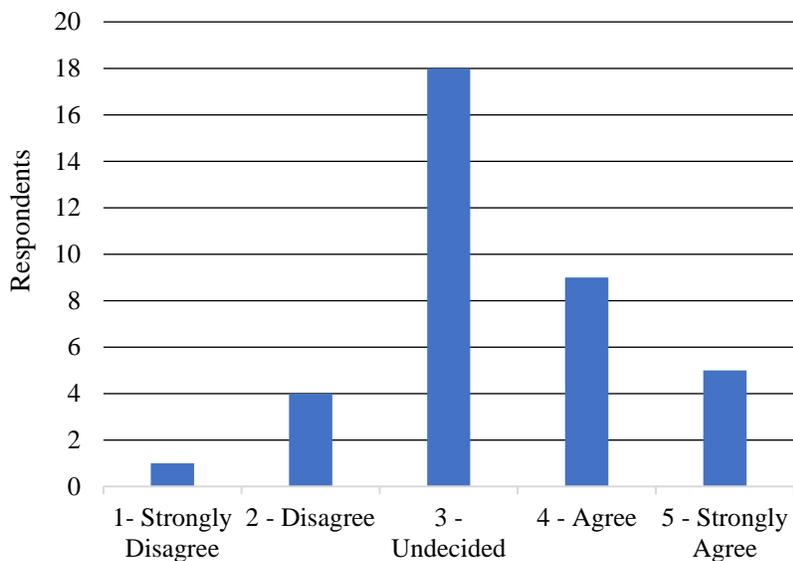
Sector	n	%
Nonprofit	9	28
Private	7	2
Public	16	50



Where are you currently employed? (N = 22)	
Environmental Defense Fund	Arroyo Research Services
St. David's Foundation	Travis County
The University of Texas at Austin	IAST
Ascension	TX Dept of Housing & Community Affairs
Savannah College of Art and Design	House Majority Whip James E. Clyburn
CARY	J-PAL
Analyst Institute	Technical University of Berlin
Sellers Dorsey	CDC
Dell	IC2
Medicus Economics	City of Austin

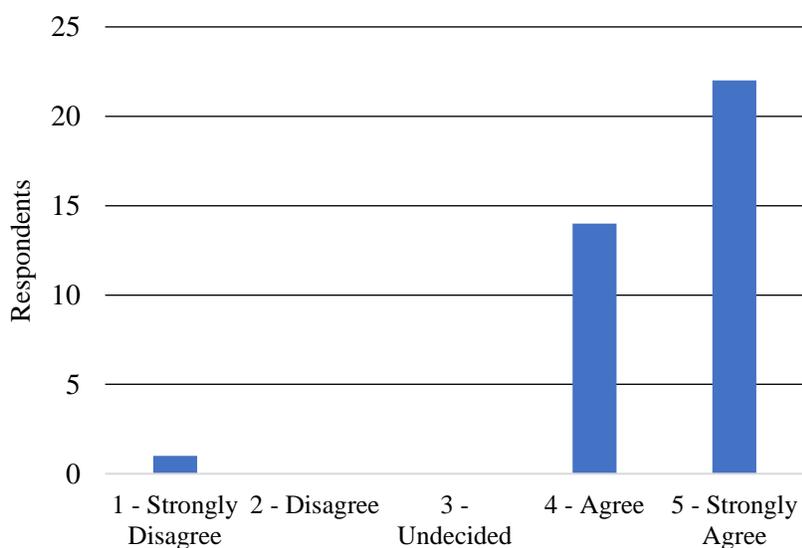
Perceived Experiences of Organizational Alumni

Our CONNECT project(s) contributed to our organization's ability to obtain funding. (N = 37)



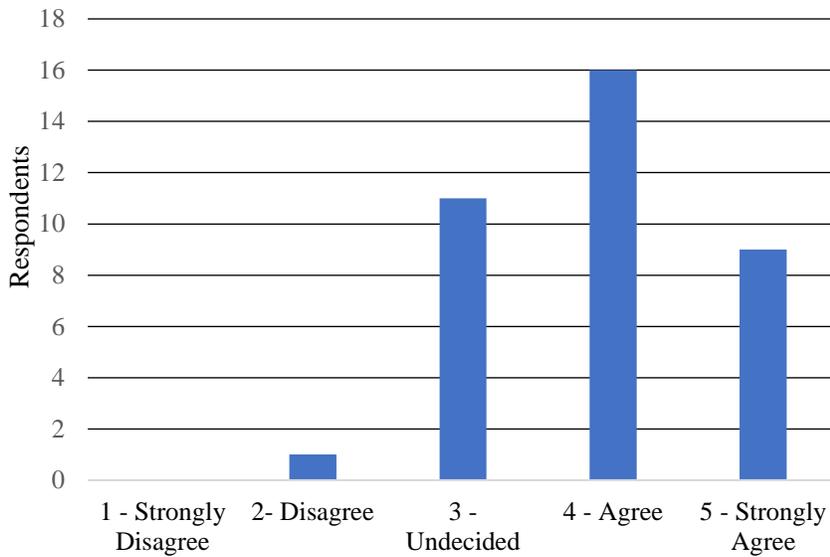
Response	Sample	
	n	%
1 – Strongly disagree	1	3
2 – Disagree	4	11
3 – Undecided	18	49
4 – Agree	9	24
5 – Strongly agree	5	14
Average		
3.4		

Our CONNECT project(s) contributed to our organization's ability to improve skills, knowledge, resources, and/or processes. (N = 37)



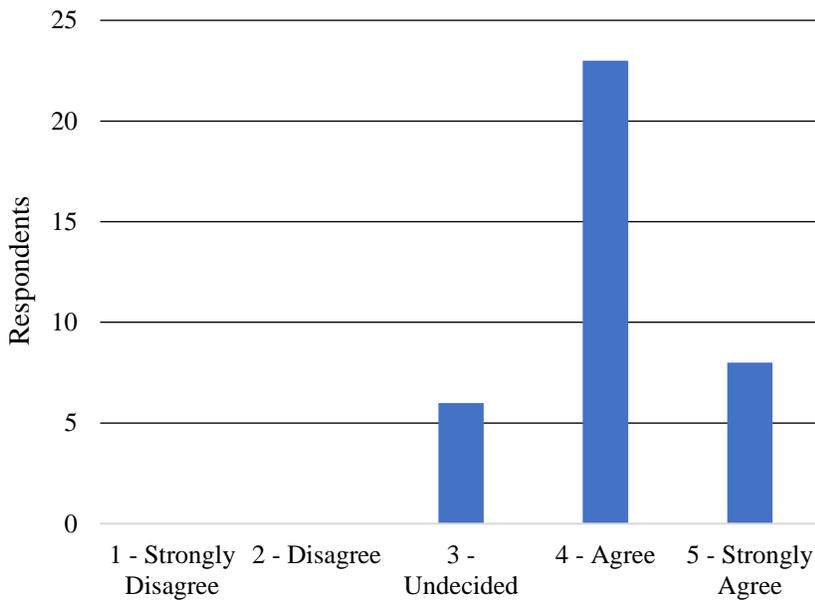
Response	Sample	
	n	%
1 – Strongly disagree	1	3
2 – Disagree	0	0
3 – Undecided	0	0
4 – Agree	14	38
5 – Strongly agree	22	59
Average		
4.5		

After engaging with CONNECT, my organization is more confident handling data. (N = 37)



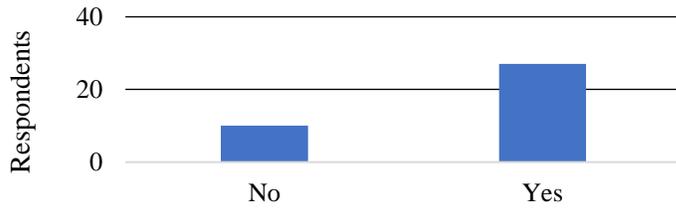
Response	Sample	
	n	%
1 – Strongly disagree	0	0
2 – Disagree	1	3
3 – Undecided	11	30
4 – Agree	16	43
5 – Strongly agree	9	24
Average		
3.9		

After engaging with CONNECT, my organization is more confident using data to communicate impact. (N = 37)



Response	Sample	
	n	%
1 – Strongly disagree	0	0
2 – Disagree	0	0
3 – Undecided	6	16
4 – Agree	23	62
5 – Strongly agree	8	22
Average		
3.9		

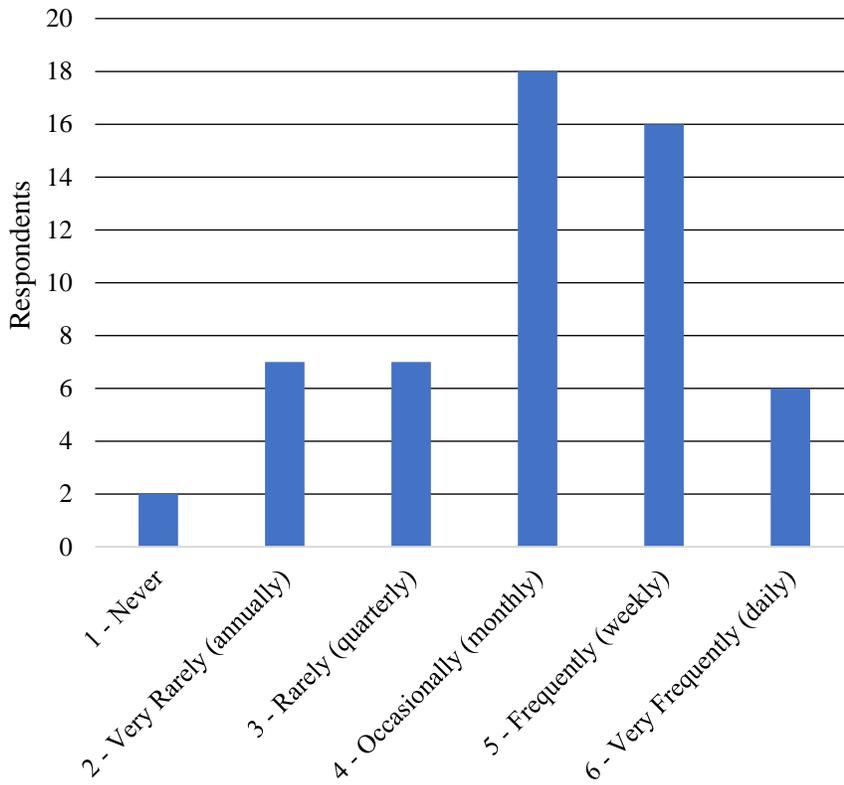
Was your board made aware of your CONNECT project deliverables? (N = 37)



Response	Sample	
	n	%
No	10	27
Yes	27	73

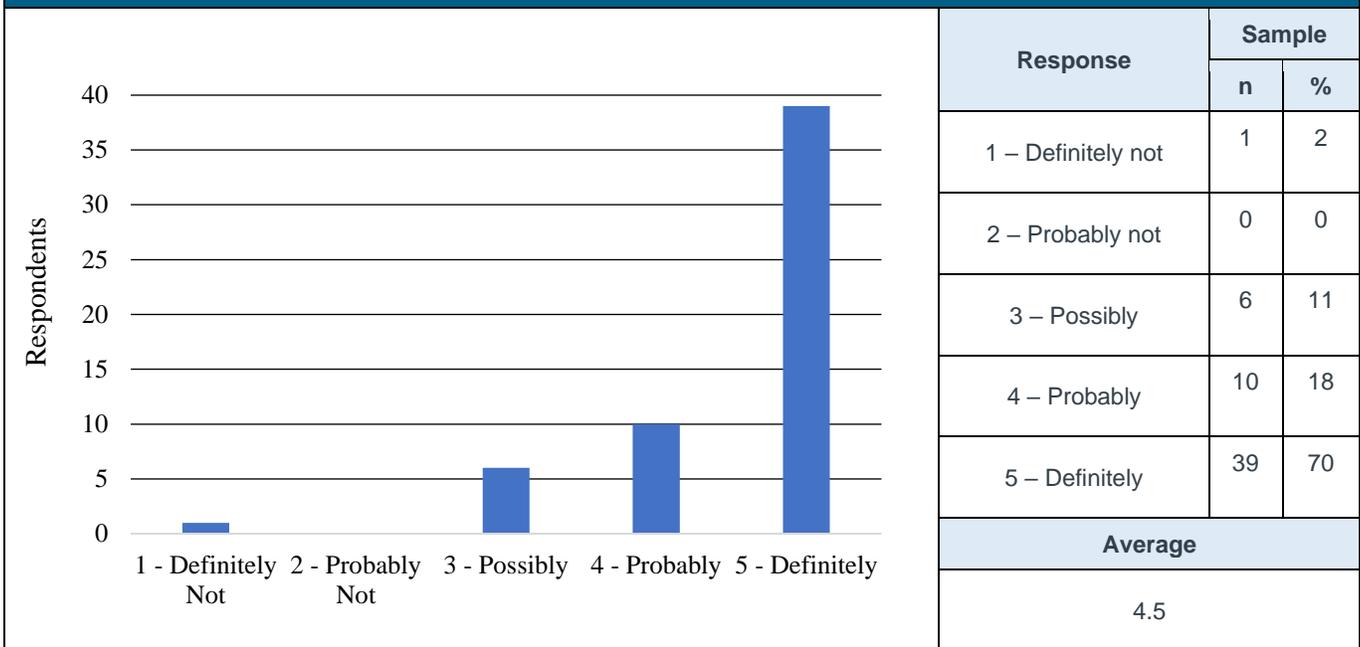
How often does your agency utilize or reference CONNECT project deliverables? (N=56)

[56 projects assessed (out of 116 total CONNECT Projects) = 48.3% Response Rate]



Response	Sample	
	n	%
1 - Never	2	4
2 - Very Rarely (annually)	7	13
3 - Rarely (quarterly)	7	13
4 - Occasionally (monthly)	18	32
5 - Frequently (weekly)	16	29
6 - Very Frequently (daily)	6	11
Average		
4.0		

To what extent did this project contribute to advancing your agency's mission? (N=56)



What would you estimate your agency would have had to pay a contractor to complete the same deliverables? (N=38)

Average	\$5,799
Standard Deviation	4,671
High	\$20,000
Low	\$200
Median	\$5,000

Feedback Regarding CONNECT Fellows (N = 5)

I was impressed with how quickly our CONNECT Fellow understood the problem our organization had. She was phenomenal at digging deep and having an open mind to understanding the intricacies of the question.

We had a really good experience with our CONNECT Fellow. Our Fellow helped build a database for our clinic. It worked so well that the City of Austin implemented it in all of the other clinics.

When working with a vulnerable population, you have to have a particularly acute sense of how you are evaluating a topic, trying to be objective, and trying to not bring your own bias to the table. Our student had that, so we were really impressed.

Our CONNECT fellow made an interactive map of all the nonprofits in Guatemala, which had never been done before, and when we released the map on our website back in February, it just exploded. As a result, we saw more interest in collaborations with nonprofits and donors. We got lots more site visits and interest in our organization.

The policymakers at our organization seemed to really resonate with the policy recommendations listed on the final report created by our CONNECT Fellow. We now have an additional report that can bolster some of the cases that we are making in our advocacy work.

6. Revised Program Logic Model

INPUTS	ACTIVITIES	OUTPUTS	OUTCOMES	IMPACT
<p>The University of Texas LBJ School of Public Affairs</p> <p>The RGK Center for Philanthropy and Community Service</p> <hr/> <p>UT Graduate Students Community Organizations UT Graduate Advisors</p> <hr/> <p>Program Faculty & Staff: Assistant Professor R. Patrick Bixler, PhD Associate Director Moira Porter Program Manager Alyssa Studer Project Manager for Data Initiatives Ethan Tenison Senior Outreach Program Coordinator Sydney Padilla Wilburn</p> <hr/> <p>Primary Funders: Michael and Susan Dell Foundation Bill Wood Foundation St. David's Foundation</p>	<p>The CONNECT program seeks to activate learning from data and build both capacity and interest in greater data, measurement, and evaluation capacity within community organizations. The program achieves this through:</p> <p>Recruitment of skilled graduate students (masters and doctoral) at the University of Texas</p> <p>Personalized, high-touch intake with nonprofit organizations who have data and evaluation projects</p> <p>Student fellowships to recognize program participation</p> <p>Utilizing a robust matching algorithm to ensure a good fit between organization and student</p> <p>Customized project support leading to high-quality, actionable deliverables</p>	<p># Students applying</p> <p>Net promoterscore - students & students</p> <p>Aligned NPS score</p> <p>% Projects matched by algorithm</p> <p>\$ Fellowships awarded</p> <p># Partner organizations applying</p> <p># Partner orgs</p> <p># Unique projects</p> <p>\$ Amount market value</p> <p># Orgs scholarship</p> <p>\$ Amount orgs scholarships</p> <p># Student workshops</p> <p>Earned revenue</p>	<p>#1</p> <p>Develop data, measurement, and program evaluation capacity within <u>community organizations</u></p> <p>#2</p> <p>Introduce <u>future leaders</u> to applied research and evaluation career opportunities in the social sector</p> <p>See page 21 for the metrics we will use to operationalize and evaluate the program outcomes listed above.</p>	<p>A stronger and more evidence- informed social sector</p>

7. Program Outcomes Evaluation Roadmap

Outcome #1: Develop data, measurement, and program evaluation capacity within <u>community organizations</u>						
Survey given at program start and completion:						
How would you rate your organization's confidence in...						
1	2	3	4	5	Averages	
<i>Definitely not confident</i>	<i>Probably not confident</i>	<i>Possibly confident</i>	<i>Probably confident</i>	<i>Definitely confident</i>	Pre	Post
Collecting data from your organization's clientele?						
Collecting data from your organization's staff?						
Using data to improve program services?						
Using data to make internal policy changes?						
Using data to make a case for financial or in-kind support?						
Survey given at 1-year post-program completion:						
Deliverable Usage						
How often does your agency utilize or reference your CONNECT project deliverables? Daily Weekly Monthly Quarterly Annually Never						
How would you rate your project deliverables in contributing to...						
1	2	3	4	5	Averages	
<i>Definitely did not contribute</i>	<i>Probably did not contribute</i>	<i>Possibly contributed</i>	<i>Probably contributed</i>	<i>Definitely contributed</i>	1 year	3 years
Your organization's data, measurement, and program evaluation capacity?						
Your organization's ability to obtain funding?						

Outcome #2: Introduce <u>future leaders</u> to applied research and evaluation career opportunities in the social sector						
Survey given at program completion:						
How would you rate your interest in...						
1	2	3	4	5	Averages	
<i>Definitely not interested</i>	<i>Probably not interested</i>	<i>Possibly interested</i>	<i>Probably interested</i>	<i>Definitely interested</i>	Pre	Post
Pursuing a career in research and evaluation?						
Pursuing a career in the social sector?						
Survey given at 1-year post-program completion:						
Post-Program Achievements						
What sector do you currently work in? Non-profit For-profit Private Other, please specify			Do you have any leadership achievements that you would like to share? Yes No			
Do you consider your company to be one that provides social services? Yes No Other, please specify			What is your position in the company that you work for? Entry level Manager Senior manager Executive position Other, please specify			
How would you rate your CONNECT experience in... (if applicable)						
1	2	3	4	5	Averages	
<i>Definitely did not help</i>	<i>Probably did not help</i>	<i>Possibly helped</i>	<i>Probably helped</i>	<i>Definitely helped</i>	1 year	3 years
Impacting your current career trajectory?						
Helping to secure your current job?						

Section B: Developing a DEI logic model and long-term evaluation plan

8. The DEI Literature

Leading with Meaning: Why diversity, equity and inclusion matters in US higher education

8 Key Recommendations for Academic Leaders

- Act with true democratic intention – engage the campus community, create spaces where every constituent voice is heard, model the behaviors and attitudes you want to see and facilitate good, shared governance processes.
- Ensure diversity, equity and inclusion is defined around institutional values through an inclusive conversation with campus constituents.
- Align institutional policies, structures, and reward systems to support diversity efforts and encourage new initiatives informed by best practices.
- Increase diversity recruitment, retention and representation throughout the institution and be cognizant of how structural diversity shapes collegiate experiences for all.
- Provide resources and incentives for faculty to work towards diversity goals, including encouraging them to create multicultural classroom experiences that support educational learning for all.
- Provide adequate resources to at-risk students (including programs that address potential health risks as well as technology-based student-faculty learning communities) and create metrics to evaluate their effectiveness.
- Cultivate a culture that welcomes and embraces individuals of diverse backgrounds.

[Publicly Available](#)

By Rachel Barnett In Perspectives in Education
Vol. 38, No. 2 (2020)

Race to Lead Revisited: Obstacles and Opportunities in Addressing the Nonprofit Racial Leadership Gap

There is a White Advantage in the Nonprofit Sector

Race to Lead Revisited: Obstacles and Opportunities in Addressing the Nonprofit Racial Leadership Gap presents findings from a 2019 survey of more than 5,000 paid nonprofit staff on their experiences of race and leadership in nonprofit settings, including many of the same questions asked in BMP's 2016 national survey of nonprofit employees, which showed that people of color in the sector were similarly qualified as white respondents and had more interest than white peers in becoming a nonprofit leader.

This report also presents new data and analysis that explores how respondents experience diversity, equity, and inclusion (DEI) efforts in the workplace; personal and organizational financial circumstances; and views on how to both increase the diversity of organizational leaders and support people of color already leading in the nonprofit sector. The data demonstrates that nonprofit organizations are defined by a pervasive and systemic white advantage, a term used in this report to describe the concrete ways that structure and power in nonprofit organizations reinforce the benefits of whiteness. This is particularly evident when comparing organizations run by white people and organizations led by people of color. The data shows notable differences in the experiences of both people of color and white respondents based on the racial composition of their organization's leadership.

[Publicly Available](#)

An initiative of the Building Movement Project
buildingmovement.org (2020)

The Nonprofit Racial Leadership Gap in Central Texas: A Race to Lead Brief

Opportunities for Change

Focus on Structures and the Experience of Race and Racism

- Structural analysis of race and racism, especially for white-dominant groups, is a critical foundation for race equity work. This must be coupled with efforts to understand and validate the individual and collective experiences of people of color in nonprofit organizations.

Policies Have Meaning... If Enforced

- Groups committed to DEI efforts must examine and change organizational policies to reflect the organizational commitment to equity. A realignment of policies and practices is only effective if they are acted on consistently and universally.

Put Your Money...

- Organizations led by people of color simply need more funding. To interrupt the cycle of replicating the inequities the sector is committed to fight, funders need to examine their own practices and ensure people of color-led groups receive the resources needed to thrive.

Reflecting Community: Racial Diversity in Action

- Recruiting and retaining racially diverse staff and board leaders takes a sustained investment in time and resources. It also requires shifting power by listening to staff and board members of color and changing organization policies and practices accordingly.

Responsibility and Results

- Organizations committed to DEI must establish thoughtful and measurable ways to assess progress based on a widely-shared plan for what should change, who is responsible, and how results will be documented and reviewed annually.

[Publicly Available](#)

An initiative of the Building Movement Project
buildingmovement.org (2020)

9. DEI Baseline Outcomes

Student's Demographic Characteristics of Pilot Cohorts

Respondents	n	%
Race/Ethnicity		
People of Color * ¹	24	49
White/People of Color	23	47
I prefer not to share	2	4

Sexual Orientation		
Heterosexual	33	67
LGBTBQ+	9	18
I prefer not to share	7	14

First-Generation College		
No	36	73
Yes	11	22
I prefer not to share	2	4

Respondents	n	%
Gender Identity		
Man	8	16
Gender minorities * ²	39	80
I prefer not to share	2	4

Citizenship Status		
Non-US Citizen	8	16
US Citizen	38	78
I prefer not to share	3	6

Graduate Status		
Doctoral Student	19	39
Master's Student	30	61

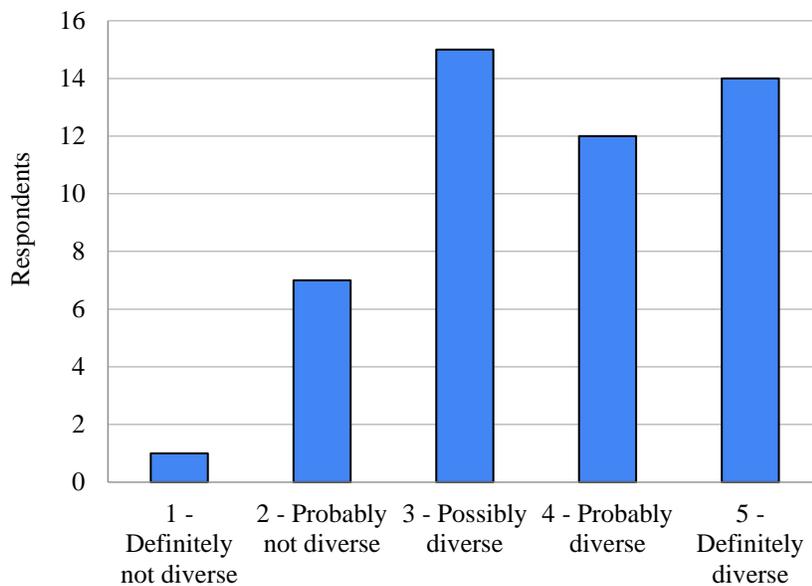
*1 People of color = Asian, Black, Latinx, Native American or Pacific Islanders

*2 Gender minorities = Women, Genderfluid, Non-binary, Trans men, or Trans women

Respondents	n	%
College or School at UT		
College of Education	7	14
College of Liberal Arts	7	14
Intercollegial Program	1	2
LBJ School of Public Affairs	15	31
LBJ School of Public Affairs, School of Architecture	2	4
LBJ School of Public Affairs, School of Public Health	2	4
McCombs School of Business	2	4
Moody College of Communication	2	4
School of Information	5	10
Steve Hicks School of Social Work	5	10
I prefer not to share	1	2

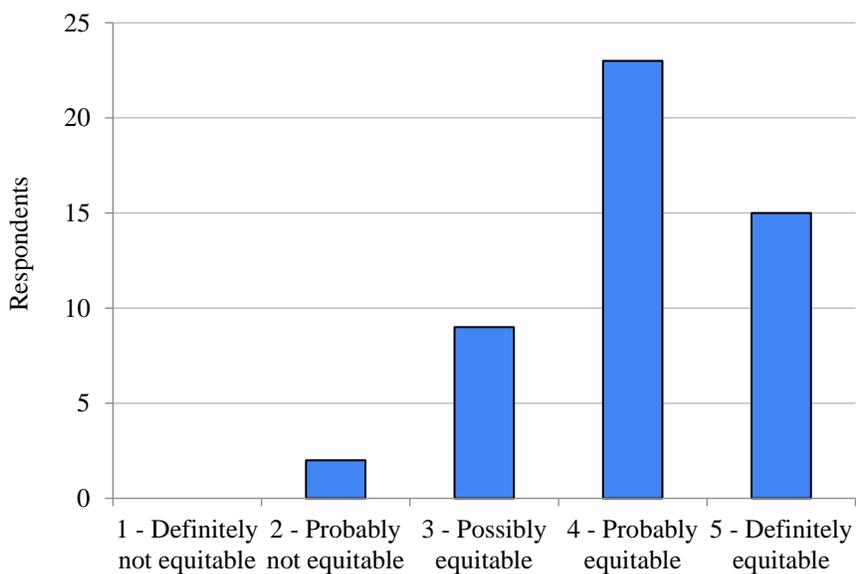
Student's Perceived DEI Experiences of Pilot Cohorts

How diverse would you rate the folx you interacted with during your time in the CONNECT Program (i.e., students, staff, agencies)?



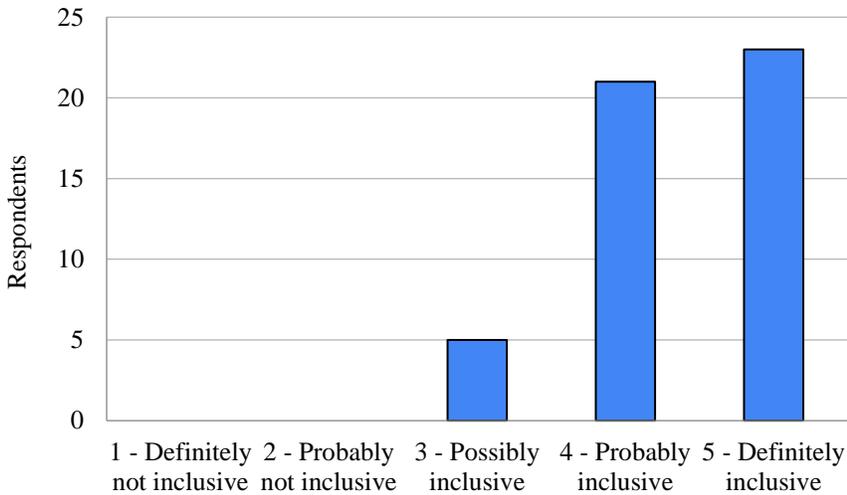
Response	Sample	
	n	%
1 - Definitely not diverse	1	2
2 - Probably not diverse	7	14
3 - Possibly diverse	15	31
4 - Probably diverse	12	24
5 - Definitely diverse	14	29
Average		
3.4		

How equitable would you rate your experience during your time in the CONNECT Program?



Response	Sample	
	n	%
1 - Definitely not equitable	0	0
2 - Probably not equitable	2	4
3 - Possibly equitable	9	18
4 - Probably equitable	23	47
5 - Definitely equitable	15	31
Average		
4.0		

How inclusive would you rate your experience during your time in the CONNECT Program?



Response	Sample	
	n	%
1 - Definitely not inclusive	0	0
2 - Probably not inclusive	0	0
3 - Possibly inclusive	5	10
4 - Probably inclusive	21	43
5 - Definitely inclusive	23	47
Average		
4.4		

Measuring Equity Example #1

[The gender pay gap](#) is a common example of how expectations and stereotypes lead to inequitable pay with individuals from historically marginalized communities receiving lower pay compared to their peers despite having the same qualifications.

Regularly tracking this data allows us to identify inequities within program and revise policies to create a more equitable experience for all participants. Below are examples of how we can assess pay gaps between various social identities.

Average Fellowship Awards by Race/Ethnicity (N = 72)		
People of Color	White	Average of All Participants
\$1,582 (n=38)	\$1,666 (n=34)	\$1,622 (n=72)

Average Fellowship Awards by First-generation Status (N = 72)		
Yes	No	Average of All Participants
\$1,415 (n=20)	\$1,701 (n=52)	\$1,622 (n=72)

Average Fellowship Awards by First-generation Status <u>and</u> Race/Ethnicity (N = 72)			
First-Generation College Student Status	Race/Ethnicity		
	People of Color	White	
Yes	3 \$1,475 (n=16)	4 \$1,175 (n=4)	
No	2 \$1,660 (n=22)	1 \$1,732 (n=30)	

Measuring Equity Example #2

Approximate Social Identities Primarily Present (50% or more) at Partner Organizations by Clientele, Staff, and Board (N = 37)

Respondents	n	%
Race/Ethnicity		
Clients		
People of Color * ¹	20	54
White/People of Color	4	11
White	5	14
White/I don't know * ²	1	3
I don't know	7	19
Staff		
People of Color	13	35
White/People of Color	3	8
White	13	35
I don't know	8	22
Board		
People of Color	4	11
White/People of Color	3	8
White	19	51
White/I don't know	1	3
I don't know	10	27
Gender Identity		
Clients		
Men	1	3
Gender minorities* ³ /Men	4	11
Gender minorities	19	51
I don't know	13	35
Staff		
Men	1	3
Gender minorities	28	76
I don't know	8	22
Board		
Men	7	19
Gender minorities* ³ /Men	3	8
Gender minorities	15	41
I don't know	12	32

Respondents	n	%
Sexual Orientation		
Clients		
LGBTQIA+	3	8
Heterosexual	11	30
I don't know	23	62
Staff		
LGBTQIA+	3	8
LGBTQIA+/Heterosexual	2	5
Heterosexual	14	38
Heterosexual/I don't know	2	2
I don't know	17	46
Board		
LGBTQIA+	1	3
Heterosexual	15	41
I don't know	21	57

Physical (Dis)ability Status		
Clients		
No physical disability	11	30
1+ physical disabilities	3	8
I don't know	23	62
Staff		
No physical disability	15	41
No physical disability/I don't know	20	54
1+ physical disabilities	1	3
I don't know	2	5
Board		
No physical disability	15	41
1+ physical disabilities	1	3
I don't know	21	57

Citizenship Status		
Clients		
Citizenship minorities	4	11
Citizenship minorities/US citizen	4	11
US citizen	16	43
I don't know	13	35
Staff		
Citizenship minorities	2	5
US citizen	26	70
I don't know	9	24
Board		
Citizenship minorities	0	0
US citizen	24	65
I don't know	13	35

Mental (Dis)ability Status		
Clients		
No mental disability	6	16
1+ mental disabilities	6	16
I don't know	25	68
Staff		
No mental disability	15	41
1+ mental disabilities	3	8
I don't know	19	51
Board		
No mental disability	12	32
1+ mental disabilities	0	0
I don't know	25	68

Student Alumni Focus Group Recommendations

<p>Do you have any final recommendations that you would like to share with the CONNECT staff regarding diversity, equity, and inclusion?</p>
<p>Recruit more diverse partner organizations</p>
<p>Develop a mechanism that would allow Fellows to address DEI issues at partner organizations with CONNECT staff</p>
<p>Equip CONNECT staff members with DEI mediation skills</p>
<p>Incorporate a more strategic and inclusive recruitment process that targets marginalized communities and organizations led by people of color</p>
<p>Include a section in the CONNECT application that allows students to indicate specific populations or fields that align with their personal and professional goals</p>
<p>Gauge an organization's commitment to DEI during the application process</p>
<p>Offer DEI workshops or other learning experiences to both Fellows and partner organization</p>
<p>In the event that Fellows need to work more hours than what was initially estimated, consider building in a process to adjust fellowships accordingly</p>
<p>Ensure partner organizations are aware that Fellows might not have all of the relevant lingo or background experience going into the project</p>
<p>Create a more streamlined list of expectations for both Fellows and partner organizations with a heavy focus on guidelines for a successful and collaborative Fellow-Client relationship</p>

10. Newly Developed DEI Logic Model

INPUTS	ACTIVITIES	OUTPUTS	OUTCOMES	IMPACT
<p>The University of Texas LBJ School of Public Affairs</p> <p>The RGK Center for Philanthropy and Community Service</p>	<p>We at the RGK Center are committed to investing in DEI efforts in hopes of advancing racial equity in the nonprofit sector. Following the CONNECT 2021 Community Report, we plan to implement the following initiatives:</p>	<p>Annual DEI Report</p>	<p>#1</p> <p>Increased student cohort diversity</p>	<p>A stronger and more diverse, equitable, and inclusive nonprofit sector</p>
<p>UT Graduate Students</p> <p>Community Organizations</p> <p>UT Graduate Advisors</p>	<p>Conduct an annual DEI evaluation and share findings with the community</p>	<p>Annual team discussion of recommendations from the DEI report</p> <p># of UT student organizations who are from historically marginalized communities and are actively recruited by CONNECT staff</p>	<p>#2</p> <p>Positive student experience in regard to their perception of the program's commitment to diversity, equity, and inclusion</p>	
<p>Program Faculty & Staff:</p> <p>Assistant Professor R. Patrick Bixler, PhD</p> <p>Associate Director Moira Porter</p> <p>Program Manager Alyssa Studer</p>	<p>Provide skill-building workshops to students from communities historically underrepresent in the social service sector</p>	<p># Fellows participating in events</p>	<p>#3</p> <p>Increased organization & resident cohort diversity</p>	
<p>Project Manager for Data Initiatives Ethan Tenison</p> <p>Senior Outreach Program Coordinator Sydney Padilla Wilburn</p>	<p>Provide CONNECT fellows and partner organizations with diversity, equity, and inclusion resources</p>	<p># Non-Fellows participating in events</p>		
<p>Project Manager for Data Initiatives Ethan Tenison</p> <p>Senior Outreach Program Coordinator Sydney Padilla Wilburn</p>	<p>Collect data to assess fellowship stipend equity</p>	<p># Organizations participating in events</p>	<p>See page 33 – 37 for the metrics we will use to operationalize and evaluate the program outcomes listed above.</p>	
<p>Senior Outreach Program Coordinator Sydney Padilla Wilburn</p>	<p>Provide scholarship opportunities for community organizations who are unable to pay the program fee</p>	<p>\$ Fellowship Assistance Program awarded to community organizations</p>		
<p>We are currently seeking funders for to support diversity, equity, and inclusion initiatives.</p>	<p>Provide resources to students who didn't get into the program</p>			

11. DEI Outcomes Evaluation Roadmap

Outcome #1: Increased student cohort diversity

Survey given to students at program start:

Primary College or School at UT	n	%
Cockrell School of Engineering		
College of Education		
College of Fine Arts		
College of Liberal Arts		
College of Natural Sciences		
College of Pharmacy		
Dell Medical School		
Intercollegial Program		
Jackson School of Geosciences		
LBJ School of Public Affairs		
McCombs School of Business		
Moody College of Communication		
School of Architecture		
School of Information		
School of Law		
School of Public Health		
School of Nursing		
Steve Hicks School of Social Work		

Survey given to students at program completion:

Graduate Program	n	%
Master's		
Doctoral		
Professional (MD, JD)		
Race/Ethnicity	n	%
Alaska Native		
American Indian		
Asian		
Black or African American		
Hispanic or Latina/o/x		
Native Hawaiian		
Pacific Islander		
White or Caucasian		
I prefer to specify		
I prefer not to share		

Survey given to students at program start:

Citizenship Status	n	%
Non-status Immigrant		
Non-US Citizen Permanent		
Resident		
Non-US Citizen Temporary		
Resident		
Refugee		
US Citizen		
I prefer to specify		
I prefer not to say		
Physical (Dis)Ability	n	%
Yes		
No		
I prefer not to share		

First-Generation Status	n	%
Yes		
No		
I prefer not to share		
Sexual Orientation	n	%
Asexual		
Bisexual		
Gay/Lesbian		
Heterosexual		
Pansexual		
Queer		
I prefer to specify		
I prefer not to share		
Mental (Dis)Ability	n	%
Yes		
No		
I prefer not to share		

Outcome #2: Positive student experiences in regard to their perception of the program’s commitment to diversity, equity, and inclusion

Survey given to students at program completion:

How would you rate experience with diversity in the program? Specifically, regarding...					
1	2	3	4	5	Average Scores
<i>Definitely not diverse</i>	<i>Probably not diverse</i>	<i>Possibly diverse</i>	<i>Probably diverse</i>	<i>Definitely diverse</i>	
Your student cohort					
The clients served at your matched organization					
The staff members at your matched organization					
The leadership at your matched organization					
The board of directors at your matched organization					

How would you rate experience with equity in the program? Specifically, regarding...					
1	2	3	4	5	Average Scores
<i>Definitely not equitable</i>	<i>Probably not equitable</i>	<i>Possibly equitable</i>	<i>Probably equitable</i>	<i>Definitely equitable</i>	
Access to resources from CONNECT staff					
Access to resources from your matched organization					
Your Fellowship Award amount					

How would you rate experience with inclusion in the program? Specifically, regarding...					
1	2	3	4	5	Average Scores
<i>Definitely not inclusive</i>	<i>Probably not inclusive</i>	<i>Possibly inclusive</i>	<i>Probably inclusive</i>	<i>Definitely inclusive</i>	
Interactions with fellow students					
Interactions with CONNECT staff					
Interactions with staff at your matched organization					

Outcome #3: Increased organization & resident cohort diversity

Survey given to the main point of contact for each organization upon program completion:

**Please select the social identities that make up a majority (approximately 50% or more) of each of the following groups:
Clients, Staff, and Board of Directors.**

Note: Historically marginalized social identities are combined in each social identity group in order to identify broad trends used to assess disproportionality. Monitoring proportionality is critical to ensuring that individuals from historically marginalized communities are present not only as program recipients but also as leaders within the organization who have decision making power regarding the programs and policies implemented by organizations and in turn, impacting the larger community.

Common social identity groups used to assess organizational diversity:	Approximate social identities primarily present at partner organizations (~50% or more)		
	Clients	Staff	Board
Race/Ethnicity			
White	~50% or more	~50% or more	~50% or more
Alaska Native, American Indian, Asian, Black or African American, Hispanic or Latino, Native Hawaiian, Pacific Islander, Racial/ethnic minority not listed here		~50% or more	
To the best of my knowledge, I do not know			
Gender Identity			
Men			
Women, Genderfluid, Non-binary, Trans Men, Trans Women, Gender minority not listed here	~50% or more	~50% or more	~50% or more
To the best of my knowledge, I do not know			

Survey given to the main point of contact for each organization upon program completion:

Sexual Orientation	Clients	Staff	Board
Bisexual, Gay, Lesbian, Pansexual, Queer, Trans, Sexual orientation minority not listed here			
Heterosexual			
To the best of my knowledge, I do not know	~50% or more	~50% or more	~50% or more

Citizenship Status	Clients	Staff	Board
Non-status immigrant, Refugee, Non-US citizen permanent or temporary resident			
US citizen	~50% or more	~50% or more	~50% or more
To the best of my knowledge, I do not know			

Physical (Dis)Ability Status	Clients	Staff	Board
No physical disability		~50% or more	
One or more physical disabilities			
To the best of my knowledge, I do not know	~50% or more	~50% or more	~50% or more

Mental (Dis)Ability Status	Clients	Staff	Board
No mental disability			
One or more mental disabilities			
To the best of my knowledge, I do not know	~50% or more	~50% or more	~50% or more

Section C: Acknowledgements

12. Funders



Michael & Susan Dell
FOUNDATION

St David's
FOUNDATION

BILL WOOD
FOUNDATION 

13. Faculty & Staff



Assistant Professor
R. Patrick Bixler, Ph. D



Associate Director
Moira Porter



Program Manager
Alyssa Studer



Project Manager for Data Initiatives
Ethan Tenison



Senior Outreach Program Coordinator
Sydney Padilla Wilburn

14. About the CONNECT Fellow Evaluator

Amanda comes from a low-income Latino community where many of her immediate family, friends, and community members have undiagnosed severe mental illness which led her to pursue a Bachelor of Arts in Psychology at Trinity University. In 2017, Amanda graduated Cum Laude and received the Roman M. Lubetzky KINDness Award, the most prestigious Student Leadership Award at Trinity University, which recognized one student out of the graduating class of over 600 students with a \$5,900 award for demonstrating the virtue of kindness, as well as a high level of scholarship.



Upon graduating from Trinity, Amanda joined the College Advising Corps and served as a college advisor at McCollum High School, located in a primarily low-income and Latino community. Amanda became a college advisor because in her senior year of high school, her College Advising Corps college advisor went above and beyond to assist her in not only applying to colleges and scholarships, but in being her number one supporter during the entire process. During her time at McCollum, Amanda received the Joseph B. Whitehead Educator of Distinction Award, a national recognition for assisting in the personal and educational growth of a student mentee who was selected as one of 150 students in the U.S. inducted as a 2018 Coca-Cola Foundation Scholar. Additionally, Amanda was selected as one of nine college advisers in the country to be recognized for outstanding dedication, passion, excellent service to students, and ingenuity while serving as a College Advising Corps member. She was also one of eight college advisers in the country to speak at the 2018 College Advising Corps – Adviser Forum West, to share her story of how she overcame injustices and the importance of treating others with kindness and humility.

It was during her time supporting her students as a near-peer mentor that she realized that she was not alone in her experience as a transition-aged youth navigating major personal, familial, and communal mental health challenges. Upon completion of her College Advising Corps service, Amanda began the Master of Science in Social Work program at The University of Texas at Austin’s Steve Hicks School of Social Work. During her time in the program, Amanda proactively sought professional development opportunities in order to gain the skills necessary to come back to San Antonio upon graduation equipped to organize a Youth Mental Health Art Council. Of those opportunities included being a 3-time CONNECT participant where she served local nonprofits, Multicultural Refugee Coalition and Todos Juntos, in creating logic models and data collection tools. In her final year of graduate school, Amanda was selected to complete the CONNECT program’s first Diversity, Equity, and Inclusion, and Program Outcomes evaluation, which resulted in logic models and their associated evaluation measures.

In conjunction with her Administration and Policy Practice Capstone project, and Graduate Research Assistantship at Dell Medical School, Amanda has strategically partnered with Bexar County’s Health Collaborative to develop the Youth Mental Health Art Council which is a grassroots effort to organize transition-aged youth, young adults, parents, community leaders, and social service providers who are interested in combining art and mental health advocacy to improve the life outcomes of transition-aged youth across the city of San Antonio.