

## 2021 Supporting Youth and Young Adults for Success RFP HSD’s Results-Based Accountability Framework & Theory of Change

The Human Services Department (HSD) has developed a results-driven investment strategy modeled after Results Based Accountability (RBA).<sup>1</sup> RBA helps HSD move from ideas to action and ensure that the department’s work is making a real difference in the lives of vulnerable people. This framework also helps ensure that HSD is a highly functional, accountable agency that is leading the way toward addressing community disparities.

The RBA Framework helps HSD to:

- **DEFINE** results for the department’s investments
- **ALIGN** the department’s financial resources to the results
- **EVALUATE** result progress to ensure return on investment

HSD has developed a **Theory of Change** for funding processes to ensure that data informs our investments – particularly around addressing disparities – and shows the logical link between the desired results, indicators of success, racial equity goals based on disparity data, strategies for achieving the desired results, and performance measures.

In 2018, HSD, as directed by [Ordinance 125474](#), began identifying gender disparity data and included gender equity goals funding processes. See below for the Theory of Change that informs this funding process.

All investments resulting from this funding opportunity will demonstrate alignment with HSD’s theory of change towards achieving the desired result of: All youth in Seattle successfully transition to adulthood.

Theory of Change: 2021 Supporting Youth and Young Adult for Success RFP		
	Theory of Change Term	Definition & Action
<b>Population Accountability</b>	Population	<i>Who we want to impact</i>
	HSD Population	103,000 youth ages 14 – 24 years In Seattle
	Priority Population	<ul style="list-style-type: none"> <li>• Low-income youth</li> </ul>
	Desired Result	<i>What we want to achieve in the community</i> Preparing youth for success <ul style="list-style-type: none"> <li>• All youth in Seattle successfully transition to adulthood</li> </ul>
	Indicator(s)	<i>How we know if the desired result was achieved; it describes the wellbeing of the population</i>
	HSD Indicator(s)	<ul style="list-style-type: none"> <li>• % of high school graduates earning the average median income eight years after high school graduation</li> <li>• % of middle and high schoolers with a trusted adult to talk to</li> </ul>

<sup>1</sup> Friedman, M. (2005). *Trying Hard Is Not Good Enough: How to Produce Measurable Improvements for Customers and Communities*. FPSI Publishing.

<b>Racial Equity Population Accountability</b>	Racial Disparity Indicator Data	<p><i>Data depicting socioeconomic disparities and disproportionality between racial/ethnic populations</i></p> <p>Median earnings of Seattle youth with high school diplomas five years after graduation.<sup>2</sup> Fifty percent (50%) of the area median income for 2020 is \$56,650.<sup>3</sup></p> <ul style="list-style-type: none"> <li>• Black/African American: \$18,800</li> <li>• Native American/Alaska Native: \$22,400</li> <li>• Native Hawaiian/Other Pacific Islander: \$22,500</li> <li>• White: \$23,100</li> <li>• Hispanic/Latino: \$25,000</li> <li>• Asian: \$26,000</li> </ul>
		<p>% of middle and high schoolers in Seattle with a trusted adult to talk to.<sup>4</sup></p> <ul style="list-style-type: none"> <li>• 62% of Native Hawaiian/Pacific Islander</li> <li>• 65% of Hispanic/Latino</li> <li>• 66% of Black/African American</li> <li>• 69% of Asian</li> <li>• 73% of Two or more races</li> <li>• 80% of American Indian/Alaska Native</li> <li>• 87% White</li> </ul>
	Focus Population	<p><i>Which race/ethnic groups within the priority population show the highest disparities</i></p> <ul style="list-style-type: none"> <li>• Black/African American</li> <li>• Native American/Alaska Native</li> <li>• Native Hawaiian/Pacific Islander</li> <li>• Hispanic/Latino</li> <li>• Asian</li> </ul>
<b>Program Accountability</b>	Population-Level Racial Equity Goal(s)	<p><i>What we want to achieve in the focus population</i></p> <ul style="list-style-type: none"> <li>• % of Black/African American, Native American/Alaska Native and Native Hawaiian/Pacific Islander high school graduates earn the area median income five years after graduation</li> <li>• % of Native Hawaiian/Pacific Islander, Hispanic/Latino, Black/African American and Asian middle and high schoolers in Seattle with a trusted adult to talk to</li> </ul>
	Strategy	<p><i>What works to improve the wellbeing of the population</i></p> <ul style="list-style-type: none"> <li>• Supportive Services: services that nurture and cultivate the strengths of youth and young adults of color as they transition to the next stage of their lives.</li> </ul>
	Performance Measures	<p><i>How we know how well a program, agency, or service is doing</i></p>

<sup>2</sup> Education Research & Data Center. *High School Graduate Outcomes*. Retrieved from <https://erdc.wa.gov/data-dashboards/high-school-graduate-outcomes>

<sup>3</sup> Office of Policy Development & Research (PD&R). *2020 Income Limits*. Retrieved from <https://www.huduser.gov/portal/datasets/il/il2020/2020summary.odn>

<sup>4</sup> Washington State Department of Health and Human Services. *Washington State Healthy Youth Survey (YHS)*. Average 2016 & 2018.

		<ol style="list-style-type: none"> <li>1. <b>Quantity</b> <ul style="list-style-type: none"> <li>• # of unduplicated low-income youth and young adults enrolled in program by race/ethnicity</li> </ul> </li> <li>2. <b>Quality</b> <ul style="list-style-type: none"> <li>• Ratio of staff to youth and young adults</li> <li>• % of youth and young adults reporting feeling safe/supported by staff</li> </ul> </li> <li>3. <b>Impact</b> <ul style="list-style-type: none"> <li>• % of youth and young adults reporting healthy coping and problem-solving skills</li> <li>• % of youth and young adults reporting higher self-esteem</li> <li>• % of youth and young adults obtaining skills/experience relevant to their specific career interests</li> </ul> </li> <li>4. <b>Racial Disparity Performance Measures</b> <ul style="list-style-type: none"> <li>• % of focus population reporting healthy coping and problem-solving skills</li> <li>• % of focus population reporting higher self-esteem</li> <li>• % of focus population obtaining skills/experience relevant to their specific career interests</li> </ul> </li> </ol>
	Racial Equity Performance Measures	<p><i>How we know how well a program, agency, or service is doing to address racial disparities</i></p> <ul style="list-style-type: none"> <li>• % of focus population* reporting healthy coping and problem-solving skills</li> <li>• % of focus population* reporting higher self-esteem</li> <li>• % of focus population* obtained skills/experience relevant to their specific career interests</li> </ul> <p>*focus population = Black/African American, Native American/Alaska Native, Native Hawaiian/Pacific Islander, Hispanic/Latino and Asian.</p>