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| **HSD Theory of Change** |

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|  | **Theory of Change Term**  | **Definition** **& Action**   |
| **Population Accountability** | Population | All people who live, learn, work, and take part in the community in Seattle. |
| Priority PopulationFocus Population | Individuals most at risk for Gender-Based Violence in Seattle. Women, LGBTQIA+, People living with disabilities, Immigrants/Refugees, Limited English speakers, Youth/Young Adults.Black/African Americans, American Indian/Alaskan Native, Asian Americans/Pacific Islanders (AAPI), Latinx/Hispanic |
| Desired Result | All people in Seattle are free from Gender-Based Violence. |
| Indicator(s) | **% Seattle households at or below Federal Poverty Level** **% Seattle adolescents with an adult they can talk with** |
|  **Racial Equity Population Accountability** | Racial Disparity Indicator Data | **% of Seattle households at or below Federal Poverty Level, by race**[[1]](#footnote-2):* 22% American Indian/Alaska Native
* 13% Asian
* 24% Black/African American/ African Descent
* 15% Hispanic/Latinx
* 10% Native Hawaiian/Pacific Islander
* 11% Two or More Races
* 7% White, Non-Hispanic

**% Seattle adolescents with an adult they can talk with, by race**[[2]](#footnote-3)* 76% American Indian/Alaska Native
* 65% Asian
* 65% Black/African American/ African Descent
* 56% Hispanic/Latinx
* 65% Native Hawaiian/Pacific Islander
* 72% Two or More Races
* 86% White, Non-Hispanic
 |
| Population-Level Racial Equity Goal(s)  | Seattle’s Black/African American, American Indian/Alaskan Native, Asian American/Pacific Islander (AAPI), and Latinx/Hispanic households do not experience poverty. Seattle’s Black/African American, American Indian/Alaskan Native, Asian American/Pacific Islander (AAPI), and Latinx/Hispanic adolescents have an adult they can talk with. |
| **Program Accountability** | Strategies | **1. Education Programming for Youth**Implement activities targeting youth ages 10-18 to address and change social norms and conditions in which GBV happens, building healthy relationships skills and increase positive support networks.1. **2. Building Community Resiliency**

Community-led activities designed to address and change social norms and conditions in which GBV happens and in a context that is relevant, effective, and meaningful to the community’s needs. |
| Performance Measure | 1. **Education Programming for Youth**

**Quantity:** # of youth participating in GBV prevention programs # of youth assessed/surveyed # of GBV prevention activities conducted **Quality:**  % of youth who completed the GBV prevention activity % of youth state they are satisfied with the GBV prevention activity**Impact:**  % of youth that report having two action items to prevent GBV 1. **Building Community Resiliency**

**Quantity:** # of individuals participating in GBV prevention programs # of individuals at risk for GBV assessed/surveyed # of GBV prevention activities conducted**Quality:**  % of individuals who completed GBV prevention programs % of individuals state they are satisfied with the GBV prevention program**Impact:**  % of individuals who report an increased feeling of belonging and connection to community % of individuals who demonstrated an increase in GBV protective factors |
| Racial Equity Performance Measures | **Education Programming for Youth and Building Community Resiliency with people who identify as Black, African American; American Indian/Native Alaskan; Asian American/Pacific Islanders; or Latinx/Hispanic**1. **Education Programming for Youth**

**Quantity:** # of youth participating in GBV prevention programs # of youth assessed/surveyed # of GBV prevention activities conducted **Quality:**  % of youth who completed the GBV prevention activity % of youth state they are satisfied with the GBV prevention activity **Impact:**  % of youth that report having two action items to prevent GBV1. **Building Community Resiliency**

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1. Source: U.S. Census Bureau American Community Survey Avg. 2017-2021 [↑](#footnote-ref-2)
2. Source: Washington Youth Healthy Avg. 2018 & 2021 [↑](#footnote-ref-3)