

HSD Theory of Change

	Theory of Change Term	Definition & Action
Population Accountability	Population	All people who live, learn, work, and take part in the community in Seattle.
	Priority 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.
	Focus Population	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 race¹: <ul style="list-style-type: none"> • 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 race² <ul style="list-style-type: none"> • 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 household(s) do not experience poverty.

¹ Source: U.S. Census Bureau American Community Survey Avg. 2017-2021

² Source: Washington Youth Healthy Avg. 2018 & 2021

		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	<p>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.</p> <p>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.</p>
	Performance Measure	<p>1. Education Programming for Youth</p> <p>Quantity: # of youth participating in GBV prevention programs # of youth assessed/surveyed # of GBV prevention activities conducted</p> <p>Quality: % of youth who completed the GBV prevention activity % of youth state they are satisfied with the GBV prevention activity</p> <p>Impact: % of youth that report having two action items to prevent GBV</p> <p>2. Building Community Resiliency</p> <p>Quantity: # of individuals participating in GBV prevention programs # of individuals at risk for GBV assessed/surveyed # of GBV prevention activities conducted</p> <p>Quality: % of individuals who completed GBV prevention programs % of individuals state they are satisfied with the GBV prevention program</p> <p>Impact: % of individuals who report an increased feeling of belonging and connection to community % of individuals who demonstrated an increase in GBV protective factors</p>
	Racial Equity Performance Measures	<p>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</p>

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