



King County

Department of Community & Human Services | Children, Youth, and Young Adult Division
Performance Measurement & Evaluation

RESTORATIVE COMMUNITY PATHWAYS PERFORMANCE MEASUREMENT PLAN

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I. INTRODUCTION

The Restorative Community Pathways Performance Measurement Plan (PMP) was jointly developed between King County DCHS, RCP providers, and the RCP Youth Steering Committee. It includes reporting requirements, learning activities, performance measures, and narrative questions for RCP providers. Additional data collection and evaluation activities may take place beyond the performance measurement outlined in this plan. This plan is subject to change based on input and learnings throughout the duration of the program.

II. PROGRAM INFORMATION

See contract exhibits for additional program activities and requirements, including contract milestones and expectations related to continuous quality improvement.

Restorative Community Pathways (RCP) is a comprehensive, community-led process that divests funds and services from the current juvenile legal system, which is racially disproportionate and often harmful. RCP invests in a community-driven support system that leads with racial equity and care for the young people, their families, the Community Members who experienced harm, and the community. The RCP process is largely informed and designed by the RCP Workgroups.

The RCP model is rooted in Restorative Justice and moves beyond the victim-perpetrator dichotomy by acknowledging and honoring the harm experienced by every person engaged in RCP. RCP seeks to provide healing and restoration for all parties and empower those harmed, giving voice to their needs. The RCP model additionally offers financial compensation through the Compensation Fund.

The **King County Prosecuting Attorney's Office (PAO)** refers eligible young people to the **RCP Consortium**, rather than involving them in the juvenile legal system. Members of the RCP Consortium serve as Community Navigators and design support services to respond to and meet the individualized needs of both the youth and the community members who experienced harm. The services help young people and their families meet their goals, promote healing for community members who experienced harm, and offer payment from a restitution/compensation fund. Through this community-led accountability and restoration process, survivors have a voice in their healing process, and young people have an opportunity to engage in meaningful accountability for harm they have caused, without being pushed into the juvenile legal system.

RCP is steered by a collective of youth from across King County known as the **Youth Steering Committee**. The Committee partners with the RCP Consortium to serve as the decision-making body of RCP. RCP is grounded in the following principles:

1. This work is about centering healing not punishment.



2. This work is about removing power from the County and returning it to communities - it is a move towards getting rid of the criminal system.
3. This work is about undoing the culture of white supremacy, colonialism, cis-hetero-patriarchy, and all other forms of oppression.
4. This work is centering the agency and liberation of youth.
5. This work is about building, and holding accountable, caring relationships.

III. PERFORMANCE MEASUREMENT AND LEARNING ACTIVITIES

See contract exhibits for additional contract monitoring or invoicing deadlines and requirements.

The table below includes **reporting requirements** as well as **performance measurement and learning activities**. King County staff are responsible for managing, analyzing, and sharing back data with stakeholders. Each RCP provider is responsible for providing regular quantitative and qualitative data about program activities, as well as engaging in continuous quality improvement (CQI) to facilitate shared learning.

Reporting Requirements				
Activity	Timeframe	Description	Role	RCP Providers
Quantitative data	Quarterly, due on: <ul style="list-style-type: none"> • April 15th (Quarter 1, Jan-March) • July 15th (Quarter 2, April-June) • October 15th (Quarter 3, July-Sept) • January 15th (Quarter 4, Oct-Dec) 	Submitted via email on Excel spreadsheets. Reports include information about the demographics of people served, activities of the program, and participant outcomes. See Appendix A for more details.	King County will provide the reporting template and instructions for submitting. Each RCP provider is responsible for completing and submitting the reports quarterly.	All



Narrative data¹	Quarterly, due on: <ul style="list-style-type: none"> April 15th (Quarter 1, Jan-March) July 15th (Quarter 2, April-June) October 15th (Quarter 3, July-Sept) January 15th (Quarter 4, Oct-Dec) 	Submitted via Survey Monkey. Narratives include information about achievements, celebrations, challenges, and learnings about the program. See Appendix B for a list of narrative questions.	King County will provide the narrative template and instructions for submitting. Each RCP provider is responsible for completing and submitting the narratives.	All
Performance Measurement & Learning Activities²				
Activity	Timeframe	Description	Role	RCP Providers
Data learning circles	Quarterly, approximately one month after reporting deadline: <ul style="list-style-type: none"> Mid-May, 2022 Mid-August, 2022 Mid-November, 2022 Mid-February, 2023 	RCP will gather quarterly, about one month after data and narratives have been submitted, to discuss learnings and takeaways from the data.	King County DCHS is responsible for sharing back data and facilitate meetings as needed. These meetings are highly encouraged but not required for providers.	All

¹ Beginning Quarter 3 2022, RCP internal team will submit a narrative to capture system-level information.

² This section includes learning activities between Restorative Community Pathways providers and King County DCHS. Additional activities with an external evaluator selected by RCP may be added as needed.



IV. PERFORMANCE MEASURES

Performance measures were jointly developed with the RCP providers, the Youth Steering Committee, and King County staff and may be revised at any time. When possible, measures will be disaggregated by participant demographics – including race, age, gender identity, and zip code.

Type	Performance Measure	Data Elements Needed	Notes
How much did we do?	Number of <u>youth/young adults</u> referred to RCP	<ul style="list-style-type: none"> Referral Date Acceptance Date Returned Date No Consent Date 	King County Prosecuting Attorney’s Office (PAO) sends monthly report to DCHS PME. Data are incorporated into quarterly reports.
	Number of <u>community members who experienced harm</u> referred to RCP	<ul style="list-style-type: none"> Referral Date 	King County Prosecuting Attorney’s Office (PAO) sends monthly report to DCHS PME. Data are incorporated into quarterly reports.
	Number of <u>youth/young adults</u> served by RCP	<ul style="list-style-type: none"> Total number served Referral Source 	Reported quarterly by RCP providers. Measure will be disaggregated by demographic information and referral source, when possible.
	Number of <u>community members who experienced harm</u> served by RCP	<ul style="list-style-type: none"> Total number served Referral Source 	Reported quarterly by RCP providers. Measure will be disaggregated by demographic information and referral source, when possible.
	Harmed Party/Restitution Funds distributed	<ul style="list-style-type: none"> Funds distributed (\$) Number of fund recipients 	Reported quarterly by RCP or contracted provider.
	Youth and Family Funds distributed	<ul style="list-style-type: none"> Funds distributed (\$) Number of fund recipients 	Reported quarterly by RCP or contracted provider.
How well did we do it?	Percent of <u>youth/young adults</u> satisfied with programming	<ul style="list-style-type: none"> # Satisfied # Enrolled or # Assessed for satisfaction 	Reported quarterly or as outcomes are available.
	Percent of <u>youth/young adults</u> regularly engaging in programming	<ul style="list-style-type: none"> # Engaged # Enrolled or # Assessed for engagement 	Reported quarterly or as outcomes are available.



Type	Performance Measure	Data Elements Needed	Notes
	Percent of <u>youth/young adults</u> whose basic needs are met	<ul style="list-style-type: none"> # with Basic Needs met # Enrolled or # Assessed for Basic Needs 	Reported quarterly or as outcomes are available. RCP has defined Basic Needs as the following: "Supporting [participants] in accessing basic needs such as housing and rent support, bill payments, groceries, clothing, mental and physical health services, and other needs."
	Percent of <u>community members who experienced harm</u> satisfied with programming	<ul style="list-style-type: none"> # Satisfied # Enrolled or # Assessed for satisfaction 	Reported quarterly or as outcomes are available.
	Percent of <u>community members who experienced harm</u> regularly engaging in programming	<ul style="list-style-type: none"> # Engaged # Enrolled or # Assessed for engagement 	Reported quarterly or as outcomes are available.
	Percent of <u>community members who experienced harm</u> whose basic needs are met	<ul style="list-style-type: none"> # with Basic Needs met # Enrolled or # Assessed for Basic Needs 	Reported quarterly or as outcomes are available. RCP has defined Basic Needs as the following: "Supporting [participants] in accessing basic needs such as housing and rent support, bill payments, groceries, clothing, mental and physical health services, and other needs."
How are participants better off?	Percent of <u>youth/young adults</u> meeting a goal identified in their action plan	<ul style="list-style-type: none"> # Meeting Goal # Enrolled or # Assessed for Meeting Goal 	Reported quarterly or as outcomes are available. Goals are typically self-defined by participants and collected through case notes or check-ins with staff. Examples of goals met include improved relationship with a family member, obtaining an ORCA card, improved school attendance, enrolling in behavioral health services.
	Percent of <u>youth/young adults</u> developing a positive identity	<ul style="list-style-type: none"> # with Positive Identity # Enrolled or # Assessed for Positive Identity 	Reported quarterly or as outcomes are available. Positive identity can be assessed through conversations, surveys, or group dialogues. This will vary by provider.



Type	Performance Measure	Data Elements Needed	Notes
	Percent of <u>youth/young adults</u> increasing connection or belonging to their community	<ul style="list-style-type: none"> # with Increased Connection # Enrolled or # Assessed for Increased Connection 	Reported quarterly or as outcomes are available. Connection can be assessed through conversations, surveys, or group dialogues. This will vary by provider.
	Percent of <u>youth/young adults</u> gaining skills	<ul style="list-style-type: none"> # with Skills Gained # Enrolled or # Assessed for Skills Gained 	Reported quarterly or as outcomes are available. Examples of skills gained include relationship, accountability, and communication skills. This will vary by provider.
	Percent of <u>community members who experienced harm</u> meeting a goal identified in their action plan	<ul style="list-style-type: none"> # Meeting Goal # Enrolled or # Assessed for Meeting Goal 	Reported quarterly or as outcomes are available. Goals are typically self-defined by participants and collected through case notes or check-ins with staff. Examples of goals met include improved relationship with a family member, obtaining an ORCA card, improved school attendance, enrolling in behavioral health services.
	Percent of <u>community members who experienced harm</u> developing a positive identity	<ul style="list-style-type: none"> # with Positive Identity # Enrolled or # Assessed for Positive Identity 	Reported quarterly or as outcomes are available. Positive identity can be assessed through conversations, surveys, or group dialogues. This will vary by provider.
	Percent of <u>community members who experienced harm</u> increasing connection or belonging to their community	<ul style="list-style-type: none"> # with Increased Connection # Enrolled or # Assessed for Increased Connection 	Reported quarterly or as outcomes are available. Connection can be assessed through conversations, surveys, or group dialogues. This will vary by provider.
	Percent of <u>community members who experienced harm</u> gaining skills	<ul style="list-style-type: none"> # with Skills Gained # Enrolled or # Assessed for Skills Gained 	Reported quarterly or as outcomes are available. Examples of skills gained include relationship, accountability, and communication skills. This will vary by provider.



APPENDIX A: DATA ELEMENTS DICTIONARY

RCP providers will collect, maintain, and analyze the necessary information from program participants and services to accurately report performance measure numbers. The County may provide technical assistance and/or capacity building for data and evaluation, including how to best to collect and report these data elements. Please reach out to your evaluator or King County program managers if support is needed.

Demographic Data Element	Instructions	Response Options
Referral Source	Enter if the participant was referred by the Prosecuting Attorney’s Office (PAO) or through the community.	PAO Community
Age – youth participants	Enter the participants’ age using the following categories.	12-14 15-17 18-21 22+ Prefer not to say Unknown
Age – harmed party participants	Enter the participants’ age using the following categories.	5-11 12-14 15-17 18-24 25-54 55+ Prefer not to say Unknown
Gender Identity	Enter the participants’ gender identity using the following categories. Participants with multiple genders may be reported in more than one row. This category may add to more than the overall total. Use the write-in fields as needed.	Female/woman Male/man Non-binary Transgender Two-spirit Prefer not to say Unknown



Demographic Data Element	Instructions	Response Options
		[optional write-in fields]
Race	Enter the participants' race using the following categories. Participants with multiple racial identities may be reported in more than one row. This category may add to more than the overall total. Use the write-in fields as needed.	American Indian or Alaska Native Asian or Asian-American Black, African, or African-American Latina/o/x Middle Eastern or North African Native Hawaiian or Pacific Islander White Prefer not to say Unknown [optional write-in fields]
Zip Code	Enter the participants' zip code using one row per unique zip code. Add more rows as needed to include all zip codes.	List of zip codes "Unknown" category as needed

How Well and Better Off Performance Measures		
Measure Name	Numerator	Denominator
Percent (%) of <u>youth/young adults</u> satisfied with programming	Total satisfied	Total assessed OR enrolled
Percent (%) of <u>youth/young adults</u> regularly engaging in programming	Total engaged	Total assessed OR enrolled
Percent (%) of <u>youth/young adults</u> whose basic needs are met	Total whose basic needs are met	Total assessed OR enrolled
Percent (%) of <u>community members who experienced harm</u> satisfied with programming	Total satisfied	Total assessed OR enrolled
Percent (%) of <u>community members who experienced harm</u> regularly engaging in programming	Total engaged	Total assessed OR enrolled
Percent (%) of <u>community members who experienced harm</u> whose basic needs are met	Total whose basic needs are met	Total assessed OR enrolled



How Well and Better Off Performance Measures		
Measure Name	Numerator	Denominator
Percent (%) of <u>youth/young adults</u> meeting a goal identified in their action plan	Total meeting a goal	Total assessed OR enrolled
Percent (%) of <u>youth/young adults</u> developing a positive identity	Total with a positive identity	Total assessed OR enrolled
Percent (%) of <u>youth/young adults</u> increasing connection or belonging to their community	Total increasing connection	Total assessed OR enrolled
Percent (%) of <u>youth/young adults</u> gaining skills	Total gaining skills	Total assessed OR enrolled
Percent (%) of <u>community members who experienced harm</u> meeting a goal identified in their action plan	Total meeting a goal	Total assessed OR enrolled
Percent (%) of <u>community members who experienced harm</u> developing a positive identity	Total with a positive identity	Total assessed OR enrolled
Percent (%) of <u>community members who experienced harm</u> increasing connection or belonging to their community	Total increasing connection	Total assessed OR enrolled
Percent (%) of <u>community members who experienced harm</u> gaining skills	Total gaining skills	Total assessed OR enrolled



APPENDIX B: NARRATIVE REPORT QUESTIONS

Narrative reports are submitted quarterly (every 3 months) via Survey Monkey. The link to submit will be provided by your King County Evaluator or Program Manager about one month prior to the submission due date. It is recommended that providers save their responses in a separate document and copy/paste into Survey Monkey, as you cannot save the survey and return where you left off.

In addition to performance measures, narrative data will provide context and nuance to complement performance measures and describe program activities. Themes from narrative reports may inform best practices, action steps, and/or facilitate shared learning among providers.

Instructions: Please answer the following questions about the past 3 months of programming.

Number	Question	Notes
1	What <u>changes</u> have you made within your program or organization to enhance the connection and agency of young people, families, and communities? If no significant changes were made, please share what helped you sustain the work.	Examples: formed partnership with new organizations; expanded program capacity to reach new populations; drafting a policy to eliminate harmful practices; designing a new process for linking young people with supports.
2	Please provide an example of something your team <u>celebrated</u> alongside the community you work with.	Examples: achieving a program goal or positive feedback from a participant.
3	If your program or program outcomes were impacted, please explain how this <u>challenge</u> impacted them.	Examples: reasons participants aren't able to meet their goals; systemic barriers impacting your program; organizational processes you want to change.
4	What is the <u>story</u> you would like to tell about your program and its impact in King County communities?	Incorporate any types of data: numbers, stories, narratives, videos, or other forms of information and knowledge that your community values.