

Measures of Success: A Measurement Framework for Children's Cabinets

PLANNING WORKBOOK

IN THIS WORKBOOK

Page 2 – Rubric: Committed Leadership

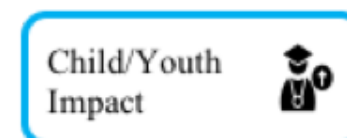
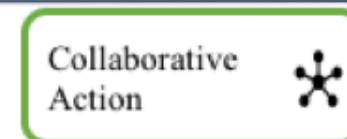
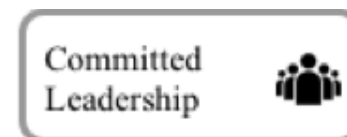
Page 3 – Rubric: Investment & Sustainability

Page 4 – Throughline: Collaborative Action, Access & Participation, Child/Youth Impact (with example)

Page 5 – Implementation Plan (Collaborative Action)

Pages 6-8 – Data Collection Plan (Access & Participation, Child/Youth Impact)

Email Bridget_rodriguez@gse.harvard.edu and Lynne_Sacks@gse.harvard.edu with any questions or suggestions.





RUBRIC

Instructions: Highlight the stage that best represents your community. In the “evidence” box, provide bullet-level evidence of that determination.

	Establishing	...and Developing	...and Mature	Evidence	Next Steps
<i>Governance</i>	Cabinet , including executives from critical agencies and organizations serving children, youth & families, has been formally established , including through MOUs.	Members’ roles, obligations, and planned contributions to the work are clearly articulated.	Formalized meeting processes foster participation, discussion and decision-making.	<ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • •
<i>Vision</i>	Cabinet has articulated a shared vision that frames, bounds, and communicates its purpose and agenda.	Cabinet has published a report to the community that articulates the shared vision and agenda , along with measurable goals and focused strategies .	Cabinet has published updates to the community, including a public-facing dashboard documenting progress toward goals .	<ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • •
<i>Operations</i>	Cabinet meetings are scheduled in advance & well-attended by the Mayor, Superintendent, & other critical agency/organization leaders (or senior proxies).	Cabinet meetings are clearly structured, well-facilitated, and productive .	Established communication mechanisms facilitate coordination, collaboration, and progress between Cabinet meetings.	<ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • •
<i>Data</i>	Cabinet has identified indicators, baselines, and targets for each child-facing initiative, aligned to the Measures of Success framework.	Cabinet has established a data collection protocol , including individuals responsible. Data collection is underway and on-track.	Cabinet has routinized the review, discussion, and use of Measures of Success. Plans exist for to support formative and summative evaluations of key strategies.	<ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • •

Investment & Sustainability 

RUBRIC

Instructions: Highlight the stage that best represents your community. In the “evidence” box, provide bullet-level evidence of that determination.

	Establishing	...and Developing	...and Mature	Evidence	Next Steps
<i>Financial Support</i>	Cabinet has documented a budget and fundraising plan , with personnel dedicated to fundraising.	Some public and private funding has been secured, as well as strategic and in-kind support .	The work is fully funded for 3-5 years through diverse funding sources.	<ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • •
<i>Execution Infrastructure</i>	A subset of individuals , perhaps from a small number of agencies or organizations, lead and execute the bulk of the work.	Working groups are clearly structured, functioning, and productive .	Established backbone organization with dedicated staff to support facilitation, data collection, & communication management.	<ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • •
<i>Implementation Strategy</i>	Key initiatives are identified or underway.	There is a documented implementation plan with clearly identified activities, roles, and timelines , includes responsibilities for all participating Cabinet agencies and institutions.	Has established a structure to support collaboration to execute plan and report and discuss progress at the Cabinet level.	<ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • •
<i>Movement Building</i>	Cabinet has established a plan to communicate and mobilize stakeholders around its efforts.	Effectively and regularly communicates to the community in ways that mobilize action .	Community members are regularly and actively engaged in advancing the agenda.	<ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • •




THROUGHLINE

Instructions:

- Identify 1-3 child- or family-facing initiatives; this may be a continuation of existing work, or launch of new initiatives. For each initiative, identify 1-3 key strategies or actions, at least 1 *Access & Participation* indicator, and at least 1 *Child/Youth Impact* indicator. Note with a Y/N whether that indicator will be disaggregated by subgroup.

GOALS Identify the high-level student outcome you seek to improve.	Identify 1-3 child/family-facing initiatives	Name 1-3 key strategies/actions for that initiative	Identify 1 -3 indicator to measure increased access or participation as a result of initiative.	Student subgroup data? (Y/N)	Identify 1 -3 indicator to measure improved student outcomes	Student Subgroup data? (Y/N)
<i>Example:</i> Improve student literacy	Expand Out-of-School Time Learning	Audit summer and afterschool opportunities				
		Establish new partnerships with afterschool partners	# of formalized partnerships	Example: N		
		Expand number of summer school seats	1. # of available summer school seats 2. # of students enrolled	1. N 2. Y	% students experiencing summer reading loss >5 percent points	Y


Collaborative
Action 

IMPLEMENTATION PLAN

Instructions: For each initiative and key strategies or actions defined in the Throughline Worksheet, name the agency that owns that work, as well as the targeted implementation date.

Initiatives	Key strategies/actions	Implementation Lead	Targeted implementation Date (e.g. Year 1, Quarter 1)
Initiative 1			
Initiative 2			
Initiative 3			

Access & Participation 

Child/Youth Impact 

DATA COLLECTION PLAN

Instructions: For each indicator identified on the Throughline Worksheet, identify the baseline, targets, and agency owner for that indicator.

- In the first column, provide the definition of/details for the indicator. This should provide any necessary specificity, including the age span.
- Provide a row of baselines and targets for all students and for any student groups.
- The agency data owner is the person responsible and knowledgeable about the data definition/collection process, can answer questions about this indicator, and is responsible for providing this data.

Indicator (Indicator Definition/Details)	Student Subgroup	Baseline	Target (May 2019)	Target (May 2020)	Target (May 2021)	Agency Data Owner
<i>Example:</i> Percent of middle school students that are chronically absent. Definition/Details: Percent of District 6-8 students who were absent more \geq 18 days	English language learners	13%	12.5%	12.0%	11.5%	John Smith john_smith@district.gov
	Students with disabilities	15.5%	14.5%	14.0%	13.5%	John Smith john_smith@district.gov
	Students with low socioeconomic status	17%	16.5%	16%	15.5%	John Smith john_smith@district.gov

