



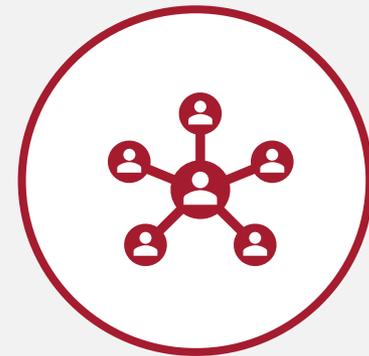
Measures of Success

A Measurement Framework for
Children's Cabinets

THE PROMISE OF CHILDREN'S CABINETS

Schools alone cannot address all the factors that lead to negative outcomes for children.

It takes a coordinated, system-wide approach to make real change.



To overcome widespread inequity in supports, opportunities, and outcomes for children, all children should have **access to personalized systems of support and opportunity** starting in early childhood and throughout a developmental pathway that builds student engagement and agency while **preparing them for success** in higher education and careers.

Children's Cabinets are uniquely positioned to act as a high-level mechanism to coordinate services. These cabinets are typically chaired by the mayor, co-chaired by the superintendent or another city leader, and includes representation from health and social services and other government and community organizations.

Mayors can use a Children's Cabinet to **convene leaders** of child-serving organizations inside and outside of government, **leveraging their collective power and resources** to assist communities in constructing a cradle to career pipeline designed to meet children's needs inside and outside of school.

THE NEED FOR A BETTER MEASUREMENT FRAMEWORK

Typical metrics don't account for the complexities of systemic, cross-sector efforts or the different stages of implementation. The Measures of Success framework enables Children's Cabinets to connect **collaborative action** to different kinds of **impact**.

It **can tell a story** about each community's systems-level work to better serve children and youth across multiple initiatives.



It can **improve collaboration and shared capacity** to collect and use data for effective decision making.

It can **provide accessible, user-friendly information** for **internal and external accountability**.

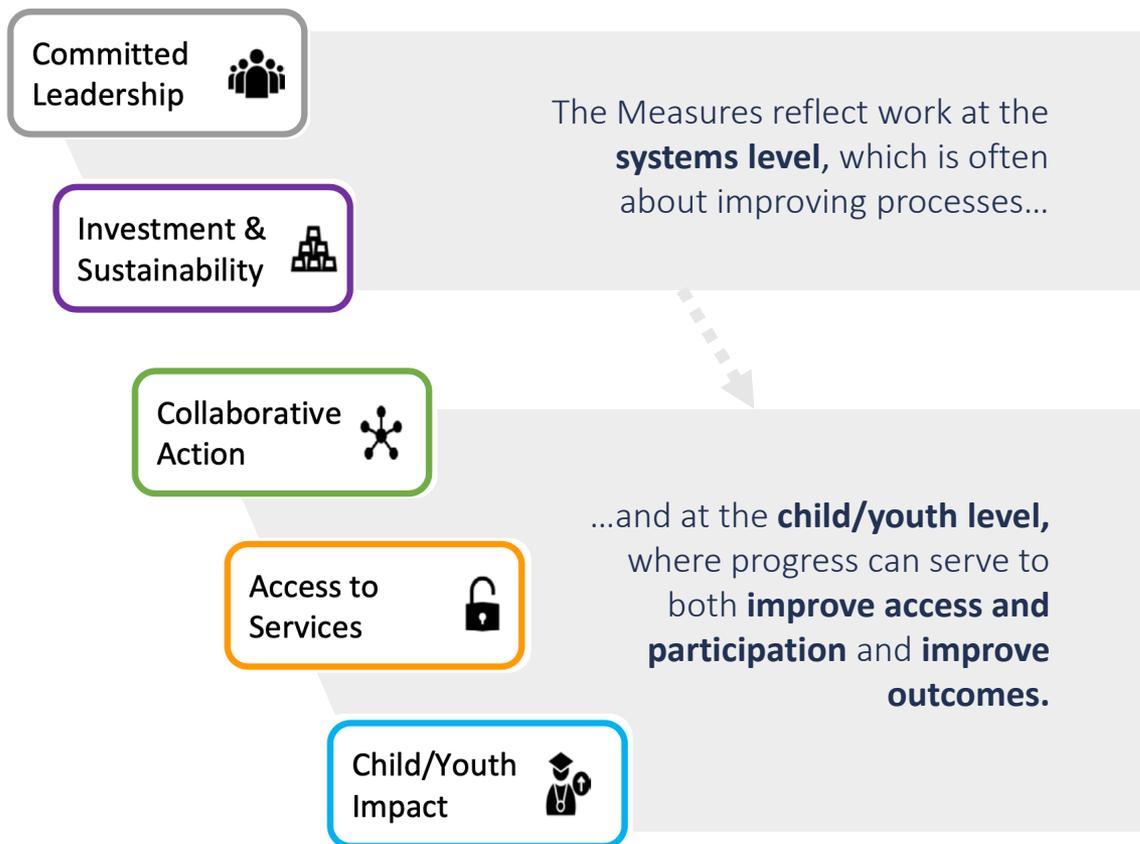


It can prompt and support collaborative action **to advance the shared agenda**. It also can be used internally to **reflect on and celebrate progress**.

By aligning actions from the **systems-level** through the **child/youth level**, the framework employs qualitative and quantitative evidence in support of collaborative work.

The Measures of Success Framework

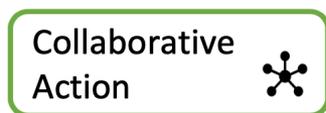
Connect leadership, investment, and collaborative action to impact with qualitative and quantitative evidence.



At the child/youth level, the **Throughline** operationalizes the theory of action. Measuring access and participation is **essential to measure progress**, especially when impact outcomes cannot immediately or readily be measured.

The Importance of the Throughline: From Either “Direction”

From the “Why”



We are [taking this specific action]

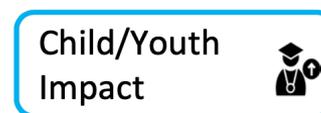


to improve [this specific indicator of access or participation]



to improve [this specific indicator of child/youth outcomes].

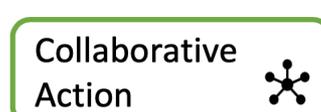
From the “How”



We are working to improve [this specific indicator of child/youth outcomes]



by improving [this specific indicator of access or participation]



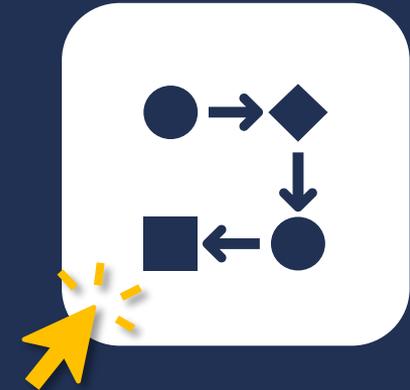
which requires us to [take this specific action].

The Measures of Success Planning Workbook

The EdRedesign Lab has designed this Measures of Success Planning Workbook to support others who are in the early stages of developing measurement frameworks for collaborative work. The Planning Workbook includes rubrics, worksheets and data collection tools to help Children's Cabinets and other cross-sector collaborations measure their progress in all five categories in the Framework.

Those interested in using or adapting the Measures of Success Framework can find an accessible and downloadable version of a planning workbook to manage the collection and reporting of data.

Contact **Lynne Sacks** at lynne_sacks@gse.harvard.edu for more information about the framework or to share your lessons learned about supporting data use in collaborative settings.



OPPORTUNITY FOR ALL
EDREDESIGN
THE EDUCATION REDESIGN LAB

