

# Measures of Success:

## A Measurement Framework for Children's Cabinets

# Background: The *By All Means* Initiative

Harvard's Education Redesign Lab launched the By All Means initiative in February 2016 to rethink education and child development systems. This national consortium is focused on building 21st-century systems featuring whole-child personalized learning, integrated health and social services, expanded enrichment opportunities, and other interventions to ensure child well-being and educational success.

Led by their respective mayors and with the support of a facilitator funded by the Lab, each of these communities has created a Children's Cabinet with a vision for addressing the needs of children and undertaken initiatives to move each community toward the vision.





# Measures of Success Planning Workbook

In the pages that follow, the Lab shares its initial templates for its Measures of Success framework to support others who are in the early stages of developing measurement frameworks for collaborative work.

Those interested in using or adapting the Measures of Success Framework can find an accessible and downloadable version of an internal tool to manage the collection and reporting of data against the BAM Measures of Success Framework. The [Planning Workbook \(click to open\)](#) is a support tool that includes rubrics, worksheets and data collection tools.

Contact Lynne Sacks at [lynne\\_sacks@gse.harvard.edu](mailto:lynne_sacks@gse.harvard.edu) for more information about the framework or to share your lessons learned about supporting data use in collaborative settings.

# Developing a Framework

A measurement framework can support collaborative work in several ways. First, it **can tell a story** about each community's systems-level work to better serve children and youth across multiple initiatives. Second, it can **provide accessible, user-friendly information** that can be used to inform executive-level conversations and discussions with potential partners and funders at the national or local level. Third, and perhaps most importantly, it can **trigger and support conversations** about needed collaborative action to advance the agenda. It also can be used internally to **reflect on and celebrate progress**. Lastly, it can lead to **collaboration to improve shared capacity to collect and use data** for effective decision making.

## Key Considerations

- ❑ Reflect work at both the *systems level*, which is often about improving processes, as well as at the child and youth level, where progress can serve to both *improve access and participation*, as well as *improve outcomes*.
- ❑ At the outset, *meet participants "where they are"* in terms of their current capacity to collect, manage, and use data across agencies. Leverage evidence and data that is *already collected or minimally burdensome* to collect.
- ❑ Encourage the use of both *qualitative* and *quantitative* evidence.
- ❑ Position framework designs, templates, and processes to *focus on use*.

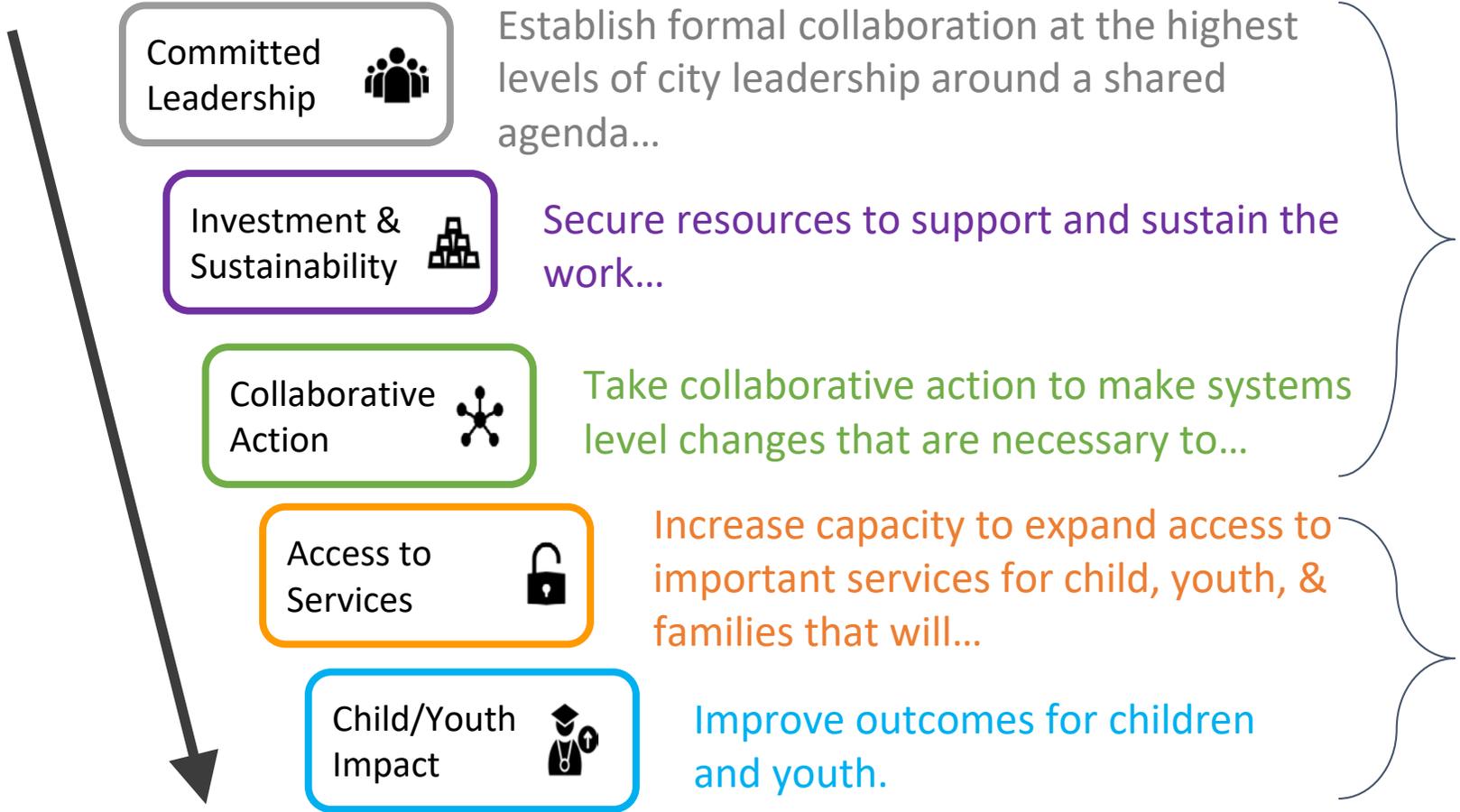
# The Measures of Success Framework

Drawing on best practices from collective impact and board governance, the Lab developed the Measures of Success framework to gauge the progress and success of cities' Children's Cabinets in leading efforts through the By All Means Initiative.

In each category, cities identify goals and offer evidence of progress.



## Each city has established Children's Cabinets to:



# The Importance of Throughline: From Either “Direction”

## Why Statement

Collaborative Action 

*We are [taking this specific action]*



Access & Participation 

*to improve [this specific indicator of access or participation]*



Child/Youth Impact 

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

## How Statement

Child/Youth Impact 

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



Access & Participation 

*by improving [this specific indicator of access or participation]*



Collaborative Action 

*which requires us to [take this specific action].*