Bellwether Education Partners' Approach to Coherence

Inputs Outputs Outcomes Processes Establishing a core group Policy analysis and Phase 1 **Understand the Problem and Identify Elements of Fragmentation** research with shared vision, goals, Goal: Develop a shared **Strategy**: Gather information Fact-based holistic and responsibilities leads understanding around the through interviews and overview of how to... Core working group that key levers of fragmentation surveys with young people fragmentation is may include: and youth needs and agencies experienced Schools **Continuity of People** Districts Minimize # of adults young Juvenile Court people come into contact with Nonprofits over K-12 experience **Build Relationships and Develop a Collective Vision** Phase 2 Core working group Goal: Develop a shared Strategy: Facilitate Problem and vision **Continuity of Information** aware of fragmentation in description of how the conversations between statements Ensure access to right info at their community "problem" is showing up, an agencies to understand the right time to make good ideal vision of the future, and unique contributions, areas of decisions Drivers of impact the necessary decisions that overlap, and gaps in serving Commitment to solutions need to be made for that youth based on the identified vision to be realized levers of fragmentation Champions/Owners Cross-agency peer Assign accountability and tether Data-sharing agreement network it to the authority to act Agency champions Make a Shared Plan and Take Collaborative Action Phase 3 **Redefined Leadership** Mindsets that value flexibility, Theory of action Goal: Develop a shared plan Strategy: Create a shared listening, and problem solving; aligned to the drivers of set of steps and key metrics responsible and accountable impact that will cultivate a aligned with the theory of leaders culture of embedded action and drivers of impact; Implementation plan and coordination and ensure the working group timeline communication across composition is conducive to Specific indicators will vary by agencies carrying out the plan community and needs of youth Continuous improvement (Phase 4) is represented by the cycle of arrows



This process depends heavily on the unique needs of students experiencing disruptions in their education pathways in a specific community. Although there is no one-size-fits-all solution, the goal of this logic model is to provide a high-level process overview of how to best orient agencies toward shifting their mindsets and collectively solving the problems young people are experiencing in their community.