

Word (part of speech) – definition(s) and working example(s)

SOURCE:

CONTEXT: Historical and/or cultural context

504 Plan (n) – a plan developed to ensure that a child who has a disability identified under the law and is attending an elementary or secondary educational institution receives accommodations that will ensure their academic success and access to the learning environment.

Accountability (n) – the fact or condition of being accountable for both past and present actions; responsibility.

In the context of equity work, accountability refers to the ways in which individuals and communities hold themselves to their goals and actions and acknowledge the values and groups to which they are responsible.

Business Engagement (n) – interaction between employers, other workforce development and education organizations that results in measurable improvement in desired outcomes for all parties, the act of partnering with organizations to address institutional and/or structural issues.

Career and Technical Education (CTE) (n) – program that allows students to personalize their education based on their career interests and unique learning needs; often includes college credit or certification.

Career Pathways (n) – a plan for high school through post-secondary degree, training, or certification completion to enter a career of choice.

Collaboration (n) – the action of working with someone or a group to accomplish or produce something together.

Collaborative Action Network (CAN) (n) – partners and stakeholders convened around a specific outcome to collectively take aligned action on a common agenda; includes the development, implementation and measurement of adaptive solutions.

Community Engagement Spectrum (n) – a tool for identifying the type of relationship being held with the community and the context of the work being done technical versus adaptive; includes inform, consult, involve, collaborate, empower. (*see Community, Community Engagement*)

SOURCE: adapted from the International Association for Public Participation and Grantmakers for Effective Organizations

Community Impact Manager (n) – backbone staff member charged with facilitation, project management, communications, strategy development, implementation and coaching at a program level (CANs, taskforces, councils, forums, etc.) as well as partnership development and community/partner engagement at the systems level (onboarding, trainings, retention, etc.).

Community Members (n) – individuals who are within our network and partnership and are most impacted by decisions made.

Community Partners – individuals who represent their community or neighborhood and get their informal authority from their spheres of influence such as neighborhoods and informal associations.

Diploma (n) – a qualification awarded in the United States upon high school, or post-secondary completion. Typically obtained after a course of study.

Disparity (n) – a gap that signifies a difference or inequality between two things or groups.

GED (n) – General Educational Development tests are a group of four subject tests which, when passed, provide certification that the test taker has United States or Canadian high school-level academic skills. It is an alternative to the US high school diploma, HiSET, and TASC test.

CONTEXT: Completing the GED tends to be more challenging and often takes more time to obtain than a high school diploma, Hopelink GED program.

Gracious Space (n) – a spirit and a setting where we learn in public and acknowledge the feeling, person, idea, demographic that is not currently present in a room or setting.

Individualized Education Program (IEP) (n) – a legal document under United States law that is developed for each public-school child in the U.S. who needs special education. It is created through a team of the child's parent and school-district personnel who are knowledgeable about the child's needs.

Internship (n) – the position of a student or trainee who works in an organization, sometimes without pay, in order to gain work experience or satisfy requirements for a qualification.

Measurement (v) – the action of tracking something, particularly how we are working together and the lagging indicators – outcomes for kids; tracking the intended and unintended consequences of activity and inactivity. (*see Indicator, Lever, Performance Measure*)

Mental Models (n) – someone's thought process about how something works in the world. Mental models help shape our behavior and define our approach to solving problems and carrying out tasks. **SOURCE:** Annie E. Casey, Results Based Facilitation

Mentorship (n) – the influence, guidance, or direction given by a mentor to a mentee.

Moving the Needle (v) – a term used to describe progress being made on an outcome.

Mutually Reinforcing Activities – actions taken by stakeholders that are both differentiated and coordinated through a plan of action.

Negative Feedback Loops (n) – elements designed to hold a system to some equilibrium, its purpose is to keep the system state called “room temperature” fairly constant at a desired level. Any negative feedback loop needs a goal (the thermostat setting), a monitoring and signaling device to detect excursions from the goal (the thermostat), and a response mechanism (the furnace and/or air conditioner, fans, heat pipes, fuel, etc.).

SOURCE: [Leverage Points Place to Intervene in a System](#), Donella Meadows

Neutral Facilitator (n) – a person skilled in working with groups, who helps the group address specific needs, gives the work back to the group, and does not use his/her/their authority to pursue a personal agenda.

SOURCE: Anne E. Casey, Results Based Facilitation

North Star (n) – a beacon of inspiration and hope; landmark that helps those who follow it determine direction as it glows brightly to guide and lead toward a purposeful destination.

Opportunity Gap (n) – this disparity of inputs and resources available between two demographically distinct groups of students. (i.e. zip code, wealth, home stability, educational choice).

CONTEXT: This term more accurately describes the conditions students and youth face in their academic careers and beyond.

Othering (v) – viewing or treating (a person or group of people) as intrinsically different from and alien to or less than oneself.

Participant (n) – individual contributing to the work of the Partnership, subset of the stakeholder group.

Partner (n) – individuals or entities who have formally agreed to exchange resources (time, treasure, talent).

Partnership (n) – a pair or group contributing to and/or engaged together in the same activity.

Performance Measure (n) – a statement or set of statements describing a desired task or outcome in order to increase transparency and accountability for an individual, group or organization. These sets of statements can capture the progress made toward an ultimate goal.

Person – Role – System Framework (n) – a practice designed to identify a person’s individual preferences and style and personal and professional experiences as well as the role he or she plays in formal and informal systems.

SOURCE: Annie E. Casey Foundation

Positive Feedback Loops (n) – enhance or amplify changes, tends to move a system away from its equilibrium state, sources of growth, explosion, erosion, and collapse in systems. For example, “success to the successful” loops.

SOURCE: [Leverage Points Place to Intervene in a System](#), Donella Meadows

Post-secondary (n) – education that takes place after high school.

Power Hoarding (n) – concentrating power into one or a few people.

Privilege (n) – unearned social power accorded by the formal and informal institutions of society to ALL members of a dominant group (e.g. white privilege, male privilege, etc.). Privilege is usually invisible to those who have it, but nevertheless it puts them at an advantage over those who do not have it.

SOURCE: Colours of Resistance Archive, [Privilege](#) (accessed 28 June 2013)

Professional Development (n) – the practice of educating and equipping staff with the skills and behaviors leading to productive and supportive interactions with students and youth.

Program Quality (n) – the intentional practice of aligning a program to the needs and requirements of the participants.

Programmatic (adj) – action that is situational or implemented within a set timeframe, not perpetual.

Qualitative (adj) – non-numerical data obtained through description, observation, lived experience.

Quality Scale (n) – measure of a program’s current state based on a specific indicator.

Quantitative (adj) – numerical data in the form of counts and numbers providing information on how much, how many, when.

Results at the Center (n) – a visual process allowing individuals to list contributions that partners and stakeholders make in moving toward the result of any particular strategy. This chart is often represented as a series of co-centric circles allowing the viewer to see what sectors are missing or over-represented in the work.

SOURCE: [Putting Results at the Center Worksheet](#) – Jolie Bain Pillsbury – [Theory of Aligned Contributions](#)

Results (n) – a consequence, effect, or outcome of something.

Secondary School (n) – the last seven years, in the United States, of formal middle or junior high school education grade 6 (age 11–12) through high school grade 12 (age 17–18).

Sector (n) – groupings that share the same or related services/products; and which are distinct from each other; subset of the community. Can also be thought of as an industry or market.

SOURCE: [Investopedia](#). Example: Faith-based, private, education, healthcare, etc.

Shared Accountability (n) – the recognition and commitment of every stakeholder that is related to the results to hold themselves in intentional aligned action toward better outcomes.

Shared Measurement (n/v) – collecting data and measuring results consistently across all participants to ensure activities remain aligned, decisions are data-driven and participants hold each other accountable.

Shared Power (n) – the distribution of authority, power, and/or influence, helps reduce conflicts between groups.

Summer Melt (Student Melt) (n) – the phenomenon of prospective college students' motivation to attend college "melting" away during the summer between the end of high school and beginning of college.

Workforce Development (n) – training programs that provide existing and potential workers with the skills to complete tasks needed by employers to let organizations stay competitive.

Workforce Readiness (n) – state of having the basic academic, critical thinking, and personal skills necessary to maintain employment.