

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

SOURCE:

CONTEXT: Historical and/or cultural context

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.

Achievement Gap (n) – the disparity of academic outcomes between subgroups of students.

CONTEXT: This term focuses solely on the outcomes and not the inputs or disparate circumstances that students and youth have to navigate prior to engaging in academics.

Adaptive Challenge – situation where there are no known solutions to the problem.

Asset Based Language (a) – focus on positive outcomes and personal strengths, rather than problems and barriers.

Benchmark of Quality (BoQ) (n) – a framework providing a baseline of statements or measures to help individuals, groups or organizations improve the quality of their policies, procedures, and practices.

Causation (n) – a relationship between two factors, where one factor has been proven to cause the other factor.

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.

Core Indicator (n) – a key measurement that fundamentally quantifies the achievement of/or progress toward achieving a result.

Correlation (n) – a relationship between two factors, where one factor may or may not influence or cause the other factor.

Council (n) – a group of partners with shared expertise; formally constituted and meeting consistently to provide guidance to the Partnership.

Data Analysis (n) – a review of numbers, figures, charts, and stories to provide meaning, explanation, and context. This review may also show patterns that take place over time.

Data Fidelity (n) – the concept of numbers, figures, words accurately representing what they mean to describe.

Data Governance (n) – a collection of practices, rules and procedures to ensure formal management of data assets within an organization.

Data Stewardship (n) – the implementation of the practices, rules and procedures that ensure formal management of data assets within an organization.

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

Egg Chart (n) – a way to display data showing the nested relationship between discrete programs, agencies, systems, and whole populations.

CONTEXT: This chart encourages the viewer to see their own (or their organization's) influence, authority change as the size of the population changes. This illustrates the limits of impact on larger populations and the depths of impact in specific areas.

English Language Learner (ELL) – an English Language Learner is anyone who is learning English in addition to their primary or their other known languages.

Ethnicity (n) – a social group that has a common national or cultural identity, or tradition.

Factors (n) – one of several things that cause or influence something negatively or positively.

Focus Population (n) – a collection of individuals for whom a strategy/plan/result is going to have the most direct impact.

Gaps (n) – the distance between a particular point and the established baseline (i.e. the opportunity gap between two groups of students).

CONTEXT: The concept of gaps is based on a certain group or performance level being the normal level.

Goals (n) – the object of a person's or organization's ambition or effort; an aim or desired result.

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.

Kindergarten Readiness (n) – refers to the developmental domains that contribute to children's ability to adapt to the kindergarten classroom, which is often a new and unfamiliar environment.

Measure (n) – a statement defining change (positive or negative) that can be tracked over time. (i.e. customer satisfaction rating, employee retention, high school graduation rate, or rate of employment).

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

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

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.

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.

Systems Map (n) – shows the components and boundary of a system and the components of the environment at a point in time, often used to identify key stakeholders and lines of communication.

Targets (n) – short-, medium-, or long-term goals that an individual, group or organization is focused on achieving.

Technical Challenge – problems that can be resolved using available knowledge and expertise.

Time Boundaries (n) – a set of time expectations within which measurements are expected to be accomplished.

Trend (n) – patterns that occur over time.

Validation (v) – the act of centering people, for whom changes are being made, in gaining clarity and measurement.

Washington Kindergarten Inventory of Developing Skills (WaKIDS) – includes an assessment that is administered during the first two months of kindergarten. Teachers observe students across six areas of development and learning: Social-Emotional, Physical, Language, Cognitive, Literacy and Math. While the only requirement for kindergarten is to be five years of age by August 31, children who demonstrate readiness in all six areas have a greater likelihood of success in kindergarten and beyond.