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.

Accountability Pathway (n) – a tool that stakeholders can use to check for accountability together, have honest conversations about the state of their plans and refocus their efforts to get the results they seek.

  SOURCE: Annie E. Casey Foundation Video

Action Commitment (n) – a statement made by one or more participants conveying their intention to accomplish a task within a specific time frame. May include tasks that are long term.

  SOURCE: Annie E. Casey, Results Based Facilitation

  CONTEXT: Out of respect for communities who have experienced this form of oppression and trauma, we don't use the phrase "divide and conquer," but rather "many hands make light work." *(see Colonialism, Microaggression)*
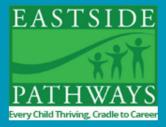
Adaptive Leadership – a framework, a model, for leading people through complex challenges for which there are no pre-determined answers.

Boundary of Authority, Role and Task (B/ART) – a group analysis tool used to develop group dynamics and iteratively to reduce abandoned tasks as they are occurring in groups. A tool to be used to support self-understanding and continued alignment.

Backbone Organization/Support (n) – a dedicated team or set of resources to orchestrate the work of the group. Manages the day-to-day operations and implementation of work, including stakeholder engagement, communications, data collection and analysis, and other responsibilities.

  SOURCE: Collective Impact Forum

Bilingual (n) – a person fluent in two languages.

Best Start for Kids(BSK) – in 2015, King County voters approved a groundbreaking initiative, Best Start for Kids, to invest in the health and well-being of their neighbors and communities. The Best Starts for Kids levy invests an average of $65 million per year to support King County families and children, from the time that parents plan for a family, and throughout childhood and young adulthood.

Closest to the results / Most impacted / Most burdened by the system – those individuals who are/would be most affected by a proposed change or result.

> *SOURCE:* Collective Impact and Community Engagement

Co-creation/ Co-development (n) – the process of a group of people with diverse perspectives, authority and disciplines, coming together to think of, or produce a new idea, product. *(see Adaptive Challenge)*

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.
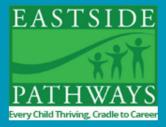
Collective Impact – the commitment of a group from different sectors to a common agenda for solving a targeted social problem through alignment and differentiation of efforts.

> *SOURCE*: Collective Impact Forum

Common Agenda – one of the principles of collective impact. A shared vision for change, including a mutual understanding of the problem and joint approach to solving it through agreed-upon actions.

Community (n) – groups of people who come together around a shared interest or focus. Note: in conversation, it seems with this word, it's important to establish a mutual understanding to avoid misalignment or misunderstanding.

Community Engagement (v) – the act of being in relationship with people within an identified boundary; typically, people who do not traditionally have authority or influence within an organization or system.

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.

Continuous Improvement (n/v) – the practice of repetitive self-evaluation and change in the interest of improving the individual(s), the program, organization, or entity.

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

Eastside Early Learning Facilitators (EELF) – the term used to refer to the Community Facilitators that act as a liaison between the Latino Community and Early Learning Providers.
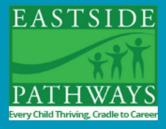
Egg Chart (n) – a way to display data showing the nested relationship between discrete programs, agencies, systems, and whole populations.

> **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) – anyone who is learning English in addition to their primary or their other known languages.

Equality (n) – equal distribution of resources and/or access.

Equitable Results Fish Scale (n) – a process which helps a group of people align on a shared understanding, data, strategies, and tasks to improve a current state.

Equity (n) – shared ownership; distribution of resources or actions taken responsive to the traits, lived experience, and values of individuals or groups.

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

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.

Inclusion (n) – the practice or policy of providing equal access to opportunities and resources for people who might otherwise be excluded or marginalized. Authentically bringing traditionally excluded individuals and/or groups into processes, activities, and decision/policy making in a way that shares power.

> **SOURCE:** OpenSource Leadership Strategies

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.

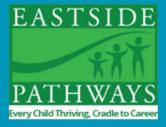> **SOURCE:** Annie E. Casey, Results Based Facilitation

Mindset (n) – attitude, values, assumptions, methods or notions held by someone.

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) – 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.

Organizational Partners (n) – individuals who represent an organization get their formal authority from the role they play within an organization.

Other (n) – individuals or groups not at the table.

> *SOURCE:* Adaptive leadership (leave space for "the other" who is not at the table to contribute to this discussion)

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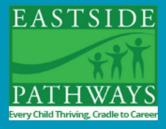
Partner (n) – individuals or entities who have formally agreed to exchange resources (time, treasure, talent).

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.
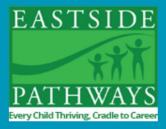
Promotores (n) – the Promotor Model is a grassroots approach to building community capacity that engages Community members who act as natural liaisons and helpers in strengthening their leadership skills as they connect people to needed information, services, and resources. Because they share the same language, culture, ethnicity, status, and experiences of their communities, Promotores can reduce the common barriers to services for native-born and immigrant communities.

> *SOURCE*: The Promotor Model, A Model for Building Healthy Communities: A Framing Paper, 2011, funded by The California Endowment

Qualitative (adj) – non-numerical data obtained though 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

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

Small Test of Change (n) – implementation of an intervention (strategy, solution, tactic, etc.) for a short duration of time within an area or population of focus.

Stakeholder (n) – individuals or entities with the ability to influence the social issue that is the focus of the collective initiative. They may represent individuals, public, private, nonprofit, or philanthropic sectors.
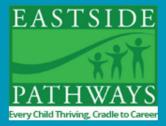
SOURCE: Collective Impact Forum

Strategies (n) – evidence-informed activities and processes that support the adoption and implementation of each goal, typically selected by working groups.

System (n) – group of interdependent actors and factors, both formal and informal, forming a complex social problem. No one person or organization has the ability to influence the entire system, but working together, the group can move towards systems change.

SOURCE: Collective Impact Forum

Systemic (adj) – element that is spread throughout the system and occurs without being prompted.

Systems Thinking Iceberg (n) – makes clear the ways in which our thought process *(see Mental Models)* informs outcomes and identify where to make changes.

Targeted Universalism (n) – setting universal goals pursued by targeted processes to achieve those goals. Within a targeted universalism framework, universal goals are established for all groups concerned. The strategies developed to achieve those goals are targeted, based upon how different groups are situated within structures, culture, and across geographies to obtain the universal goal. Targeted universalism is goal oriented, and the processes are directed in service of the explicit, universal goal.

> *SOURCE:* Targeted Universalism: Policy & Practice – A Primer by john a. powell, Stephen Menendian, and Wendy Ake (Haas Institute for a Fair and Inclusive Society, 2019). See also RacialEquityTools.org, FUNDAMENTALS / Core Concepts / Theory

Theory of Change (n) – a comprehensive description and illustration of how and why a desired change is expected to happen in a particular context. It is focused on mapping out or "filling in" what has been described as the "missing middle" between what a program or change initiative does (its activities or interventions) and how these lead to desired goals being achieved. It does this by first identifying the desired long-term goals and then works back from these to identify all the conditions (outcomes) that must be in place (and how these are related to one another causally) for the goals to occur.

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.