

## EDUCATION AND WORKFORCE DEVELOPMENT

### GOAL

Increase the number of adults, ages 25 to 64, who attain a post-secondary credential or degree by 20% that leads to higher, sustainable personal income and community well-being.

### POSITION STATEMENT

Every student deserves an excellent education, every step of the way. Realizing this vision is vital to personal and community economic prosperity, quality of life and civic health. We must close the achievement gap that leaves so many students behind, increase educational attainment\* overall and prepare a highly skilled workforce that affords individuals, families and communities the opportunity to succeed to their fullest potential.

Further, several research studies indicate if Arizona (for example) achieved an attainment rate of 60 percent (an increase of 15%), it would pump an additional \$3.5 billion in personal income and tax revenue into the state annually. When aligned with future labor needs, increasing educational attainment across all levels can provide \$7.6 billion in economic and social gains.

*\*Attainment refers to the completion of a post-secondary trade/technical certification, two or four-year degree.*

### EXAMPLE PROGRAMS

The following are examples of the types of programs we seek in support of the **Education and Workforce Development** priority and goals.

#### **PK-12**

- Professional development programs for teachers and/or school administrators
- Student preparation, incentive or other programs that drive achievement /performance and matriculation (including early childhood)
- Classroom equipment or supplies that are proven to drive achievement /performance and are tied to a program or training/professional development
- Programs that remove barriers or address problems related to lack of performance
- Programs that engage parents in supporting their student's achievement in reading, math or the pursuit of graduation and/or enrollment in higher education
- Research studies, surveys or other activities to identify gaps and needs

#### **Higher Education**

- Student counseling or advising services that help students navigate the process of enrollment in a higher ed program
- Programs that increase access / remove barriers to enrollment or the pursuit of higher ed
- Teacher/school administrator or counselor training needed to fully understand the higher education landscape, what is available to students and how to access it
- Student preparation, awareness, incentive or other campaigns or efforts that drive enrollment and attainment
- Research studies, surveys or other activities to identify gaps and needs

## ECONOMIC OPPORTUNITY

### GOAL

Strengthen local systems that drive economic progress, creating opportunities for citizens that can be sustained or transferred post-mining.

### POSITION STATEMENT

The creation of economic opportunity and progress is critical to sustaining community and individual wellbeing post-mining. However, economic growth alone does not truly represent the strength or success of a community and its citizens. Nor are traditional economic activities, like business attraction and job creation, the sole driver of economic development. Rather growth must take people and their wellbeing into account. How are citizens doing? What challenges do they face? What decisions can be made or efforts put in place to help them address those challenges?

Our approach to economic opportunity involves answering questions which help a community consider the local ecosystem that enables or hinders opportunities for development for both individuals and the community at large. An ecosystem is defined as or made up of various elements that are each in their own way critical to achieving economic progress and opportunity. Access to training and capital for small businesses, affordable housing, access to care, community design, quality local food, transportation options and quality education\* are all part of an enabling ecosystem.

*\* Education is a standalone focus area even though it is part of an ecosystem that enables economic opportunity.*

### EXAMPLE PROGRAMS

The following are examples of the types of programs we seek in support of the **Economic Opportunity** priority and goals.

#### ***Small Business Development***

- Programs that provide training or skill-building to entrepreneurs on start-up or growth
- Access to capital programs
- Other support services that drive start-up, expansion or retention
- Research studies, surveys or other activities to identify gaps and needs among small business owners

#### ***Affordable Housing***

- Loan funds or other resource programs that help families access housing options or make housing more affordable for them
- Housing improvement programs that allow families to stay in safe, quality housing
- Research studies, surveys or other activities to identify gaps, needs or viable models

#### ***Other Economic Opportunity***

- Programs that provide transportation to health, education, recreation or other critical activities
- Programs that increase the availability of and access to quality healthcare facilities and services
- Projects that create or improve parks or other recreational activities
- Projects that improve or eliminate blight or beautify high traffic areas in the community
- Restoration of lands for habitat or public use
- Projects that improve river or waterway health

## CAPACITY AND LEADERSHIP

### GOAL

Increase individual and institutional ability to lead and implement efforts that maximize the benefits of mining, create resilience to economic and social shocks and disruptions and plan for the future.

### POSITION STATEMENT

Capacity building, including leadership development, is the all-important “infrastructure” that supports and shapes individual’s and community’s ability to envision and deliver its future. Capacity building enables leaders of organizations, local governments and nonprofits to develop, improve or retain competencies and skills that can make them more effective in stewarding the community’s wellbeing over time. Capacity building is not a one-time effort to improve short-term effectiveness, but a continuous improvement strategy toward the creation of resilient and empowered citizens that can weather and succeed during economic disruptions, including the transition to post-mining.

### EXAMPLE PROGRAMS

The following are examples of the types of programs we seek in support of the **Capacity and Leadership** priority and goals.

- Programs that provide leadership or other skills for staff, board, volunteers or other community constituents to improve organizational or community performance.
- Organizational self-assessment or diagnoses activities to determine gaps and needs.
- Efforts to develop leadership succession plans that protect and prolong organizational effectiveness.
- Planning initiatives to evaluate, identify and/or consider supports needed to weather future economic disruptions (commodities market or global economy downturns, health pandemics, technological disruptors to the future of jobs/economies, etc.)
- Programs, training or other efforts that aid organizations in understanding the broader social context of which they are part and how they can collectively mobilize to address community needs and create resiliency.
- The development of leadership networks as a tool for transformative social change and amplifying impact across social systems or issues.
- Projects to increase citizen engagement in solving or addressing community challenges or opportunities.