



2014-2017 Strategic Plan – Executive Summary

According to the U.S. Chamber of Commerce Institute for a Competitive Workforce, “America is in a global race for the future ... to educate, train, attract, and invest in employees who are able to compete and grow in the 21st century.... Statistics show that 3.7 million jobs in the United States sit vacant, in part, because businesses simply can’t find qualified workers to fill them. **By 2020, employers worldwide could face a shortage of 85 million high- and medium-skilled workers** [emphasis added], according to the McKinsey Global Institute in Washington.”ⁱ

Although comparable data are not available for Missouri, this same challenge of vacancies in high- and medium-skilled jobs may be manifested in other economic indicators. The unemployment rate was still at 6.5 percent in October 2013, as compared to 4.6 percent in March 2006, before the recession.ⁱⁱ At least some of the remaining unemployment may be the result of potential workers without the skills to fill available jobs. Also, just “36.4 percent of the state’s 3.15 million working-age adults hold a two- or four-year college degree, according to 2011 Census data,”ⁱⁱⁱ below the national average of 38.7 percent. In some Missouri counties the rate is as low as 13 to 15 percent and the state ranks just above the bottom half of all states.^{iv} The per capita income, another possible indicator of the level of highly-skilled work, is estimated at \$25,371 in Missouri, well below the national average of \$27,915. In fact, Missouri ranks 32nd, nationwide, in this measure.^v These data clearly indicate that there are “bumps in the road” for Missouri’s workforce runway.

Educational outcomes are direct contributors to this projected future. “Two-thirds of fourth- and eighth-grade students are unable to read at grade level, and many are unable to read at all. Thirty percent of U.S. students fail to graduate from high school in four years—and the dropout rate is nearly 50% for African-Americans and Hispanics. Seventy percent of fourth- and eighth-grade students score below grade level in math. **To put Americans back to work, business leaders say that there’s going to have to be an overhaul of the talent development system from top to bottom** [emphasis added].”^{vi}

In Missouri, during the 2012-2013 academic year, 51 percent of third graders and 46 percent of eighth graders were not proficient at grade level in language arts. In Math, 49 percent of third graders and 58 percent of eighth graders were not proficient at grade level. In addition, 22 percent of Missouri’s teens fail to graduate from high school in four years and the dropout rate is nearly 30 percent for African-Americans in the state, compared to an overall rate of just 4.3 percent.^{vii}

Child Care Aware® of Missouri could be a significant player at “the bottom” of that talent development system—the first five years of life – but we have neither seen ourselves clearly in that role nor clearly articulated that role as our mission. Historically, our scope of work has been developed in reaction to two influences. The first is the historical definition of a child care resource and referral (CCR&R) state



network, and the second is the interests of state government, particularly those of the Department of Social Services and Department of Health and Senior Services. These missions are, respectively, to 1) enable low-income families to work and 2) enable child care, early education and after-school programs to comply with licensing requirements.

At this time in our organization's development, when our resources and organizational structure have been significantly streamlined, we have the opportunity to reinvent ourselves. In the context of renewed national attention on the "bottom" of the education pipeline, it is time to re-envision our roles and our work. We must respond to the need for "an overhaul of the talent development system" with an overhaul of our own organization.

To that end, Child Care Aware® of Missouri has broadened its mission to include but grow beyond its roles as a CCR&R state network.

Vision: All children in Missouri have access to healthy, safe, nurturing, enriching, and respectful early childhood and out of school time environments.

Mission: Improve the outcomes for children and families—especially those who use Missouri's child care, early education, and after-school programs—ensuring that children and youth are prepared for success in school and for future participation in a globally-competitive economy.

Values: In our shared work, the Child Care Aware® of Missouri Board of Directors, employees, and our regional Network Member Agencies value:

- Accountability and responsibility
- Data-informed decisions
- Leadership
- Authenticity and gentle truth-telling
- Inclusivity and transparency
- Mutual support



Imperative I: High-Functioning Organization – Child Care Aware® of Missouri is adequately funded and staffed to deliver services that are accessible statewide and produce results for customers.

- Goal 1: Create the organizational structure that will ensure the success of new business models and the revised mission.
- Goal 2: Expand our business model for serving early care and education and after-school programs by integrating a portfolio of sustainable shared services.
- Goal 3: Expand our business model for serving families by integrating a portfolio of new and sustainable services.
- Goal 4: Strengthen our accountability to and reliability for our customers.
- Goal 5: Continue to strengthen collaborative relationships among the organizations that comprise the Network.

Imperative II: Highly-Effective Advocacy – A network of advocates advance state and federal legislation and regulation that enable early care and education and after-school programs to produce positive results for children and families.

- Goal 1: Build a council of family members as advocates, who work to mobilize other families on state policy related to early care and education and after-school programs.
- Goal 2: Build a state-level business leadership council that can influence state and federal policy related to early care and education and after-school programs.

Imperative III: High-Functioning Leadership – Ensure a qualified, diverse, and engaged board of directors and staff.

- Goal 1. Continue to build and maintain board membership and staff at full strength to better meet our needs, and diversify by key demographic indicators whenever possible.
- Goal 2. Enhance board recruitment, orientation, and continuing education processes to ensure that all board members are informed, actively engaged in leadership, and effective in fulfilling the fiduciary, strategic and generative governance roles.
- Goal 3. Develop and implement succession planning/preparation for board leadership and executive staff team.
- Goal 4. Strengthen committee structure so that it keeps all board members actively engaged and productive in fulfilling the fiduciary, strategic and generative governance roles



Endnotes.

ⁱ Poe, S. (May 29, 2013). "Building the 21st Century Workforce" blog post. Taken from the web on September 16, 2013, at <http://education.uschamber.com/blog/building-21st-century-workforce>.

ⁱⁱ Bureau of Labor Statistics. (2013). "Economy at a Glance." Taken from the web on December 10, 2013, at <http://www.bls.gov/eag/eag.mo.htm>.

ⁱⁱⁱ Lumina Foundation. (2013). "A stronger Missouri through higher education." Taken from the web on December 10, 2013 at http://www.luminafoundation.org/stronger_nation_2013/downloads/pdfs/missouri-brief-2013.pdf.

^{iv} U.S. Department of Education. (2012). Press Release: "New State-by-State College Attainment Numbers Show Progress Toward 2020 Goal." Taken from the web on December 10, 2013 at <http://www.ed.gov/news/press-releases/new-state-state-college-attainment-numbers-show-progress-toward-2020-goal>.

^v U.S. Census. (2007). "Personal Income Per Capita in Current Dollars, 2007). Taken from the web on December 10, 2013 at <http://www.census.gov/statab/ranks/rank29.html>.

^{vi} Poe, S. (May 29, 2013). "Building the 21st Century Workforce" blog post. Taken from the web on September 16, 2013, at <http://education.uschamber.com/blog/building-21st-century-workforce>.

^{vii} Missouri Comprehensive Data System. (2013). "Top 10 by 20 Monitoring Dashboard," Missouri Department of Elementary and Secondary Education. Taken from the web on September 16, 2013 at <http://dese.mo.gov/top10by20/comparison.html>. AND Find the Data (2013). "Compare High School Dropout Rates," at Find the Best.com. Taken from the web on September 16, 2013 at <http://high-school-dropout-rates.findthedata.org/>.