

How Child Care Workforce Investments Impact Education, Wages, and Retention

*TEACH Early Childhood® OHIO and POWER Ohio Incentivization Investment Programs
Produce Breakthrough Results and Guidance on Child Care/Early Learning Workforce*

Summary

In mid-2023, OCCRRA launched an expedited period of due diligence and data analytics using its resident resources and tools, through its advisory services and business intelligence partnershipⁱ, **to explore the outcomes and impacts of TEACH and POWER Ohio**. Both programs, with different administration protocols, focus on incentivization of continued education for and within the workforce for the purposes of driving career extension/longevity, wages, and education calibrated to meet Ohio's Step Up to Quality standards.

Primary OCCRRA dashboard resources, called the Workforce and Program Analysis Platform (WPAP), provide dynamic analytics that convert Ohio Professional Registry (OPR) data and Ohio Department of Children and Youth records into anonymized, aggregated dashboards.ⁱⁱ The WPAP resource served as a primary "workbench" and point of data application for the two programs under study.

The project confirmed the importance of well-calibrated incentives and produced clear differentiation of TEACH and POWER graduates and/or participants in terms of longevity of service/career duration and churn. Additionally, the Cleveland Federal Reserve reported turnover cost for child care employers equals 33% of annual wages or \$9411 per employee¹. In 2024, over 51,107 children were served by TEACH and POWER participants who gained increased knowledge and competency in the programs.

The TEACH and POWER analysis project produced tables that are correlated to and disaggregated by participation, enrollment status, graduation status, and discontinued status to show results on career duration, wage, job duration, and average turnover.

The Key Headline results are:

TEACH and POWER PARTICIPANTS STAY IN THE CAREER MORE THAN 50% and 120% LONGER THAN NON-PARTICIPANTS RESPECTIVELY

WORKFORCE INVESTMENTS ARE BEST EVALUATED WITH SOUND DATA CAPTURE STANDARDS FROM THE START

OCCRRA's RESOURCES, TOOLS, and DASHBOARDS STAND READY TO RESPOND TO STAKEHOLDER REQUESTS

ⁱBusiness Journal Daily. (2024, October 4). *Issues in child care industry costly for families, employers*. <https://businessjournaldaily.com/issues-in-child-care-industry-costly-for-families-employers/>

Consistent with OCCRRA's commitment to leverage its platforms to examine actual rather than theoretical impacts, **both programs have now been verified as having direct impact on limiting churn, extending careers, and influencing wage improvements.**

Insights on impacts and correlations are set out in eight items, below. Consistent with OCCRRA's commitment to performance and development, several areas of administrative refinement and reform have been identified as ways to ensure continued if not accelerated success. These refinements and reforms are set out in four items below.

Definitions

TEACH is defined by drawing from the multistate program's purpose and goals as follows:

TEACH Early Childhood® OHIO is a compensation and retention program for Child Care professionals. Active in 23 states, TEACH is designed to address education, compensation and turnover issues that affect the early childhood field. Assistance is available for the cost of tuition, books, and related education expenses.

Professionals and programs participate in TEACH OHIO by partnering in the professional's goal, fiscal responsibility, and retention. The Program commits to provide higher pay each year to their employees that earn credentials or college credit toward early childhood education degrees. Professionals commit to stay working at their programs while in school and for a period of time afterward.ⁱⁱⁱ

POWER Ohio is defined as follows:

POWER Ohio was created by a subcommittee of state agencies and early childhood stakeholders. POWER is an acronym for Powering Optimal Wages and Encouraging Retention. The program's purpose is to provide additional funds to professionals and increase these trained professionals' retention in their programs. Payments are made as long as funds are available.^{iv}

Project Description

The Project was to provide an expedited response to the Ohio Department of Children and Youth's (DCY) question to OCCRRA on how professionals who participate in TEACH and POWER Ohio compare to non-participating professionals represented in the WPAP. Because of the existing investment in the creation and maintenance of the WPAP, the response will be able to be filtered by existing variables, examined by degrees of participation status, and provided in an ever-current manner due to the nature of the ongoing/persistent approach of these tools.

The Project developed an approach to, and implementation of, incorporating data relative to professionals who participate in TEACH and POWER Ohio and pathways to comparing non-participating professionals. The result was a data warehouse refinement of the WPAP with other enhancements made in 2023/2024 and two new dashboard views to examine the incorporated data.^v

Eight Impact Insights and Outcomes / Correlation Tables

1. TEACH Participants remain in the career 54.8% longer
2. TEACH Graduates remain with their specific employer 16.4% longer
3. TEACH Graduates exit the career at 34% the rate of the non-TEACH workforce
4. TEACH Graduates change jobs 43% less often than the non-TEACH workforce
5. POWER Participants remain in the career 120.3% longer
6. Active POWER Participants remain with their specific employer 87% longer
7. Active POWER Participants exit the career at 29% the rate of the non-POWER workforce
8. Active POWER Participants change jobs 56% less often than the non-POWER workforce

(WPAP Filter Settings: Data & Review Draft 3/31/2025; Date – 202103 to 202503; Program Type – ODCY; Job Title – Admin, Asst. Teacher, Lead Teacher, Owner, Substitute, Floater; Center Type – DCY Center, Type-A Home, Type-B Home)

TEACH Workforce Table

All Averaged Metrics Are Measured Per Worker

T.E.A.C.H. Statuses	# of Workers	Avg. Career Duration	Avg. Pay Median	Avg. Job Duration	Avg. Star Rating	Avg. Median Workload	User-Based % Leaver	User-Based % Stayers	Avg Monthly Churn %	Avg Monthly Turnover %	User-Based % Promotions
TEACH Workforce	4,147	10.62	14.50	3.19	1.8	6.00	32%	68%	0.91%	2.63%	21%
[01] Enrolled	313	10.11	15.50	3.33	1.8	5.82	6%	94%	0.12%	1.50%	26%
[02] Graduated	2,670	11.15	14.25	3.34	1.8	6.00	33%	67%	0.89%	2.51%	20%
[03] Dropped	1,164	9.55	14.50	2.80	1.8	6.00	38%	62%	1.20%	3.29%	21%
Non-TEACH Workforce	86,433	6.86	15.00	2.87	1.2	6.00	56%	44%	2.56%	4.41%	10%
Total	90,580	7.03	15.00	2.89	1.2	6.00	55%	45%	2.43%	4.27%	11%

POWER Workforce Table

All Averaged Metrics Are Measured Per Worker

POWER Statuses	# of Workers	Avg. Career Duration	Avg. Pay Median	Avg. Job Duration	Avg. Star Rating	Avg. Median Workload	User-Based % Leaver	User-Based % Stayers	Avg Monthly Churn %	Avg Monthly Turnover %	User-Based % Promotions
POWER Workforce	3,618	14.76	15.00	4.37	1.9	6.00	29%	71%	1.06%	2.69%	14%
[01] Pre-Enrolled	67	24.60	18.01	5.56	2.3	4.85	37%	63%	1.68%	5.38%	7%
[02] Enrolled	2,329	15.59	15.25	5.07	2.1	5.68	20%	80%	0.76%	1.99%	13%
[03] Graduated	317	17.19	14.00	5.36	1.8	6.15	29%	71%	0.65%	1.90%	16%
[04] Dropped	905	11.01	14.00	2.72	1.6	6.00	53%	47%	1.97%	4.62%	17%
Non-POWER Workforce	88,017	6.70	15.00	2.71	1.2	6.00	55%	45%	2.61%	4.54%	10%
Total	89,339	6.88	15.00	2.75	1.2	6.00	55%	45%	2.52%	4.43%	11%

Four Refinement and Reform Opportunities

As the administrative and Registry partner of both TEACH and POWER, OCCRRA has identified the following results-driven practices:

1. Refine participant surveys to better understand and potentially improve ease of engagement in considering participation, understanding of the value of persistence and completion, and understanding of access to earned incentives
2. Make OCCRRA subject expertise and results on these topics available to other jurisdictions due to Ohio's significant impacts on careers and durations of employment^{vi}
3. Continue to leverage the ever-current WPAP resource to follow TEACH and POWER outcomes
4. Ensure clarity and candor on the value/ROIs of TEACH and POWER funding

Testimonial

Scholarship Success Story

I personally never thought that I'd have the opportunity to get such an amazing college education and degree. TEACH gave me that opportunity. By obtaining additional education, my daily work and interactions with the children and their families is impacted positively. I am able to use my knowledge to benefit the classroom and each child and their family. – Gabriella Gonzalez



- ⁱ New Systems Ethic, Inc. and the NSE Collective Analytics® suite of services
- ⁱⁱ For more information on the purposes and functionalities of the WPAP, along with recurring reporting, see <https://occrra.org/about/reports/wpap/>
- ⁱⁱⁱ TEACH Early Childhood® OHIO - Definition source page and additional information: <https://occrra.org/workforce-development/teach-early-childhood-ohio-overview/>
- ^{iv} POWER Ohio – Definition source page and additional information: <https://occrra.org/workforce-development/power-ohio-overview/>
- ^v Adapted from the project statement of work, July 2023
- ^{vi} The first step in this commitment to sharing expertise and results included a case study presented by OCCRRA as a part of 2025 National Early Childhood Education Workforce Convening hosted annually by the TEACH National Center

About OCCRRA Reports & Insights – OCCRRA is a national leader and subject expert in using the power of its Registry and other data sources to examine child care/early learning workforce dynamics with 21st century business intelligence. Its resources and platforms provide historical, current, and often predictive views of the impacts and influences of policy, compensation, location and catchment area, changing socio-economic conditions, advancement, and churn. When possible, OCCRRA also ensures analyses may be pegged to the state’s quality standards. With a terabyte of ever-current data in the platform’s underlying data warehouse, OCCRRA is also enabled to provide additional counsel on: the value connections between economic development and child care capacity, location, cost, and quality; performance of various incentive and intervention programs; and policy and fiscal efficacy. Reports & Insights documents are issued on an as needed basis as quick briefing tools when new or breakthrough information may be helpful to leaders and stakeholders.