

Child Care Investments Partnership Program

Project Examples

The following Child Care Investments Partnership (CCIP) program project examples are organized by approved quality-improvement focus areas as outlined in WD Letter 04-21, Change 3.

Apprenticeship

Develop an early childhood apprenticeship program or pre-apprenticeship program. This may include helping with program development, paying for classroom training, or supporting reasonable stipends for apprentices.

Family Child Care

Invest in home-based child care providers. This may include paying for professional development; providing access to grants, materials, or business infrastructure for building or supporting a family child care network; or helping improve the quality of care provided in family child care settings.

Prekindergarten Partnerships

Develop public-private prekindergarten partnerships. This may include funding temporary staff, contracting or subgranting with an entity to assist in the development of partnerships, providing targeted coaching to help programs become “partnership ready,” conducting outreach to school districts, and similar efforts.

Business Support

Implement strategies that support the business needs of child care providers. This may include the support or expansion of a shared services alliance, assistance with tax preparation, or business mentoring. The US Chamber of Commerce Foundation has published [case study examples](#) of shared services alliances as part of the [Leading the Way: A Guide for Business Engagement in Early Education](#) tool kit.

Wage Supplementation or Stipends

Support projects that incentivize child care worker retention, training, or education. For example, the [Jeanette Watson Wage Supplement Project](#) at Workforce Solutions Capital Area provides a wage supplement to directors and teachers who work with children from low-income families and have a credential or degree in in early childhood education. Boards may also consider programs that provide a reasonable salary supplement to promote staff retention and reduce turnover, such as the [Child Care WAGES Program](#) implemented in North Carolina.

Emergency Response and Recovery

Fund activities that support the response and recovery efforts of child care and early childhood education programs impacted by disasters and emergencies. This may include providing social-emotional supports for children and child care staff or grants to programs that

have increased expenses and reduced income due to disasters or emergencies. COVID-19–related protocols and other quality-improvement activities are outlined in [TA Bulletin 298](#), issued August 21, 2020, and titled “Child Care Quality Expenditures during the COVID-19 Pandemic.”

Boards may also consider activities to support home-based providers, which may be a preferable child care choice for families during a pandemic.

Program Capacity Expansion

Provide funding for materials and resources necessary to open new child care facilities or classrooms. Funds must not revert to the donor’s facility or use. For example, funds may be used to support the use of an existing classroom in an independent school district, a religious institution’s space currently used only for religious education or child care provided during religious services, an existing facility or classroom for child care open during nontraditional hours, or a current provider space that is repurposed for infant and toddler care.

Note: Federal child care regulations at 45 CFR §98.56 prohibit the use of Child Care and Development Fund (CCDF) funds for construction or major building renovations.

Local Child Care Studies

Provide funding for locally targeted studies and research. This may include local needs assessments, supply-demand analysis, or cost-of-quality studies.

Other Quality-Improvement Activities

Boards may submit applications for other CCDF quality-improvement activities that support the strategic advancement of quality-improvement efforts, subject to review and approval by the Texas Workforce Commission.