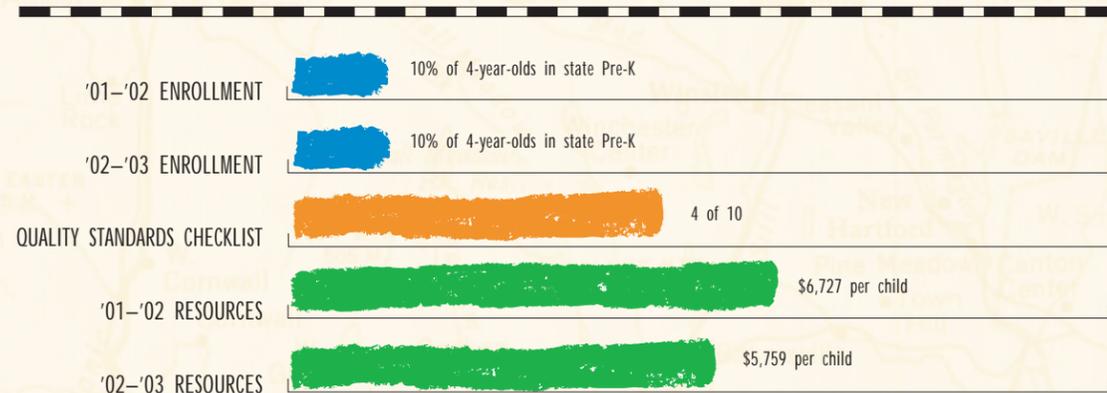


# Connecticut



**I**n 1997, Connecticut established a community grant program to provide spaces in School Readiness programs for eligible 3- and 4-year-old children in priority school districts and districts with severe-need schools. The initiative was designed to increase the number of spaces in accredited or approved programs (particularly full-day, full-year slots), and to provide increased access to high-quality programs. Each participating community must establish a School Readiness Council—composed of members appointed by the mayor and local school superintendent—which provides recommendations on implementation of the community's program. Accredited or approved programs in public schools, for-profit and nonprofit child care centers, Head Start, and state-funded day care centers may provide slots.

Priority school districts receive an allocation of funds for the School Readiness program, while funds for severe-need schools are awarded through a competitive grant process. Grants are distributed to communities based on the utilization of slots. In order to fund a position for the administration, evaluation, and coordination of the grant, each community may use administrative dollars of up to 5 percent of the grant or \$50,000, or 10 percent of the grant up to \$75,000 if the community contributes \$25,000 in local funding.

All children within priority school districts or severe-need schools are eligible to enroll. Slot types include full-day, full-year; part-day, part-year; and extended-day. At least 60 percent of the slots must be full-day, full-year and 60 percent of the enrolled children must come from families at or below 75 percent of the state median income. Families pay a fee based on a sliding scale, although part-day programs may be exempted by the School Readiness Council from charging fees.

In addition to funding the School Readiness program, Connecticut supplemented federal Head Start funds with \$5,100,000 in 2001–2002. The majority of these state funds were used to enhance services to existing Head Start classrooms. However, some of Connecticut's funds were used to accommodate 457 additional slots in 2001–2002.

The number of 3- and 4-year-olds attending School Readiness programs in 2002–2003 was 6,174, with state funding at \$35,553,856.



## ACCESS

Total state program enrollment - - - - - 5,952  
 School districts that offer state program - - - 24% (communities)  
 Income requirement - 60% of students must be at or below 75% SMI  
 Hours of operation - - - - - 60% of slots must be full-day <sup>1</sup>  
 Operating schedule - - - - - 60% of slots must be full-year <sup>1</sup>  
 Special education enrollment - - - - - 4,537  
 Federally-funded Head Start enrollment - - - - - 6,045  
 State-funded Head Start enrollment - - - - - 457 <sup>2</sup>

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



## QUALITY STANDARDS CHECKLIST

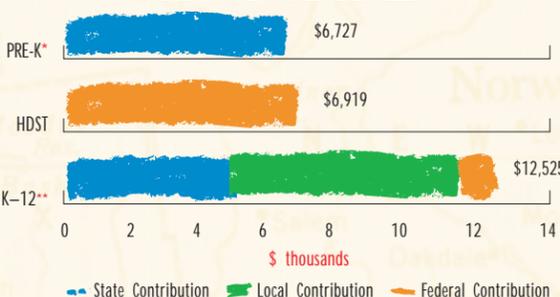
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Curriculum standards - - - - -	Not comprehensive	Comprehensive	<input type="checkbox"/>
Teacher degree requirement - - - - -	CDA or AA/BA <sup>3</sup>	BA	<input type="checkbox"/>
Teacher specialized training requirement - - - - -	9 cr. in EC (with CDA) or degree in ECE or CD (with AA or BA) <sup>3</sup>	Specializing in EC	<input checked="" type="checkbox"/>
Assistant teacher degree requirement - - - - -	None <sup>4</sup>	CDA or equivalent	<input type="checkbox"/>
Teacher in-service requirement - - - - -	[see footnotes] <sup>5</sup>	At least 15 hours/year	<input type="checkbox"/>
Maximum class size		20 or lower	<input checked="" type="checkbox"/>
3-year-olds - - - - -	20		
4-year-olds - - - - -	20		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds - - - - -	1:10		
4-year-olds - - - - -	1:10		
Screening/referral requirements - - - - -	Health only	Vision, hearing, and health	<input type="checkbox"/>
Family support service requirements - - - - -	Family support services <sup>6</sup>	At least 1 service	<input checked="" type="checkbox"/>
Meal requirements - - - - -	None	At least 1/day	<input type="checkbox"/>



## RESOURCES

Total state Pre-K spending - - - - - \$40,041,006  
 Local match required? - - - - - No  
 State spending per child enrolled - - - - - \$6,727  
 State Head Start spending - - - - - \$5,100,000  
 State spending per 3-year-old - - - - - \$225 <sup>7</sup>  
 State spending per 4-year-old - - - - - \$637 <sup>7</sup>

SPENDING PER CHILD ENROLLED



\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.  
 \*\* K-12 expenditures include capital spending as well as current operating expenditures.  
 Data are for the '01-'02 school year, unless otherwise noted.

<sup>1</sup> There are three types of programs: 1) Full-day, full-year, 10 hours per day, 50 weeks per year; 2) Part-day, part-year, 2.5 hours per day; 3) Extended programs that wrap around existing programs to make them full-day, full-year. Approximately 75% of programs are full-day, full-year.  
<sup>2</sup> State-funded slots are always supplemented with federal funds.  
<sup>3</sup> For all hours of the operating day, each classroom must be staffed by a person who meets these minimum requirements. In some public schools, requirements are more stringent than state school readiness requirements, and mandate that a certified teacher be present for at least 2.5 hours per day.  
<sup>4</sup> However, if assistant teachers act in the capacity of (head) teachers during part of the day, they must meet the minimum teacher degree requirements.  
<sup>5</sup> Teachers must annually take two courses or workshops in early childhood education and also receive training in serving children with disabilities. The requirement will expand in 2002–2003 to include one-time attendance at workshops on emerging preliteracy skills and diversity in preschool.  
<sup>6</sup> Services offered include collaboration with and referral to mental health, ESL, job training, adult education and other services.  
<sup>7</sup> Connecticut did not break its total enrollment figure into specific numbers of 3- or 4-year-olds. As a result, these calculations are estimates, based on proportions of enrollees who were ages 3 and 4 in states that served 3-year-olds and provided age breakdowns for 2001–2002.