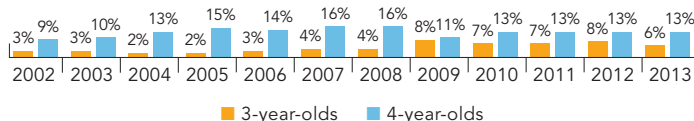
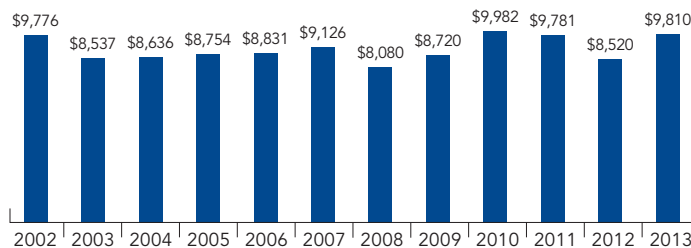


# Connecticut

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2013 DOLLARS)



The Connecticut School Readiness Program was founded in 1997, in an effort to increase access to early education programs for 3- and 4-year-olds. Financial support is available to 19 priority districts, though their participation is voluntary. Townships among the 50 lowest wealth towns in the state, or towns with a priority school that are not designated as priority districts, can apply for competitive grants. In each town, a minimum of 60 percent of registered students must have a family income at or below 75 percent of the state median income. Each town's School Readiness Council, composed of membership outlined in legislation, is led by the district school superintendent and the primary elected official. The Councils encourage networking among community and school-based preschool programs to carry out the objectives of the School Readiness program. The Connecticut State Department of Education administered the state prekindergarten initiative in the 2012-2013 school year, but, as of July 2013, the new Connecticut Office of Early Childhood (OEC) will exercise administrative authority over the program.

Municipalities, towns, and Regional Education Service Centers may contract with public schools, Head Start agencies, and private child care, including faith-based settings, to offer the School Readiness Program. In order to accommodate both working and non-working families, the program provides extended-day slots, available for 7 to 10 hours per day, for 50 weeks per year, as well as school- and part-day slots, offered 6 and 2½ hours per day, respectively, for 180 days per year. All spaces are available 5 days per week.

Funds are also used to support a professional development efforts to support the use of state early learning standards, called "Training Wheels," which offers on-site training and coaching sessions on the Connecticut learning standards and assessment framework. As the state gradually increases degree requirements for lead teachers by 2015, to a bachelor's degree by 2020, scholarship money is offered to individuals to attain early childhood degrees for degree programs, and institutes of higher education are forming or reviewing early childhood degree programs. The recently developed Early Childhood Teacher Credential will satisfy the degree requirements to teach the including School Readiness, Child Day Care Contract Program and State Supplemental Head Start programs.

The State Department of Education administers child care agreements for children birth to age 12 with household incomes below 75 percent of the state median income. Families experience a redetermination of fee every six months. Though this program does serve some preschool-aged children, it does not meet the NIEER definition of a state-funded preschool program, due to the redetermination process, and consequently is not profiled in this publication.

Connecticut also supported the federal Head Start program with state funding of \$5,303,468 during the 2012-2013 program year. Funds are provided through three grants: Services, Enhancements, and Links. These funds helped provide 382 supplementary spaces to 3- and 4-year-olds, as well as serving to expand the program day and year and support other quality improvements, including collaborative learning opportunities for early childhood education and care providers from other agencies; collaborating with kindergarten to focus on executive function; purchase of additional literacy and numeracy materials, as well as a focus on these areas with families; increased outreach to homeless students; and multi-generational programming.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
29	11

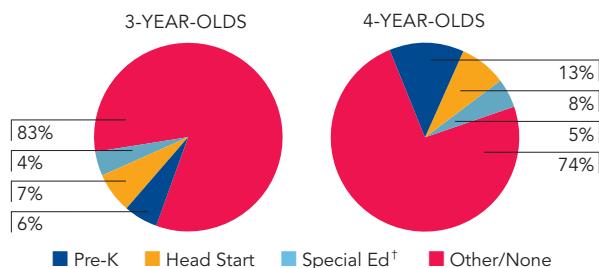
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
3	2

# CONNECTICUT SCHOOL READINESS

## ACCESS

Total state program enrollment .....	9,487
School districts that offer state program .....	40% (towns)
Income requirement .....	75% SMI
Hours of operation .....	Determined locally, 5 days/week <sup>1</sup>
Operating schedule .....	Determined locally <sup>1</sup>
Special education enrollment, ages 3 and 4 .....	4,969
Federally funded Head Start enrollment, ages 3 and 4 .....	5,364
State-funded Head Start enrollment, ages 3 and 4 .....	383 <sup>2</sup>

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



<sup>†</sup> This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

## QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards .....	Comprehensive .....	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree .....	CDA + 12 credits in EC .....	BA	<input type="checkbox"/>
Teacher specialized training .....	Meets CDA requirements + 12 credits in ECE .....	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree .....	None .....	CDA or equivalent	<input type="checkbox"/>
Teacher in-service .....	6 clock hours/year <sup>3</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 and support services .....	Vision, hearing, health, psychological/behavioral, dental, developmental; and support services <sup>4</sup> .....	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals .....	Depends on length of program day <sup>5</sup> .....	At least 1/day	<input type="checkbox"/>
Monitoring .....	Site visits and other monitoring .....	Site visits	<input checked="" type="checkbox"/>

**TOTAL BENCHMARKS MET**

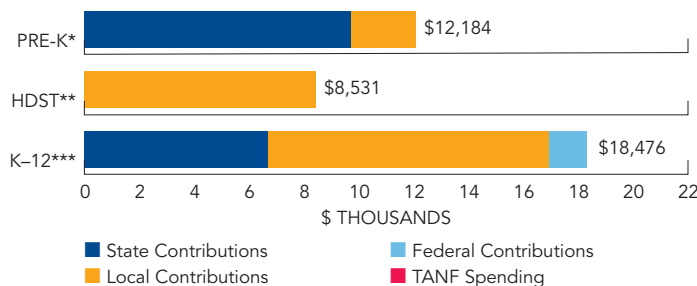
**6**

## RESOURCES

Total state pre-K spending .....	\$93,064,999
Local match required? .....	No
State Head Start spending .....	\$5,303,468 <sup>2</sup>
State spending per child enrolled .....	\$9,810
All reported spending per child enrolled* .....	\$12,184

\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.  
 \*\* Head Start per-child spending for the 2012-2013 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.  
 \*\*\* K-12 expenditures include capital spending as well as current operating expenditures. Data are for the '12-'13 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



<sup>1</sup> There are three types of slots, including full-day (10 hours)/ full-year (50 weeks/year); school-day (6 hours)/school-year (180 days/year); part-day (2.5 to 5.5 hours)/school-year (180 to 250 days/year). Extended day provides hours, days, and weeks of a non-School Readiness program to extend the program to meet full-day, full-year requirements). All programs operate 5 days per week. Funding levels vary by the type of slot.  
<sup>2</sup> Additional slots were created by supplemental funds, although the number of children served by age is estimated as the state does not collect that information.  
<sup>3</sup> All School Readiness staff must complete two 2-hour annual trainings in early childhood education and one 2-or-more hour annual training in serving children with disabilities. They must also document training in emerging literacy and in diversity in the classroom. Most centers are licensed by the Department of Public Health, which requires annual training in medical administration, First Aid, and nutrition.

<sup>4</sup> Support services include education services or job training for parents, parenting support or training, parent involvement activities, health services for parents and children, information about nutrition, referral to social services, transition to kindergarten activities, parent conferences and/or home visits; and family literacy and dual language learners.  
<sup>5</sup> Programs are required to serve one snack to children who attend fewer than 5 hours per day and one snack plus one meal to children in class for 5 to 8 hours per day. Children attending more than 8 hours per day must be provided one snack and two meals or two snacks and one meal. Either the program or the parent may provide the food.