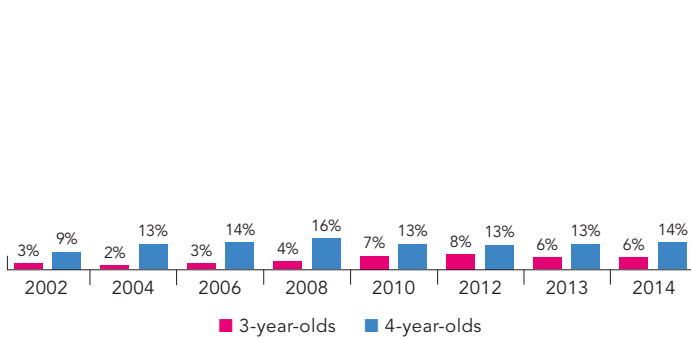
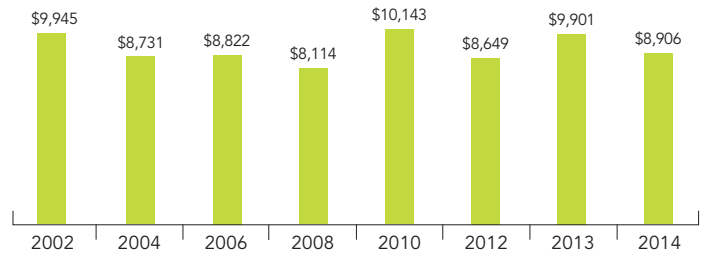


# Connecticut

PERCENT OF STATE POPULATION ENROLLED\*



STATE SPENDING PER CHILD ENROLLED\* (2014 DOLLARS)



In an effort to increase access to early education programs for 3- and 4-year-olds, the Connecticut School Readiness Program was founded in 1997. Financial support is available to 19 priority districts; other townships can apply for competitive grants if they are among the 50 lowest wealth towns in the state or house a priority school. In order to qualify, at least 60 percent of School Readiness students in a town must have a family income at or below 75 percent of the state median income. Led by the district school superintendent and elected officials, each town has a School Readiness Council which encourages networking among community and school-based preschool programs. As of July 2013, the new Connecticut Office of Early Childhood (OEC) exercises administrative authority over the School Readiness program, rather than the State Department of Education.

While only municipalities, towns, and Regional Education Service Centers receive funding directly, they may contract with public schools, Head Start agencies, private child care centers, and faith-based settings. The program works to accommodate a diverse set of family situations, and offers extended-day spaces in addition to school- and part-day spaces. Extended days are available for 7 to 10 hours per day, for 50 weeks per year, 5 days a week. School- and part-day are respectively 6 and 2½ hours per day, for 5 days a week as well and 180 days per year.

Connecticut institutes of higher education are forming or reviewing early childhood degree programs, including the recently developed Early Childhood Teacher Credential that satisfies requirements to teach in School Readiness and State Supplemental Head Start programs. Scholarship money is offered for degree programs, as degree requirements for lead teachers are gradually increasing by 2015.

Child care contracts for children birth to age 12 with household incomes below 75 percent of the state median income are available through the OEC. Though some preschool-age children are served, fees for this service are redetermined every six months, which does not meet the definition of a state-funded preschool program. The child care program is consequently not profiled in this publication.

In 2014, Connecticut was awarded a competitive federal Preschool Development Grant for \$12.5 million.

The federal Head Start program was also supported during the 2013-2014 program year with state funding totaling \$5,585,093 provided through three grants: Services, Enhancements, and Links. These funds were used in many aspects, including to provide 380 supplementary spaces to 3- and 4-year olds and to expand the Head Start program day and year. The funds also support quality improvements, including establishing collaborative learning opportunities for early childhood education and care providers from other agencies, collaborating with kindergarten to focus on executive function, and purchasing additional materials.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
29	12

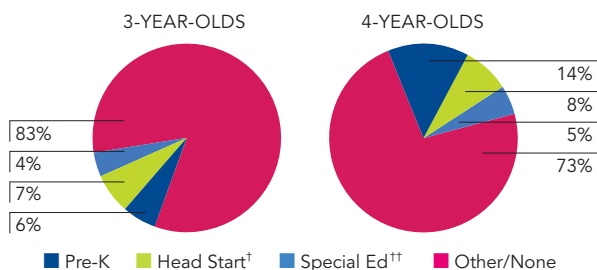
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
3	3

## CONNECTICUT SCHOOL READINESS

### ACCESS

Total state program enrollment .....	9,291
School districts that offer state program .....	40% (towns/communities)
Income requirement .....	No income requirement
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 .....	5,004
Federally funded Head Start enrollment, ages 3 and 4 .....	5,432
State-funded Head Start enrollment, ages 3 and 4 .....	375 <sup>2</sup>

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



† Some Head Start children may also be counted in state pre-K.

†† Estimates children in special education not also enrolled in state 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	BA	<input type="checkbox"/>
Teacher specialized training .....	CDA plus 12 EC credits	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree .....	No minimum degree required	CDA or equivalent	<input type="checkbox"/>
Teacher in-service .....	9 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 .....	Vision; hearing; height/weight/BMI; and support services	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
blood pressure; immunizations; psychological/behavioral; full physical exam; developmental; dental; and support services <sup>4</sup>			
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

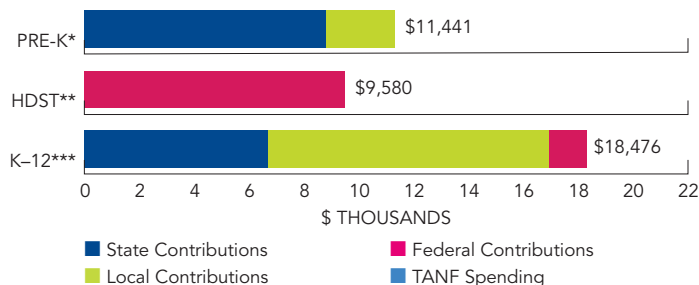
Total state pre-K spending .....	\$82,742,716
Local match required? .....	No
State spending per child enrolled .....	\$8,906
All reported spending per child enrolled* .....	\$11,441

\* 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 2013-2014 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 '13-'14 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.