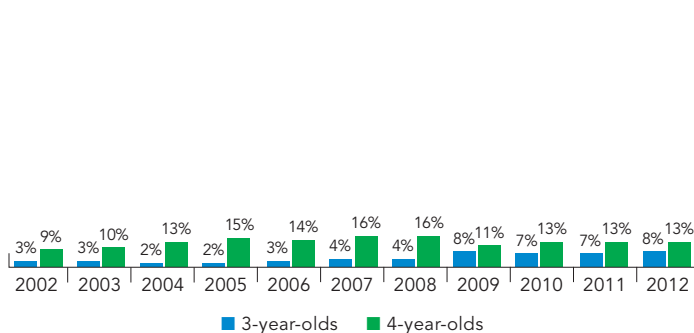


# Connecticut

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2012 DOLLARS)



In an effort to improve access to early education programs for 3- and 4-year-olds, the Connecticut School Readiness Program was established in 1997. Funding is available to 19 priority districts whose participation is voluntary. Towns that are among the 50 lowest wealth ranked in the state or towns with a priority school that are not selected as priority districts are eligible for competitive grants. In each town, at least 60 percent of enrolled students must have a family income at or below 75 percent of the state median income. The district school superintendent and the chief elected official lead the School Readiness Council composed of membership outlined in legislation. The role of this Council is to encourage networking between community and school-based preschool programs in carrying out the goals of the School Readiness program.

Head Start agencies, public schools, and private child care, including faith-based settings are eligible to provide the School Readiness Program. The program offers options to accommodate both working and non-working families. Those spaces include extended-day, which is available for 7 to 10 hours per day for 50 weeks per year, as well school-day 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. The state was expected to add 1,000 pre-K spaces in the 2012-2013 school year using a \$6 million funding increase.

Funds were also used to support "Training Wheels," a professional development effort that provides on-site coaching and training sessions on the use of the Connecticut learning standards and assessment framework. Some scholarship money for degree programs will be provided in 2013 as the state moves toward higher degree requirements for lead teachers by 2015. Many institutions of higher education are creating or revising degree programs specific to early childhood in light of these requirements. The newly created Early Childhood Teacher Credential will be used as documentation that teachers working in early education programs accepting state funds, including School Readiness, Child Day Care Contractors, and State Supplemental Head Start meet the educational requirements. The state has also designated the Early Childhood Planning Office to develop a plan for a coordinated early childhood system throughout the state.

Child care contracts previously held by the Department of Social Services (DSS) were transferred to the State Department of Education, which will administer the contracts to existing providers currently under contract to serve children birth to age 12. Children from families with household incomes below 75 percent of the state median income are eligible, though families undergo a redetermination of fee every six months. Redetermination of fee may result in families having to drop out of the program or pay a fee if their income has increased significantly. Due to the redetermination process, this program does not meet the NIEER definition of a state-funded preschool program and consequently is not profiled in this publication.

In addition, Connecticut supplements the federal Head Start program with state funding, contributing \$5,661,150 during the 2011-2012 program year. This funding helped provide 549 additional spaces, as well as serving to extend the program day and year, provide additional services, and support other quality enhancements. Quality enhancements include innovative and/or evidence-based activities focused on at least one of the following areas: transition to kindergarten or from program to program, with a focus on ongoing collaborative efforts between public schools and community-based programs; professional learning, particularly in the areas of transition and high-quality instruction and assessment, with a focus on shared learning opportunities involving early childhood education and care providers from other agencies; or state early learning standards within the Head Start framework to enhance quality of instruction and assessment.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
29	8

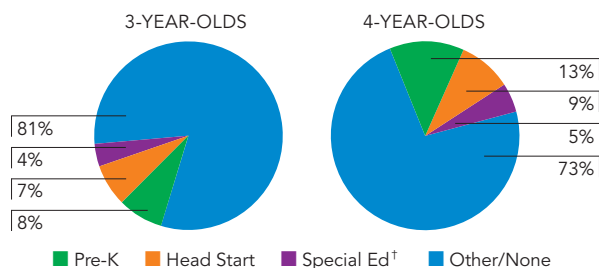
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
3	1

## CONNECTICUT SCHOOL READINESS

### ACCESS

Total state program enrollment .....	8,993
School districts that offer state program .....	38% (towns)
Income requirement .....	60% of children must be at or below 75% SMI
Hours of operation .....	Determined locally <sup>1</sup>
Operating schedule .....	Determined locally <sup>1</sup>
Special education enrollment .....	4,929
Federal Head Start enrollment, ages 3 & 4 .....	5,830
State-funded Head Start enrollment.....	523 <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	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree .....	None	CDA or equivalent	<input type="checkbox"/>
Teacher in-service .....	6 clock hours <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, health, dental, and support services	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals .....	Depend 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 .....	\$75,431,544
Local match required? .....	No
State Head Start spending .....	\$5,661,150
State spending per child enrolled .....	\$8,388
All reported spending per child enrolled* .....	\$11,725

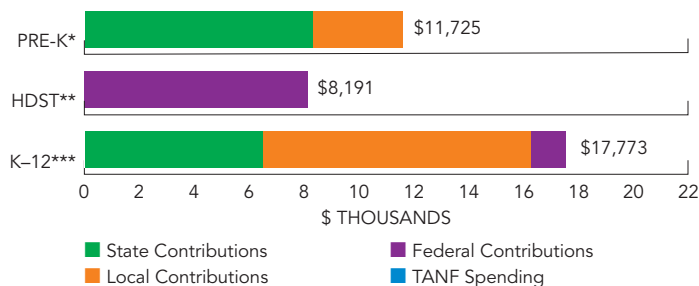
\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

\*\* Head Start per-child spending for the 2011-2012 year includes funding only for 3- and 4-year-olds served. Past years' figures have unintentionally included funds for Early Head Start.

\*\*\* K-12 expenditures include capital spending as well as current operating expenditures.

Data are for the '11-'12 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> The state could not break the enrollment figure into specific numbers of 3- and 4-year-olds. As a result, age breakdowns used in the Access pie charts were estimated using proportions of federal Head Start enrollees in each age category.

<sup>3</sup> All school readiness staff must complete two 2-hour annual trainings in early childhood education and one 2-or-more-hours 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, family literacy, and support for 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.