In 1997, Connecticut established the School Readiness program to improve access to prekindergarten. The program serves both 3- and 4-year-old children in priority school districts (any town with a priority school) and competitive districts (any town ranked in the bottom 50 towns in the state in town wealth). School Readiness funds are allocated by the state directly to priority districts, and through competitive grants to the competitive districts. In participating communities, the chief elected official and school superintendent establish a School Readiness Council to provide direction to the local programs. Head Start centers, public schools, and private child care centers can provide School Readiness services. Most School Readiness programs are required to offer full-day, full-year slots. However, programs are allowed to provide some part-day, part-year; extended-day; or school-day, school-year slots for families with varying scheduling needs. Enrollment in School Readiness is based on an income requirement: at least 60 percent of children enrolled in the program must have a family income at or below 75 percent of the state median income. With the exception of families providing foster care to the child or receiving TANF, all families pay a sliding scale fee for the School Readiness program.


State funds are also used to supplement Head Start. These additional funds are used to provide additional part-day, full-day, and extended-day slots, as well as to support quality enhancements.
**CONNECTICUT SCHOOL READINESS**

**ACCESS**

- Total state program enrollment: 8,532
- School districts that offer state program: 355 (communities)
- Income requirement: 60% of children must be at or below 75% SMI
- Hours of operation: Determined by type of slot
- Operating schedule: Determined by type of slot
- Special education enrollment: 3,893
- Federally funded Head Start enrollment: 6,246
- State-funded Head Start enrollment: 503

**QUALITY STANDARDS CHECKLIST**

<table>
<thead>
<tr>
<th>POLICY</th>
<th>STATE PRE-K REQUIREMENT</th>
<th>BENCHMARK</th>
<th>DOES REQUIREMENT MEET BENCHMARK?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early learning standards</td>
<td>Comprehensive</td>
<td>Comprehensive</td>
<td>☑</td>
</tr>
<tr>
<td>Teacher degree</td>
<td>...BA, or CDA + 12 credits in EC (public); CDA + 12 credits in EC (nonpublic)</td>
<td>BA</td>
<td>☑</td>
</tr>
<tr>
<td>Teacher specialized</td>
<td>...Cert. in EE w/ pre-K endorsement, SpEd w/ pre-K-12 endorsement (public); Meets CDA requirements (nonpublic)</td>
<td>Specializing in pre-K</td>
<td>☑</td>
</tr>
<tr>
<td>Assistant teacher degree</td>
<td>None</td>
<td>CDA or equivalent</td>
<td>☑</td>
</tr>
<tr>
<td>Teacher in-service</td>
<td>12 clock hours</td>
<td>At least 15 hours/year</td>
<td>☑</td>
</tr>
<tr>
<td>Maximum class size</td>
<td>3-year-olds: 20&lt;br&gt;4-year-olds: 20</td>
<td>1:10 or better</td>
<td>☑</td>
</tr>
<tr>
<td>Staff-child ratio</td>
<td>3-year-olds: 1:10&lt;br&gt;4-year-olds: 1:10</td>
<td>☑</td>
<td></td>
</tr>
<tr>
<td>Screening/referral</td>
<td>Vision, hearing, health, dental; Vision, hearing, health; and support services</td>
<td>at least 1 support service</td>
<td>☑</td>
</tr>
<tr>
<td>Meals</td>
<td>Depend on length of program day</td>
<td>At least 1/day</td>
<td>☑</td>
</tr>
<tr>
<td>Monitoring</td>
<td>Site visits and other monitoring</td>
<td>Site visits</td>
<td>☑</td>
</tr>
</tbody>
</table>

**RESOURCES**

- Total state pre-K spending: $65,755,670
- Local match required: No
- State Head Start spending: $4,521,150
- State spending per child enrolled: $7,707
- All reported spending per child enrolled*: $9,577

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

**K-12**

**SPENDING PER CHILD ENROLLED**

- Pre-K*: $9,577
- HDST: $7,852
- K-12**: $14,533

**2006-2007 school year, they all had at least a high school diploma.**

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1. The state did not break enrollment into specific numbers of 3- or 4-year-olds, so all age breakdowns are estimates using averages from state programs that did have age counts.
2. Also, 40 percent of children served must be in need of full-day, full-year care.
3. There are four types of slots, including full-day (10 hours/ full-year, school-day (7 hours)/school-year, part-day (2.5 hours)/school-year, and extended day (slots that extend the hours, days, and weeks of a non-School Readiness program to meet full-day, full-year requirements). All programs operate 5 days per week.
4. This figure is based on the federal PIR total of non-ACF-funded enrollment and the proportion of all enrollees who were age 3 or 4.
5. A certified teacher must be present at least 2.5 hours per day. For the rest of the day, teachers in public schools must meet the nonpublic school requirements of a CDA plus 12 credits in early childhood.
6. Assistant teachers must meet teacher requirements if acting in the capacity of lead teacher for part of the day. In full-day programs, assistant teachers generally act in a lead capacity for half of the program day and must meet the qualifications for lead teachers. There are no minimum degree requirements for assistant teachers who do not function as a lead teacher. However, during the