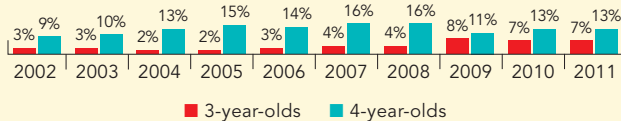
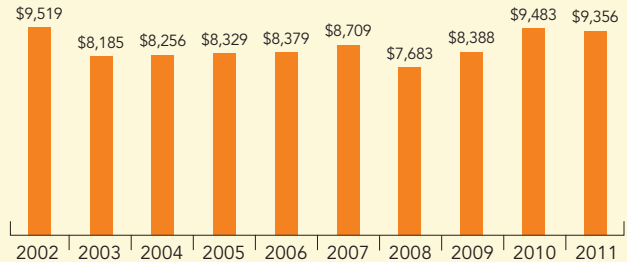


# Connecticut

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2011 DOLLARS)



The Connecticut School Readiness Program was established in 1997 to improve access to early education programs for 3- and 4-year-olds. At least 60 percent of students enrolled in the program must have a family income at or below 75 percent of the state median income. The program provides preschool funding to 19 priority districts whose participation is voluntary. Competitive grants are also available for towns that are among the 50 lowest wealth ranked towns in the state, or towns with a priority school that are not designated as priorities districts. Communities that participate in the program establish a School Readiness Council to provide guidance for the program. Council members are selected by the chief elected official and the district school superintendent.

Public schools, Head Start agencies, and private child care and faith-based centers are all eligible to provide the School Readiness Program. In order to accommodate working and non-working families, the program offers slot options including full-day, school-day, and part-day, all of which are available 5 days per week. Full-day slots are available for 7 to 10 hours per day for 50 weeks per year. School-day slots are offered 6 hours per day while part-day slots operate 2 ½ hours per day, both for 180 days per year.

Some program funds supported "Training Wheels," a professional development effort that provides training sessions and on-site coaching on the use of the Connecticut learning standards and assessment framework. As the state moves toward higher degree requirements for lead teachers by 2015, some scholarship money for degree programs will be provided in 2013. Many institutions of higher education are revising or creating degree programs specific to early childhood.

Connecticut also funds a program serving children up to age 5 through the Department of Social Services (DSS). Children must come from families with household incomes below 75 percent of the state median income to be eligible for this program. However, families must undergo a redetermination of fee every six months, which may result in families having to pay a fee or drop out of the program if income has increased significantly. Due to this redetermination process, the program does not meet the NIEER definition of a state-funded preschool program and is not profiled in this publication. The Child Day Care program formerly operated by DSS is now administered by the Department of Education, and the state is considering merging this program with the School Readiness program.

Connecticut also provides state funds to supplement federal Head Start programs with the goal of creating additional slots, extending the program day and year, providing additional services, and supporting other quality enhancements. During the 2010-2011 program year, Connecticut contributed \$5,471,150 to these efforts, which increased slots by 458 and provided extended-day services to 720 children. Quality enhancements include acquiring additional classroom materials, expanding the reach of comprehensive services, providing professional development, and improving family outreach and engagement.

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

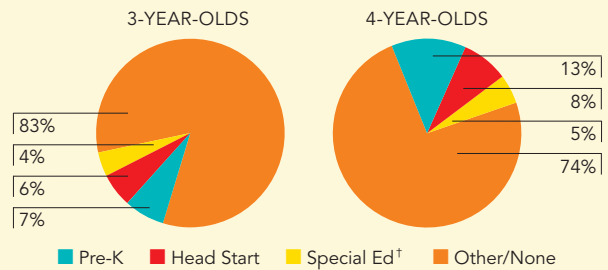
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
2	2

# CONNECTICUT SCHOOL READINESS

## ACCESS

Total state program enrollment .....	9,117
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 .....	4,962
Federally funded Head Start enrollment .....	6,102
State-funded Head Start enrollment.....	455 <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 <sup>3</sup> .....	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>4</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, dental, health, .....	Vision, hearing, health; and	<input checked="" type="checkbox"/>
and support services	developmental; <sup>5</sup> and support services <sup>6</sup>	at least 1 support service	
Meals .....	Depend on length of program day <sup>7</sup> .....	At least 1/day	<input type="checkbox"/>
Monitoring .....	Site visits and other monitoring .....	Site visits	<input checked="" type="checkbox"/>

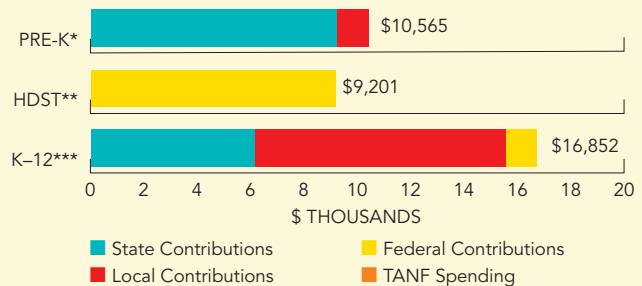
**TOTAL BENCHMARKS MET**

**6**

## RESOURCES

Total state pre-K spending .....	\$85,302,562
Local match required? .....	No
State Head Start spending .....	\$5,471,150
State spending per child enrolled .....	\$9,356
All reported spending per child enrolled* .....	\$10,565

SPENDING PER CHILD ENROLLED



\* 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 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

<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 4 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> This figure is an estimate based on the number of children reported as a state match by ACF and the proportion of 3- and 4-year-olds as reported by the PIR.

<sup>3</sup> The majority of public schools with School Readiness classrooms have a certified teacher present for at least 2.5 hours per day.

<sup>4</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>5</sup> All children must have an annual well-child checkup by their health care provider and health forms are required.

<sup>6</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, and family literacy and dual language learners.

<sup>7</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.