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Too Many Connecticut Children Lack Access to High-Quality Pre-K; the Pandemic Made it Worse

Federal/State Partnership Needed to Better Serve Young Children and their Families

NEW BRUNSWICK, NJ—The COVID-19 pandemic set back state preschool enrollment and funding across the country, according to the 2020 edition of *The State of Preschool Yearbook* by the National Institute for Early Education Research (NIEER) at the Rutgers Graduate School of Education.

Pre-pandemic, Connecticut saw a decrease in enrollment and inflation-adjusted spending. Across its three programs, the state met an average of 5 of 10 minimum standards for high-quality preschool education.

Now is the time for a renewed commitment to high-quality pre-K for all, beginning with those in the lowest income families. Nationally, the report found that:

- Growth in state-funded preschool was slowing before the pandemic.
- The pandemic imposed serious setbacks and reversed recent progress.
- Uneven progress among states is worsening inequality in children's access to high-quality preschool.
- Most states spend too little per child to support high-quality, full-day pre-K and few reach all their 3- and 4-year-olds.

"It's concerning to see Connecticut moving in the wrong direction in terms of both funding for and access to public preschool, while also leaving quality standards low," said Steven Barnett, Ph.D., NIEER's founder and senior co-director. "However, the state should be praised for commitment to raising teacher qualifications over the next several years."

Nationwide, enrollment in state-funded preschool increased slightly in 2019-2020, but took a hit in 2020-2021 as many programs closed or only offered virtual learning and parents were hesitant to send children to in-person school during the pandemic.

"Connecticut must act now to mitigate the pandemic's impacts on young children and pre-K programs, get pre-K back on track for next year, and recommit to long-term progress," said Barnett. "The federal government should provide support for, and states commit to, high-quality pre-K. While federal rescue and recovery dollars can help, a new federal initiative NIEER has proposed could bring \$65.3 million in federal support to Connecticut for preschool during the next four years."

Across the country the survey reveals bipartisan support for preschool with both "red" and "blue" states among the nation's leaders in high quality pre-K. That offers hope that the nation can move ahead to expand access to high-quality pre-K more rapidly in the future.

The 2020 State of Preschool Yearbook was supported with funding from the Heising-Simons Foundation and the Bill and Melinda Gates Foundation. Cost modeling and funding analyses were supported with funding from the PNC Foundation. For more information and detailed state-by-state profiles on quality, access, and funding, please visit www.nieer.org.

The National Institute for Early Education Research at the Rutgers Graduate School of Education, New Brunswick, NJ, supports early childhood education policy and practice through independent, objective research and the translation of research to policy and practice.

CONNECTICUT: 2020 FAST FACTS

Met 5 of 10 quality standards benchmarks.

Enrolled 14,859 children, a decrease of 149 from 2018-19.

Total state funding was \$125,973,139, a decrease of \$7,811,746 from 2018-19 (inflation adjusted).

State spending-per-child was \$8,478 compared to \$8,914 in 2018-19 (inflation adjusted).

Connecticut national rankings:

- 30 in access for 4-year-olds
- 8 in access for 3-year-olds
- 7 in state spending per child