

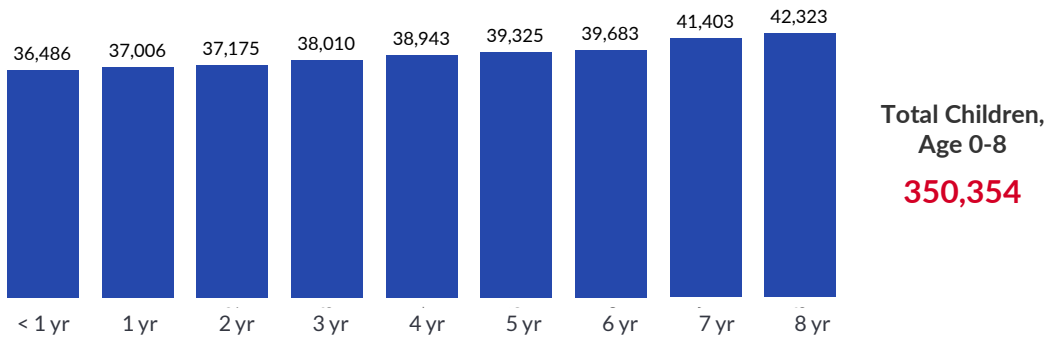
The Early Childhood Landscape in CONNECTICUT



OVERVIEW

Learning is a continuum that begins from our first day in the world, not just the first day of school. As we begin to understand how the opportunities and environments early in life impact long-term learning and life outcomes, our systems of education have begun to gradually encompass children of younger ages. Because early childhood learning is largely undefined and decentralized, this packet is meant to serve as a compilation of the various statistics, data, and research available. While by no means comprehensive, we hope it provides a foundational understanding of the current landscape of early learning in your state.

Number of Children Age 8 and Younger, 2015



STATE DEMOGRAPHICS

Early childhood initiatives are often crafted to support specific populations within a state—such as infants, children from low-income families, and English language learners—which is why it is important to first understand your state’s demographics.

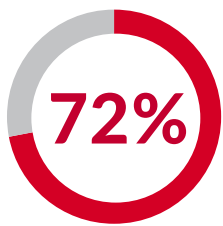
Questions To Consider

How many young children are in my state?

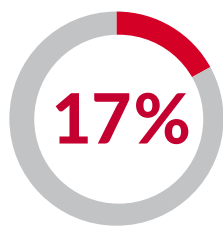
How does this impact the scale of policies?

What is the economic status of families with young children?

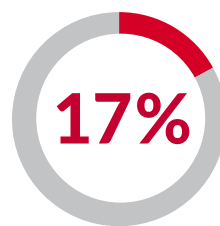
Are there unique cultural needs for young children in my state?



Children with All Available Parents in the Labor Force, Age 0–6 (2015)



Children in Poverty, Age 0–5 (2015)



Children in Low-Income Working Families, Age 0–6 (2015)

Children Age 0–4 by Race, 2015

	White	Black	Hispanic	Two or More Races	Asian	American Indian
# Children	97,035	22,080	47,944	7,655	9,782	740
% of All Children	52.4%	11.9%	25.9%	4.1%	5.3%	0.4%

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Current Status of Infant and Toddler Well-Being

INDICATOR	CONNECTICUT	NATION
Unintended Pregnancy (% of all pregnancies)	51%	45%
Prenatal Care Before 3rd Trimester (% of live births)	N/A	87%
Teen Mothers (% of live births)	1%	7%
Home Health Visit (% of children ages 0-3)	13%	14%
Well-Baby Check (% of babies)	90%	91%
Developmental Screening (% of children ages 10 months to 5 years)	27%	31%

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Maternal and Child Health Grant

The federal government allocates the Title V Maternal and Child Health (MCH) Block Grant to states. **Connecticut** provides additional funding to the MCH program (as shown below).

The state has identified eight national performance measures to focus on:

- **Well-Woman Visit**
- **Risk-Appropriate Perinatal Care**
- **Breastfeeding**
- **Developmental Screening**
- **Adolescent Well-Visit**
- **Medical Home**
- **Transition (Children with Special Needs)**
- **Preventive Dental Visit**

Connecticut MCH Funds by Source



Connecticut | MCH 2015 Expenditures

POPULATION SERVED	INDIVIDUALS SERVED	2015 EXPENDITURE
Pregnant Women	3,170	\$1,363,923
Infants	41,822	\$2,688,065
Children (Age 1-22)	114,520	\$4,939,767
Children with Special Needs	48,745	\$2,137,732
Others	172,150	\$68,709
Total	380,407	\$11,198,196

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INFANT AND TODDLER SUPPORT

Infants and toddlers develop and learn at exponential rates as they explore and engage with the environments and adults around them. In order to support their **health and development**, pregnant women, infants and toddlers, and parents need access to information and services.

Questions To Consider

Are women and children receiving health care services before and after birth?

Are families prepared for and educated about the needs of young children?

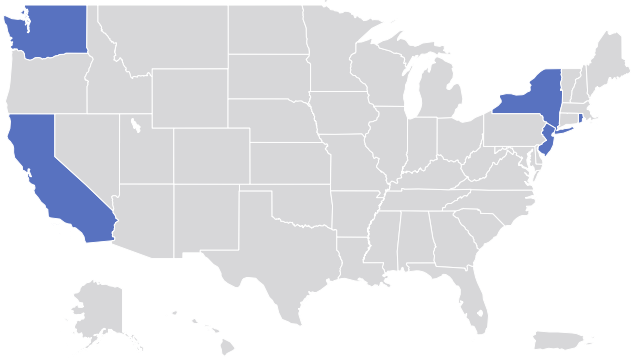
What areas of maternal and child health is my state focusing on?



Paid Family Leave

Connecticut does not have a statewide paid family leave policy.

States with Paid Family Leave Policies



State	First Year	# Weeks	Benefit (% Income)
CA	2004	6	Up to 70%
DC	2020	8	Up to 90%
NJ	2009	6	Up to 66%
NY	2018	8	Up to 50%
RI	2014	4	Up to 60%
WA	2020	12	Up to 90%

Home Visiting

Home visiting is a type of service targeted to expectant parents and parents with children ages 0-5 to support healthy child development. Though models and programs vary, home visits typically allow trained experts to provide services, share best practices, and connect families to other resources all within the home setting.

4,270

Number of Families Served Through Home Visits in 2016 ²

55,775

Number of Home Visits Provided in 2016 ^{1,2}

Connecticut uses the following evidence-based models for home visiting programs:^{1,2}

- **Nurse-Family Partnership**
- **Parents as Teachers**
- **Early Head Start: Home Based Option**
- **Child First**

[VIEW DATA RESOURCE 1](#)

[VIEW DATA RESOURCE 2](#)

INFANT AND TODDLER SUPPORT

Questions To Consider

*What does paid family leave look like across the country?
Is that conversation happening in my state?*

*Is my state funding a significant percentage of home visits?
Were home visits an MCH priority for my state?*

What models for home visiting is my state utilizing? How are different models used to support families' unique needs?

Cost and Affordability of Infant Care

\$13,880

Average Annual Cost of Infant Care in **Connecticut**

16%

Infant Care Cost as a Share of Median Family Income in **Connecticut**

According to the U.S. Department of Health and Human Services, child care is affordable if it costs no more than 10% of a family's income.

By this standard, only

28%

of families in **Connecticut** can afford infant care.



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Public Support for Infant Care

PROGRAM	FUNDING SOURCE	DESCRIPTION	NUMBER OF CHILDREN AGES 0-3 SERVED
Early Head Start	Federal (with optional state supplement)	Funds child care slots for children ages 0-3 from low-income families in addition to some health and family services.	Federal 1,212
			State 30
Child Care and Development Fund	Federal and State	Provides financial assistance to low-income families to access child care so they can work or attend a job training or educational program.	2,610 monthly average

INFANT AND TODDLER SUPPORT

Questions To Consider

Is the cost of infant care in my state affordable?

What percentage of families have all available parents in the labor force? What does that mean for the demand for infant care?

What type of public support is available in my state for infant care?



Pre-Kindergarten Trends

65.5%

3- and 4-Year Olds Enrolled in **Pre-K** Public and Private (Estimated **50,424** children)

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6.4%

3- and 4-Year Olds Enrolled in **Head Start** Program (Estimated **4,888** children)

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16.7%

3- and 4-Year Olds Enrolled in **State pre-K** Program (Estimated **12,845** children)

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THREE- AND FOUR-YEAR-OLDS

At ages three- and four, children may be eligible to enroll in pre-Kindergarten, or “pre-K,” programs, both private and public. Pre-K programs are not compulsory, and families may elect to continue any arrangement of their choice.

Questions To Consider

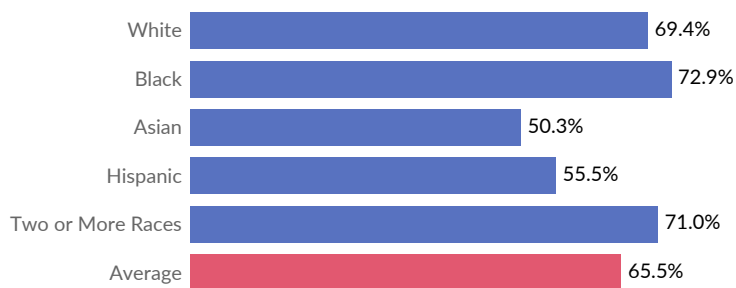
How many children are attending pre-K, public or private?

Are certain populations more likely to attend pre-K?

What percentage of children are enrolled in pre-K due to public support?

How expensive is child care for 4-year-olds?

Percentage of 3- and 4-Year-Olds Enrolled in Pre-K, Public & Private by Race



The following group(s) have enrollment rates in pre-school programs that are below the state average: **Hispanic**

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\$10.77

Median Hourly Wage Child Care Worker

51%

Median Wage for Child Care Worker as Percent of State Median Income

\$11,502

Average Annual Cost of Child Care for 4-year-old

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\$15.20

Median Hourly Wage Preschool Teacher

70%

Median Wage for Preschool Teacher as Percent of State Median Income



Pre-Kindergarten Policy

CONNECTICUT CHILD DAY CARE CONTRACTS

ACCESS	Family Income - Eligibility	75% of SMI
	Other Risk Factors - Eligibility	None
	Child Age	3- and 4-year-olds
	Required District Participation	Not required, but funding is awarded on a competitive basis
FUNDING	State Agency	Connecticut Office of Early Childhood
	Total Spending (2016)	\$33,476,123
	Funds by Source	State, \$17,442,645; Federal, \$16,033,478
	Dedicated Revenue Source for State Funds?	Yes: General Fund line item
	Agencies Eligible to Receive Funding	Head Start, Private agencies, Faith-based centers
	Permitted Subcontracting Agencies	Public schools, Head Start, Private agencies, Faith-based centers
PROGRAM REQUIREMENTS	Minimum Daily Hours	10
	Minimum Days Per Week	5 days per week
	Annual Operating Schedule	Full calendar year
	Maximum Class Size	20
	Screening/Referral and Support Services	Immunizations; Full physical exam

THREE- AND FOUR-YEAR-OLDS

As states begin to develop and fund pre-Kindergarten program, eligibility and quality requirements have also been adopted.

Questions To Consider

Does my state support pre-K enrollment? If so, for which children?

What are the funding sources for pre-K?

What requirements must providers meet in order to be eligible for the state pre-K program?



CONNECTICUT CHILD DAY CARE CONTRACTS - CONTINUED

STANDARDS	Early Learning and Development Standards	Connecticut Early Learning and Development Standards
	Year Revised	2013
	Alignment with College and Career Ready Standards for Early Grades	Yes
EDUCATORS	Teacher Degree	CDA plus 12 Early Childhood credits
	Required Specialization in ECE	Yes
	Assistant Teacher Degree	Not found
ACCOUNTABILITY	Quality Rating and Improvement System (QRIS)	In Development
	Required Participation in QRIS	No
	Number of Levels	N/A
	Required Rating for Funding	N/A

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THREE- AND FOUR-YEAR-OLDS

Questions To Consider

Are pre-K standards aligned with goals of the K-12 system?

Does my state require pre-K teachers to have a certain degree? If so, what?

Has my state developed a system to assess the quality of pre-K and child care providers? Is participation mandatory for state pre-K programs?



Pre-Kindergarten Policy

CONNECTICUT SCHOOL READINESS

ACCESS	Family Income - Eligibility	60% of children enrolled in each municipality must meet the income guideline of at or below 75% of SMI
	Other Risk Factors - Eligibility	N/A
	Child Age	3- and 4-year-olds
	Required District Participation	Not required, but funds are available to any district/county/town choosing to offer the program
FUNDING	State Agency	Connecticut Office of Early Childhood
	Total Spending (2016)	\$119,170,873
	Funds by Source	State, \$97,643,670; Federal, \$2,264,000; Required local, \$18,963,203; Non-required local, \$300,000
	Dedicated Revenue Source for State Funds?	Yes: State School Readiness Funds (\$97,242,154); Parent fee subsidies/Care4Kids (\$18,963,203); PDG state supplement (\$401,516)
	Agencies Eligible to Receive Funding	Public schools, Head Start, Private agencies, Faith-based centers, Municipalities, Regional Education Service Centers, Human Service Agencies
	Permitted Subcontracting Agencies	Public schools, Head Start, Private agencies, Faith-based centers, Regional Education Service Centers, Human Service Agencies
PROGRAM REQUIREMENTS	Minimum Daily Hours	2.5 (part-day); 6 (school day); 10 (extended day)
	Minimum Days Per Week	5 days per week
	Annual Operating Schedule	50 weeks (extended-day); 180 days (school-day and part-day)
	Maximum Class Size	20
	Screening/Referral and Support Services	None

THREE- AND FOUR-YEAR-OLDS

As states begin to develop and fund pre-Kindergarten program, eligibility and quality requirements have also been adopted.

Questions To Consider

Does my state support pre-K enrollment? If so, for which children?

What are the funding sources for pre-K?

What requirements must providers meet in order to be eligible for the state pre-K program?



CONNECTICUT SCHOOL READINESS – CONTINUED

STANDARDS	Early Learning and Development Standards	Connecticut Early Learning and Development Standards
	Year Revised	2013
	Alignment with College and Career Ready Standards for Early Grades	Yes
EDUCATORS	Teacher Degree	CDA
	Required Specialization in ECE	Yes
	Assistant Teacher Degree	High school diploma or equivalent (public); No degree required (nonpublic)
ACCOUNTABILITY	Quality Rating and Improvement System (QRIS)	In Development
	Required Participation in QRIS	No
	Number of Levels	N/A
	Required Rating for Funding	N/A

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THREE- AND FOUR-YEAR-OLDS

Questions To Consider

Are pre-K standards aligned with goals of the K-12 system?

Does my state require pre-K teachers to have a certain degree? If so, what?

Has my state developed a system to assess the quality of pre-K and child care providers? Is participation mandatory for state pre-K programs?



K-3 Policy

	K-3 COMPONENT	CONNECTICUT
ATTENDANCE	Compulsory Age of Attendance ¹	5
	Kindergarten Entrance Age ¹	5 on or before 1/01
	State-Required Full-Day Kindergarten ¹	No, full-day kindergarten is not required.
	State-Required Half-Day Kindergarten ¹	Yes
	Required Kindergarten Attendance ¹	Yes
STANDARDS AND ASSESSMENTS	Required Kindergarten Entrance Assessment (KEA) ²	The Office of Early Childhood is responsible for developing a statewide developmentally appropriate kindergarten entrance inventory.
	Statewide KEA ³	Yes
	KEA Results Use ²	Data on school readiness must be reported to the department.
	K-3 Formative Assessment Consortium Member ³	No
	Dual Language Learner (DLL) Assessment ⁴	LAS Links
	Number of States Using DLL Assessment ²	2
	3 rd -Grade Reading Retention Law ²	Third grade retention is required with good cause exemptions, if a student does not participate in a summer school program.
EDUCATORS	Early Childhood Education License Required for Kindergarten Teachers ³	Yes
	Science of Reading Test Required for Elementary Teachers ⁶	As a condition of initial licensure, all elementary education teacher candidates in Connecticut must pass the state's Foundations of Reading test. The test's objectives include the five components of scientific reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension.
	Teacher-to-Student Ratio Requirement ²	Not specified in statute. Grant funding available to reduce K-3 class sizes to 1:18.

FIVE- TO EIGHT-YEAR-OLDS

At age five, children are eligible to begin kindergarten—generally considered the start to their formal education. In these early grades, there is a strong focus on learning to read due to research indicating that 3rd-grade literacy is crucial for success in school and life.

Questions To Consider

Are districts required to offer full-day kindergarten?

At what age are children eligible to attend school? At what age is attendance compulsory?

How are children assessed in grades K-3? What are assessment results used for?

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[VIEW DATA RESOURCE HERE³](#)

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