



342 North Main Street, Suite 20  
West Hartford, Connecticut 061  
tel: 860-236-0900  
fax: 860-236-0910  
www.theccic.org

Public Hearing Testimony

Non-Speaking  
Speaker:  
Judith Greiman

Date:  
3/12/07

Bill Number:  
1410

**Written Testimony for the  
Education Committee  
From  
Judith B. Greiman  
Connecticut Conference of Independent Colleges  
March 13, 2007**

On behalf of the member institutions of the Connecticut Conference of Independent Colleges (CCIC), *I am submitting testimony in favor of Senate Bill 1410, AAC High School Curriculum and Graduation Requirements Reform.* This bill would enhance high school graduation requirements by increasing the number of math and science courses and requiring that algebra and geometry be taken by all students and by requiring that students score at the level of proficiency on the CAPT test.

Across the country, state are grappling with students who do not perform well in high school, students who enter college in need of serious remediation in core areas and/or students who are not able to matriculate to college due to poor K-12 preparation. Connecticut faces similar problems, particularly in our urban schools.

Because our sole natural resource is our well-educated citizenry and because our population in Connecticut is not expected to grow in the coming years, we must be deliberate in how we address the preparation gap. We must set high standards for our students, their schools and families and provide the tools necessary for success. As noted in *Education Week* recently, "A deep pool of research suggests that students' chances of making it to college, and succeeding there, increase significantly if they take challenging high school courses."

Other states have been bold in their responses to this challenge. Texas has enacted a law that makes a college-prep curriculum the default for all high school students. This has pushed change down to the middle and elementary levels. Arkansas has developed the "Smart Core" default college-prep curriculum. Indiana, which has a recommended college-prep curriculum, is considering making this the default curriculum and tying it to admission at state four-year institutions. Connecticut, known for its highly educated workforce, should not lag behind other states.

It should be further noted that research now shows that a rigorous curriculum is also needed for students who intend to go into skilled jobs in the workforce rather than college. As outlined by the ACT in its recent report, *Ready for College and Ready for Work: Same or Different?*, "High school students who plan to enter workforce training programs after they graduate need academic skills similar to those needed by students planning to enter college. The findings suggest that the math and reading skills needed to be ready for success in workforce training programs are comparable to those needed for success in the first year of college. Based on these results, ACT recommends that all high

school students should experience a common academic program, one that prepares them for both college and workforce training, regardless of their post-graduation plans.”

Other nations are raising the educational bar by setting high standards for their students and making sure that resources are provided to teachers to get results. These countries have accepted the challenge of the global marketplace and have embraced the notion that students skilled in technical fields are the key to the economic future of the nation. Connecticut should lead the United States in meeting this challenge from other countries.

Connecticut’s future prosperity depends on educational achievement for all of our citizens. Reaching this goal will require strong leadership at all levels, but working together to a common end, we can claim Connecticut’s rightful place among the states and the world as an education innovator.