



Testimony of Subira Gordon Executive Director of ConnCAN
Finance, Revenue and Bonding Committee 4/29
Regarding: SB 1129: AN ACT CONCERNING VARIOUS INITIATIVES TO PROMOTE COMPUTER SCIENCE AND TECHNICAL TALENT IN EDUCATION

Testimony on S.B. 1129

Co-Chairs Senator Fonfara and Representative Rojas, Ranking Member Senator Witkos and Representative Davis, and other distinguished members of the Finance, Revenue and Bonding Committee, my name is Subira Gordon and I am Executive Director of ConnCAN.

Today, I am here to testify in support of SB 1129: AN ACT CONCERNING VARIOUS INITIATIVES TO PROMOTE COMPUTER SCIENCE AND TECHNICAL TALENT IN EDUCATION.

Smart investments in computer science education and career pathways are necessary to ensure Connecticut kids can compete for tomorrow's jobs. According to the [App Association](#), the computer science field will have over 1 million open jobs by 2024. Yet, unfortunately, only 10% of all schools offer computer science course ([Code.org report](#)).

Connecticut is already falling behind our neighboring states when it comes to post-recession job growth, and if we fail to have a workforce that is adequately prepared to fill jobs being created, our state's economy will never catch up. For example, New York has already "pushed for a greater focus on computer science and coding in education, and last year's budget included funding to train teachers for computer science." ([NY Governor's Office](#))

Over the last few years, education leaders from across the country have developed computer science curriculums and frameworks to help guide policy implementation and practice. Connecticut can refer to studies, including the [K12 Computer Science Framework](#) a co-authored report by the [Association for Computing Machinery](#), [CODE.org](#), the [Computer Science Teachers Association](#), [Cyber Innovation Center](#), and [National Math + Science Initiative](#).

Access to computer science courses is also an issue of equity. Currently, the ratio of men to women in the computer science field is 4:1. Additionally, for the 2015 Advanced Placement (AP®) Computer Science exam, only 21.9% of students were female, the worst female participation rate of all the AP exams (College Board, 2016). Only 3.9% were Black or African American, 9% were Hispanic or Latino, and 0.4% were American Indian ([K12 Computer Science Framework](#)) By expanding access, more women and students of color have the opportunity to learn about and become computer scientists.

At ConnCAN, we believe that computer science education and career pathways are vital to developing a 21st-century workforce. SB 1129 ensures that Connecticut leads on this issue.

About ConnCAN

Founded in 2005, ConnCAN is leading an advocacy movement to ensure that all kids in The Constitution State have access to a high-quality education, regardless of their address.

Our work to improve education in Connecticut springs from our belief in the immense potential found within every child and our responsibility as citizen advocates to do everything we can to ensure we have an education system that lives up to this potential.

We strive to be resourceful and nimble as we advance the changes our kids deserve. We aim to see every win—and every setback—as an opportunity to learn what’s working today and envision what might be possible tomorrow. We know we don’t have all the answers and that we can only succeed by constantly testing our assumptions, working in close collaboration with others and investing in an inclusive culture enlivened by diverse viewpoints from across our state.

ConnCAN is a branch of [50CAN: The 50-State Campaign for Achievement Now](#).