

Submitter: Jennifer Harris-Clippinger

On Behalf Of:

Committee: Senate Committee On Education

Measure: HB4137

Chair Dembrow, Vice Chair Weber, and Members of the Senate Committee on Education:

For the record, my name is Jennifer Harris-Clippinger and I have been an IB educator for the past 26 years at South Salem high school and have had the pleasure of serving as the school's IB coordinator for the past six years.

My intent is to testify in support of House Bill 4137. A statewide change is the only way to empower educators to support students in living a healthy and balanced life while pursuing a rigorous education in high school. In addition, only by changing the system of requirements can we ensure that all students have access to an enriching and empowering IB education that sets students up for success in all pursuits after high school.

Recognition

- University recognition substantiates an IB education as a world class education that makes college candidates highly desirable
- The IB diploma is recognized universally in private and public higher Ed institutions. This recognition goes beyond college entrance and is often accompanied by offers of scholarships and the granting of enough college credit that first year college students enter as sophomores.
- Thus, the Oregon diploma is a duplication of what students are already accomplishing with the IB diploma.
- Granting states diploma equivalency for the pursuit of the IB diploma is a practice already in place in many states such as Washington, Colorado, and Florida.

Well-being

- Without adjusting Oregon's system and eliminating the duplication of coursework, no local school intervention can overcome the additional burden of time and stress that students must endure in order to take all the required classes for both the IB diploma and the Oregon diploma.
- Students must overload their schedule, taking early bird courses that keep them sitting in classrooms for over nine hours a day or submit to taking summer classes.
- The results of Oregon's system that fails to acknowledge the higher level of standards that students must achieve to meet the collegiate level of subject knowledge required in each subject area means that students struggle to stay balanced, get enough sleep, and find time to engage in passions such as music and sports.

Access

- The results of the over burdening of requirements students must meet to achieve the IB diploma and the Oregon diploma means that many students do not

attempt to engage in what research has clearly proven to be an excellent preparation for any professional life plans after high school.

- Motivated students often end up dropping the full IB diploma because they simply cannot sustain the workload of over loaded schedule.
- First generation college bound students engaged in the avid program- advancement via individual determination- often must give up their membership in avid and its additional support structures because they are unable to fit the avid course into their overloaded schedule.
- The results of a Oregon system that does not acknowledge the opportunities of the IB diploma is that affluent families who are in the know about the opportunity of an IB education gets actively involved to craft students schedules, often beginning in the eighth grade, to ensure that they have more manageable schedules in grade 11 and 12 and are able to complete all course requirements for the Oregon IB diploma.