

Date of Hearing: March 26, 2025

ASSEMBLY COMMITTEE ON EDUCATION  
Al Muratsuchi, Chair  
AB 1128 (Muratsuchi) – As Amended March 10, 2025

**SUBJECT:** California Student Teacher Support Grant Program

**SUMMARY:** Establishes the California Student Teacher Support Grant Program to compensate teacher credential candidates during required student teaching. Specifically, **this bill:**

- 1) Establishes, subject to an appropriation of one-time funds for this purpose, the California Student Teacher Support Grant Program, under the administration of the Commission on Teacher Credentialing (CTC), to compensate teaching credential candidates during the student teaching component of the 600 hours of clinical practice that is required as part of the candidate's teacher preparation program.
- 2) Requires the CTC to issue a request for applications to all local educational agencies (LEAs) to solicit applications for funding.
- 3) Requires applicants to require participants to pass a criminal background check.
- 4) Requires an applicant to certify that it has received a commitment from each participant that the participant will accomplish all of the following:
  - a) Complete all of the requirements for, and obtain, a multiple subject, single subject, or education specialist teaching credential.
  - b) Complete the 600 hours of clinical practice that is required as part of the candidate's teacher preparation program.
- 5) Requires, on or before January 1 of each year, the CTC to report to the education policy and fiscal committees of the Legislature regarding the status of the program, including, but not limited to, the number of student teachers paid, the degree to which the applicant meets the teacher shortage needs of the school district, charter school, or county office of education (COE), and the ethnic and racial composition of the participants in the program.
- 6) Defines LEA as a school district, charter school or COE.
- 7) States that it is the intent of the Legislature that any appropriation made to fund the grant program established by this section shall be applied toward the minimum funding requirements for school districts and community college districts imposed by Section 8 of Article XVI of the California Constitution.

**EXISTING LAW:**

- 1) Requires the CTC to establish standards for the issuance and renewal of credentials, certificates, and permits. Requires the CTC to adopt standards for the accreditation of postsecondary teacher preparation programs. Prescribes "clinical practice" as one of the

CTC-adopted standards and requires that teaching credential candidates perform 600 hours of clinical practice throughout the candidate's teacher preparation program. (Education Code (EC) 44300 and the CTC's Teaching Performance Expectations)

- 2) Requires the CTC to award the following types of credentials to applicants whose preparation and competence satisfy its standards:
  - a) Basic teaching credentials for teaching in kindergarten, or any of grades 1 to 12, inclusive, in public schools in the state;
  - b) Credentials for teaching adult education classes and vocational education classes;
  - c) Credentials for teaching specialties, including, but not necessarily limited to, bilingual education, early childhood education, and special education. The CTC may grant credentials to any candidate who concurrently meets the CTC's standards of preparation and competence for the preliminary basic teaching credential and the preliminary specialty credential; and
  - d) Credentials for school services, for positions including, but not necessarily limited to, administrators, school counselors, speech-language therapists, audiologists, school psychologists, library media teachers, supervisors of attendance, and school nurses. (EC 44225)
- 3) Authorizes the CTC to issue single subject teaching credentials in agriculture, art, biological sciences, business, chemistry, dance, English, geosciences, health science, home economics, industrial and technology education (ITE), mathematics, music, physics, physical education, science (various subjects), social science, theater, and world languages (English language development and languages other than English). (EC 44257)
- 4) Authorizes the CTC to issue a multiple or single subject teaching credential with a specified concentration in a particular subject based upon the depth of an applicant's preparation in an important subject of the school curriculum in order to ensure excellence in teaching in specific subjects. (EC 44257.2)
- 5) Authorizes the CTC to issue credentials for teaching specialties, including bilingual education, early childhood education, and special education (education specialist). Requires education specialist teaching credentials to be based upon a baccalaureate degree from an accredited institution, completion of a program of professional preparation, and standards that the CTC may establish. (EC 44274.2)

**FISCAL EFFECT:** Unknown

**COMMENTS:**

*Need for the bill.* According to the author, "California is facing a persistent teacher shortage that disproportionately affects our most vulnerable students. Many aspiring teachers struggle to complete their required student teaching hours due to financial hardship. By providing stipends to student teachers, this bill ensures that more talented, diverse, and committed educators can

complete their training and serve in our public schools. This investment in teacher preparation will strengthen our education system and improve student outcomes across the state."

***What does this bill do?*** This bill creates a grant program for which LEAs can apply to receive funding to pay student teachers during their 600 hours of required clinical practice. Research suggests that because student teaching is currently unpaid, it is a financial burden and, therefore, a barrier to individuals entering the teaching profession.

***Required clinical practice for teachers.*** According to the CTC, the CTC's adopted standards for preliminary multiple and single subject teacher preparation programs set forth the expectations for programs to provide candidates with appropriate supervised clinical practice. In adopting the program standards related to supervised clinical practice, the CTC signals the critical role that a high-quality and extensive clinical practice experience plays in preparing effective educators. The standards related to clinical practice are, at times, specific and directive while also allowing for flexibility for institutions to design experiences that work well for their candidates and the TK-12 schools they serve.

The program's clinical practice experiences are designed to provide the candidate with a developmental and sequential set of activities that are integrated with the program's coursework and extend the candidate's learning through application of theory to practice with TK-12 students in California public school classrooms. Clinical practice is a developmental and sequential set of activities integrated with theoretical and pedagogical coursework and must consist of a minimum of 600 hours of clinical practice across the arc of the program. The range of clinical practice experiences provided by the program includes supervised early field experiences, initial student teaching (co-planning and co-teaching with both general educators and education specialists, as appropriate, or guided teaching), and final student teaching. Student teaching includes a minimum of four weeks of solo or co-teaching or its equivalent. For interns, early field experience would take place in an experienced mentor's classroom. In most cases, clinical practice hours are unpaid. AB 238 will compensate student teachers during their required student teaching hours.

***Teacher survey data.*** In a September 2022 survey of TK-12 teachers in California conducted by Hart Research Associates, aspiring and former teachers shared their suggested policy changes to develop a strategy for teacher retention and recruitment. This survey provided several insights into teacher preparation programs, teacher workload, and the financial costs of teacher preparation programs. Aspiring teachers recommended compensating student teachers to help alleviate financial stress at an important time in the teacher preparation process. Specifically, the report noted:

- Aspiring teachers of color were more likely to feel less motivated to teach than their white counterparts, and through those discussions, a clear disparity emerged. The reasons they feel *less* motivated include heightened financial stress, low or no pay for time spent student-teaching, discouraging feedback, and the required teacher candidate assessments, which some express are racially biased. The testing and evaluation process required to enter the profession was cited as a significant reason why future teachers of color became less motivated.
- The cost of tuition and assessments is a major financial burden and source of stress for these aspiring teachers in California. Many report that they specifically chose the institution they attended based on tuition costs and the availability of scholarships, grants,

and financial aid. Several indicated that, had they not had financial support from a spouse or partner or received some form of financial assistance or a scholarship, they likely would not have pursued a career in teaching.

- Compensating student teachers was suggested by a significant number of aspiring teachers and is viewed as a very important policy change that will help alleviate financial stress at an important time in the teacher preparation process.

***What are other states doing?*** In 2022, the State of Michigan established the MI Future Educator Stipend to pay student teachers and mentor teachers. Student teachers are paid \$90 each day they work as a student teacher.

The Oklahoma State Department of Education invests federal relief dollars to compensate qualified candidates for their work as student teachers. The program will fund Oklahoma student teachers in school year 2021-22 through school year 2023-24. Through a partnership with state IHEs, payments of up to \$3,250 will be provided to each student teacher approved by educator preparation providers. The payments are divided into two parts, with the first half going directly to the student teacher and the second payment through the school district, which will pass the funding on to the student teacher.

***Related legislation.*** AB 238 (Muratsuchi) of the 2023-24 Session would have established the California Student Teacher Support Grant Program to compensate teacher credential candidates during required student teaching. This bill was held on the Senate Floor.

## **REGISTERED SUPPORT / OPPOSITION:**

### **Support**

California Charter Schools Association  
California Faculty Association

### **Opposition**

None on file

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