

**Senate Education**

**05/01/2024 01:30 PM**

**HB24-1290 Student Educator Stipend Program**

**Typed Text of Testimony Submitted**

<b>Name, Position, Representing</b>	<b>Typed Text of Testimony</b>
<p>Jared Stallones For Rocky Mountain Association for Educator Preparation</p>	<p>The unpaid internship is a perennial problem in educator preparation. This is a best practice since the 1920's as it provides intensive coaching in real-life settings by experts from both the university and the school. Teachers often report that this is the most useful part of their preparation. Teaching is one of the most difficult jobs there is, although it looks simple, and it takes work, focus, and experience to begin to master the needed skills.</p> <p>But, education is unusual among the professions in that students work without pay and, in fact, pay the university for the coaching they receive. We do not ask this of other professions or trades that use internship or apprenticeship models.</p> <p>And, this burden falls on those least able to absorb the cost- teaching is an entry-level profession for many families, so it attracts many 1st generation college-goers with limited resources.</p> <p>Over the years, ed prep has experimented with solutions. For instance, we have initiated programs that recruit paraprofessionals in the schools to become teachers. We are developing apprenticeship models for aspiring teachers. Studies of these models report very good outcomes- deeper expertise entering the profession and longer retention in it. But, these projects are historically short-lived. When the external funding for the project ends, or the individual whose passion drove the project leaves, the project dies.</p> <p>Two years ago, Colorado took a historic step in adopting HB22-1220. The experiment proved successful. In it's first full year, the 2022-23 school year, approximately 700 teacher candidates received residency stipends. In a survey run by CDHE, 40% of respondents reported that they considered delaying or quitting their programs before the stipend became available. Therefore, the stipends had a direct positive impact on the teacher shortage. Many reported that</p>

	<p>they were able to quit a second or third job because of the stipend and focus more attention on becoming a good teacher.</p> <p>Now you have the opportunity to make these gains long-lasting with the speedy passage of HB24-1290. This bill will:</p> <ul style="list-style-type: none"> <li>Help remedy the teacher shortage</li> <li>Increase diversity in the teacher workforce</li> <li>Provide broader access to the education profession</li> <li>Allow students to focus on learning</li> </ul> <p>I urge speedy passage of HB24-1290.</p> <p>Jared Stallones                  Dean, UNC College of Education and Behavioral Sciences                  President, Rocky Mountain Association for Educator Preparation</p>
<p>Brian Gunther                  For                  himself</p>	<p>As a person who works for an educator preparation program and who lead the distribution of nearly \$4,000,000 to more than 250 future teachers over the past two years, I can tell you first-hand that funding for this program is making a huge, life-changing difference for these teacher candidates. Many of our teacher candidates juggle many life responsibilities while attending college, including working and care-taking, and we are asking them to work 40 hours per week in a classroom for an entire semester WITHOUT PAY on top of that so they can earn a job that is vastly underpaid and often criticized by the public and in the media. These people are heroic. The least we can do for them is help reduce the financial burden during their culminating teacher preparation experience. The worst thing we can do is eliminate supports and push people away from the profession. If we value public education in Colorado, we should be appropriating significant funding to this program.</p>