



## I. Materials from today's Research Briefing : "The Importance of a Well-Prepared and Diverse Educator Workforce"

- **Recording and slides from this morning's CEF research briefing** – Thanks to the Research Committee for convening such an informative briefing that highlighted this important topic, and featured presentations from two CEF member organizations (Learning Policy Institute and Teach for America). The recording of the briefing and the presenters' slides are on the member-only area of the [CEF website](#) under the "CEF Event Coverage" at the lower right corner of that page.
  - **What's on the Member Area of the CEF website** - If you don't have already have a password to access the Member Area of the CEF website, go to the "MEMBERS" tab and then on the "Member log-in" provide your email address and create a password. If we can recognize your email address you'll be approved by the end of the weekday. This section of the website has past CEF Updates, the FY 2021 Budget Book (which will go on the public part of the website after our July 20<sup>th</sup> briefing), the 2020 Membership Directory, and videos of past research briefings, among other useful items.

### Today's panelists:

- [Dr. Maria E. Hyler](#), Learning Policy Institute
  - [Dr. Deena Khalil](#), Howard University
  - [Dr. Jennifer Robinson](#), Montclair State University Center for Pedagogy
  - Mr. Andy Saunders, Teach for America
- **Background materials provided or mentioned by the panelists -**

### From Dr. Hyler, LPI materials:

- Report: [The Teacher Residency: An Innovative Model for Preparing Teachers](#)
- Report: [Diversifying the Teaching Profession Through High-Retention Pathways](#)
- Blog: [Raising Demands and Reducing Capacity: COVID-19 and the Educator Workforce](#)
- Blog: [What Will It Take to Stabilize Schools in the Time of COVID-19?](#)
- Resource: [State Budget Shortfalls and Needs and FAQs on School Funding Shortfalls \(CARES & HEROES Act Information\)](#)

**From Dr. Khalil:**

- National Academies of Sciences, Engineering, and Medicine. (2020). [Changing Expectations for the K–12 Teacher Workforce: Policies, Preservice Education, Professional Development, and the Workplace](#). Washington, DC: The National Academies Press.
- Brantlinger, A. (2019). The Meritocratic Mystique and Mathematical Mediocrity in Hard- to-Staff Schools: A Critique of The Best and Brightest Teacher Agenda. *Urban Education*.
- Fenwick, L. (forthcoming). Jim Crow’s Pink Slip: Public Policy and the Near Decimation of Black Educational Leadership after Brown. Cambridge, MA: Harvard Press
- Frank, T. J. (2019). Using Critical Race Theory to Unpack the Black Mathematics Teacher Pipeline. In *Critical Race Theory in Mathematics Education* (pp. 98-122). Routledge.
- Gist, C. D. & Bristol, T. (forthcoming). *Handbook of Research on Teachers of Color*. Washington, D.C.: American Education Research Association.
- Goldin, G., Rosenstein, J., Schorr, R., Cooley, L., Remillard, J., Anyon, J. (2003). *Mathematics in America’s Cities: Children, Teachers and Communities*. Alexandria, VA: National Science Foundation
- Khalil, D. (2020) A Critical Race Quantitative Analysis of Selective Alternative Teacher Certification Discussant in symposium “A Mathematics Selective Alternative Teacher Certification Program (ATCP) for Urban Schools: Trajectories, Preparation, and Consequences” at the twenty-fourth annual conference of the Association of Mathematics Teacher Educators in Phoenix, AZ.
- Khalil, D. & Chao, T. (under review). I’m not going to teach there: A Critical Race Quantitative Analysis of Prospective STEM Teachers’ Preferences. In Deborah Ball & Gloria Ladson-Billings (Eds), “Multiple Perspectives on Disrupting Inequities in Mathematics Education” *Urban Education*.
- Cooley, L. & Brantlinger, A. (2015). *Examining the Career Trajectories of Urban Math Teachers from a Selective Alternative Certification Program*. Alexandria, VA: National Science Foundation
- US Department of Education Office for Civil Rights. (2014). *Civil rights data collection data snapshot: School discipline*. Issue brief no. 1

**From Dr. Robinson, AACTE materials:**

- [Education Students and Diversity: A Review of New Evidence](#)
- [The Black and Hispanic/Latino Male Teacher Networked Improvement Community: Promising Practices to Recruit and Retain Male Teachers of Color](#)
- [Colleges of Education: A National Portrait](#)
- [AACTE State Policy Tracking Map: State Actions to Support EPPs and Teacher Candidates During COVID-19](#)

## **II. Policy Intelligence and Education News**

- **House Labor-HHS-Education Appropriations Committee markup on Monday, Report posted Sunday** – The House Appropriations Committee will mark up the fiscal year (FY) 2021 Labor-HHS-Education funding bill at a meeting [starting at 1pm on Monday, July 13](#). It looks like the Committee will first mark up the Energy and Water bill and then turn to the education funding bill. The draft Committee Report – with the explanatory language and helpful programmatic funding table – will be posted on the Appropriations Committee website Sunday afternoon. There is no requirement that

amendments are shared in advance of the markup so we might not know what is coming until they are offered. We'll update and share the CEF funding table with additional program-level funding as soon as we can and track any education amendments on CEF's Twitter (@edfunding) in real time on Monday afternoon.

### III. Events

- **Register now to attend CEF's Budget Book briefing: "Education Matters: Investing in America's Future – Discussion of the Need for Increased Federal Education Funding,"** Monday, July 20, 10:00 – 11:30 a.m. ET. **You must RSVP here in advance** to get the link for the Zoom webinar. This event is open to CEF members, congressional education staffers, the wider education community, and the press. Our FY 2021 budget book will be shared publicly on the CEF website following the briefing (it's on the members-only page currently.) We will have five panelists covering the education continuum from states with Members of Congress in key education funding positions. Panelists include:
  - [Aidan Arasasingham](#), Undergraduate at University of California-Los Angeles
  - Joshua Ferguson, Assistant School-aged Childcare Director, Jefferson City Area YMCA, Missouri
  - Jennifer Foster, Associate VP for Adult Education and Workforce Development, Illinois Community College Board
  - [Dr. Janet Robinson](#), Superintendent, Stratford Public Schools, Connecticut
  - A teacher from Maine (pending confirmation)
- **CEF's schedule for the summer –**
  - **Friday, July 17** – 9:30-11:00 a.m. Zoom Friday meeting. Guest speaker TBD.
  - **Monday, July 20** – 10:00-11:30 a.m. Zoom webinar briefing on CEF's FY 2021 Budget Book and the urgent need for education funding for CEF members and congressional staff. See details above; you must register in advance.
  - **Friday, July 24** – 9:30-11:00 a.m. Zoom Friday meeting. Guest speaker TBD.
  - **Monday, July 27** – Renewed push on updated #HearOurEdStories social media campaign to focus on the issues of going "back to school" this fall.
  - **Friday, July 31** – 9:30-11:00 a.m. Zoom Friday meeting. Guest speaker TBD.
  - **August** – CEF meetings will take a break during the congressional recess.