

Following is a statement drafted by CCTE President Betina Hsieh and endorsed by the CCTE Executive Committee for distribution to the membership

CCTE Statement in Response to Recent SCOTUS Decisions

On June 29 and 30, 2023, the Supreme Court of the United States issued three rulings (*SFFA v. Harvard*; *Department of Education et al. v. Brown*; *303 Creative LLC v. Elenis*) that impact marginalized groups in higher education and society.

In response to the *SFFA v. Harvard* case, we affirm [the statement released by AACTE](#):

“Diversity in the college student population is important to recruiting a cadre of teachers, principals, and other education professionals who reflect the diversity of the K-12 student population. Today, 79% of public school teachers identify as white while the majority of public school students are students of color.

This demographic mismatch between public school educators and the students they serve is a proven barrier to academic achievement and attainment for students of color. When educators are racially and ethnically diverse, students of color have improved performance on standardized assessments in reading and mathematics in certain grades and are more likely to be placed in gifted education, graduate from high school, and be admitted to and enroll in college. Moreover, numerous research studies show that benefits accrue to all students when they are in schools with a diverse corps of educators.

Given the nation’s history of racially exclusionary laws and policies, the contemporary research base that supports diversity, and the need for continued social progress, AACTE affirms its commitment to diversity, equity, and inclusion as core to our mission and the work of our institutional members. AACTE urges its members and partners to continue identifying and using creative and effective institutional measures to advance racial and ethnic diversity in educator preparation programs, the education professions, and the education professoriate.”

We add an awareness that cases like *303 Creative LLC v. Elenis*, while made outside of the contexts of education, open the door to unfair discriminatory action based on sexual orientation. We see this decision as an affirmation of discriminatory practices and attitudes against LGBTQIA+ individuals. Attitudes like this underlie decisions which do affect children, families, and educators, including [policies of censorship](#) like those we have addressed previously.

Finally, we understand that many first-generation and working-class students are hesitant to incur greater educational debt to pursue post-baccalaureate teacher credentialing. The *Department of Education et al. v. Brown* makes efforts to recruit socio-economically diverse teachers, including many teacher candidates of color, more difficult, as many students will remain saddled with crippling educational debt as a result of this decision.

Together, these policies create a chilling effect which impacts multiple minoritized groups even when, as a state and as a nation, we continue to face challenges in recruitment and retention of diverse teachers who can provide culturally responsive, sustaining and affirming environments for all students, taking into account all aspects of their identities, and with empathy for socio-economic challenges that they may be facing.

What are we doing? CTE Organizational Action Steps:

- Continued partnership and participation in [The California Educator Diversity Project](#) which seeks to address educator diversity by connecting multiple stakeholders to one another, funding sources, and policy advocacy for a more diverse teaching force
- Continued focus on supporting [new teacher education faculty](#) and [aspiring faculty/graduate students of color](#) within our mentoring programs
- Continued advocacy work with our JEDI (Justice, Equity, Diversity & Inclusion) committee, policy committee, and affiliated organizations

What can you do? Individual Action Steps:

- Ask leadership on your campuses to publicly reaffirm their commitment to support diversity in education and take action steps to support diverse students on campus (e.g. supporting basic needs initiatives, investing in affinity groups that can provide supportive spaces for students and faculty in marginalized groups)
- Work with your development office to find more funding for: teacher residency programs, post-bac teacher credential students; low-income and first generation students
- Share information with current & former students from the NEA about [navigating student loan debt](#) for educators
- Consider joining advocacy groups like [United for Democracy](#) which seeks to check the power of the Supreme Court through Congressional oversight
- Write, e-mail or call [your US Congressperson](#) and/or Senators [Feinstein/ Padilla](#) to advocate for legislation designed to protect the rights of marginalized groups in the US