

Foreword

Providing a Voice for the Voiceless

Like all previous issues, we continue to address issues impacting social justice leadership, equity, and underrepresented group advocacy. The CLEARvoz Journal, a publication of the Center for Leadership, Equity, and Research (CLEAR), is focused on providing a multidisciplinary forum to provide a broad range of educators an avenue to share scholarly knowledge in TK-20 education. There are several underlying assumptions that drive our motives. Some of these include:

- Defying the status quo is a civic duty for every social justice leader who seeks to empower the disadvantaged and powerless.
- Combating the pathologies of silence requires clear and loud voices to give voice for the voiceless and power to powerless.
- Having a place at the table in any educational or social settings, albeit equal, is by no means sufficient let alone equitable.
- Color blindness and muteness are counterproductive deficit approaches that continue to widen cross-cultural gaps and conflicts.

Having this in mind, we send calls for papers twice a year to provide a forum beyond academic discourse on equity and social justice issues. Rather, we seek to engage the education community in ongoing actionable processes that ultimately transform schools. This combined issue of the current volume of the CLEARvoz Journal has evolved in response to a call for contributions by researchers, practitioners, advocates, and experts who are committed to equity and social justice in educational institutions. The collection of articles in this volume reflects a rich account for a wide range of audiences who are committed to engage in actionable reflections that would lead to a positive change in schools. Unless we continue to provide authentic equity voices and make genuine efforts to combat inequities and injustices, we will continue to see the gaps widen.

The contributors of this volume have spoken on behalf of those who continue to cope with the burden of their race, ethnicity, culture, language and socioeconomic status in institutions that have largely been designed to exclude them in the first place. At the same time, they call for action to attack problems affecting students who continue to fall between the cracks in the American educational institutions.

As the journal continues to provide a formidable forum for sharing voices and experiences about equity and social justice, we are grateful for every author and their contributions on various pressing issues in the field. The implications of their work have unlimited promising possibilities for everyone seriously committed to empowering all students in America's diverse schools.

Finally, we would like to encourage advocates for equity and social justice to consider the journal as a forum to share their work, voices, and insight so that we all can join forces to defy the status quo and combat the contemporary state of bigotry plaguing many educational and social institutions.

We would like to thank contributing authors as well as the Editorial Board and Editorial Review Board members for their time and support.



Ken Magdaleno
Executive Editor



Mahmoud Suleiman
Managing Editor and Editorial Director