

Editors' Note

It is our great pleasure to share with you the first volume of the JFDE published under our editorial leadership. We are grateful to the founding JFDE editors Dr. Tammy Turner-Vorbeck and Dr. Monica Miller Marsh for their trust and for providing us with the opportunity to take on this responsibility. We are also grateful to our colleagues on the editorial board who have played a critical role in helping us to reimagine the focus and scope of the JFDE.

Taking on this responsibility in the midst of the Covid-19 global pandemic and during a time of political unrest in the United States has been both a challenge and a learning opportunity. It has forced us to carefully evaluate the priorities and commitments of the JFDE. A full description of the new focus and scope for the JFDE can be found in the first pages of this issue but we wanted to highlight some important points in this editorial note.

The JFDE is committed to prioritizing work that offers insights on efforts to establish more liberatory, just, and humanized spaces in education. We know that systemic oppression exists in our social and education systems and seek to use this platform to disrupt embedded deficit and racist ideologies. As a part of these efforts, the JFDE will partner with board members, contributing authors, and community members to utilize social media and other emerging technologies to broadly share content both inside and outside of traditional academic circles. We hope that our readers will also support and engage in these attempts to surface critical conversations and we welcome feedback throughout this process and journey.

The JFDE strives to be inclusive in all of our actions as editors. Historically, the voices of many individuals and marginalized populations have been silenced in academia and broader society. As editors, we recognize our own limitations due to our personal positionalities, and have sought to create an inclusive culture for the JFDE by recruiting an editorial board composed of diverse individuals with different backgrounds, identities, and professional responsibilities. We have charged our board with holding us accountable for the goals and aims of the JFDE.

In this first issue, we are proud to present the work of a diverse group of scholars whose research reflects the reimagined focus and scope of the JFDE. In the first featured article, Dr. Cynthia C. Reyes and colleagues not only center the experiences and knowledge of refugee families but do so through the use of decolonized methods that “[...] interrogate the power structure inherent in research relationships between ‘researcher’ and ‘researched’ (p. 2). The second featured article, centers the experiences of families of students who are classified as both English learners and with dis/abilities. In their work, Dr. Jamey Burho and Dr. Karen Thompson highlight the actions parents took to actively subvert power structures inherent in the communication process and flow of information received from school officials.

Continuing the trend of intentionally centering the voices and experiences of parents and families, the third featured article by Robert Cotto Jr. and Dr. Sarah Woulfin utilizes mixed-methods to explore the family decision-making process of returning to in-person schooling during the Covid-19 pandemic and in the process calls into question the concept of “school choice with(out) equity.” The fourth featured article in this issue utilizes institutional agency and community cultural wealth frameworks to explore the collective work of the Council of African American Parents (CAAP). In centering the

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collective work of Black parents, Dr. Raquel M. Rall nuances how Black parental collective involvement “[...] influences the academic preparation, path, and destination of Black students” (p. 81). Finally, Zhen Lin provides a book review of the edited volume from Dr. Guofang Li and Dr. Wen Ma entitled *Educating Chinese-heritage Students in the Global-Local Nexus: Identities, Challenges, and Opportunities* that centers the experiences of Chinese-heritage students from a more global perspective.

Collectively these works challenge deficit and racist ideologies that perpetually surround historically marginalized families, parents, and communities. We hope that these pieces serve as a reminder for JFDE readers to continue engaging in practices, research, and work that creates equitable, collectivist, liberatory, and humanizing spaces *with* and *alongside* historically marginalized families, parents, and communities.

In Solidarity,

Michael P. Evans & Érica Fernández
Co-Editors JFDE