Call for Chapter Proposals

Emerging Trends in Education Policy: Unapologetic progressive conversations

Information Age Publishing
Theodore S. Ransaw, Ph.D. & Brian Boggs, Ph.D., J.D. (Editors)

From the moment society first conceived an education system, there has been a need to have critical discussions about how best to provide education and how best to create education policy. Because of the rapidly changing and fluid nature of technology, education has become the most crucial component to having a better life around the globe. The purpose of Emerging Trends in Education Policy: Unapologetic progressive conversations, is to highlight impactful policies, strategies initiatives, and approaches to educational reform globally, nationally, as well as locally through an edited volume. This volume is geared for Education Policy Fellowship Program (EPFP) alumni to serve as contributors, although non-EPFP submissions are welcome.

Goal

Our goal is to offer readers the opportunity to read contributions from researchers who like to make a ruckus and from policymakers that are not afraid to shake things up a bit. We also intend to provide space for authors to take intellectual risks and to be on the cutting edge of policy reform. Especially desired will be chapter submissions under 12 printed pages each, that challenge established practices and form new pathways to solve today's education problems. Shorter chapters will enable us to tackle more diverse topics for a volume between 300 and 450 pages.

Heuristics

Readers will use this volume to inform policy decisions, spur classroom discussions, and advocate for educational reform.

We seek chapter proposal submissions that push the boundary between policy and advocacy.

Chapter Proposal Guidelines

Chapter proposals should be no more than three pages double spaced, follow APA 7th Edition citation style, and includes an abstract, overview, a clear policy recommendation, and at least three references. Remember to focus on at least one of the three EPFP pillars of Policy, Leadership or Networking. If you are an EPFP alumni, mention the year of program completion, and state site.

About EPFP’s mission and pillars:
Mission: to engage a diverse and collaborative community of strategic leaders to promote equitable education policy.
Policy: Fellows learn about the process and outcomes of policy making and implementation at local, national, and state levels.
Leadership: Fellows develop and expand the knowledge, skills, and practices of leaders able to effect positive change.
Networking: Fellows develop relationships with diverse colleagues and expand their ability to collaborate with other individuals and organizations.
Chapter proposal topics may include, but not limited to:

- The impact of COVID-19 on educational outcomes
- Fiscal inequities in education
- Systemic and structural barriers to education and opportunities to learn
- Digital divide and ways to bridge the infrastructure and technology gaps
- Supporting Fathering Involvement in School: The missing link to solving achievement gaps
- Enforcing Mandatory District Response to Intervention RtI Policies
- Compulsory Equity Audits as Requirements for School Funding
- Pre-school Education Civil Rights Violations
- Title IX and Accountability
- IDEA and supporting students with IEPs
- Supporting learners from traditionally marginalized communities (e.g., students of color, students with disabilities, immigrant and refugee students, undocumented students, Native American students)
- Restorative justice practices
- Culturally sustaining pedagogies and instructional practices
- Integrating services to support the whole child
- Role of social and emotional learning and trauma-informed care in schools
- Authentic family and community engagement
- Equity and Multicultural Evidence-Based Practices: Modeling military base schools
- Still no Clean Water?: Flint water crisis and lead poisoning effects on schooling in Michigan
- Implications of state-level politics on local educational politics
- Leveraging Partnerships to Positively Change Public Perceptions
- Diversifying teacher and school leaders pipelines
- Skills and competencies needed for equity-driven education leadership
- Leading for equity, inclusion, and justice: Evidence-based practices that make a significant difference in learning outcomes
- Re-examining purposes of education
- Reimagining education for multiple post-secondary pathways

Chapter submissions that have international implications are especially desired

April 13, Open call for chapter proposals
July 7, Proposals due
July 31, Proposals accepted or rejected
October 31, Completed chapters due
January 31, Accept, revise or reject notice
April 1, all revisions due
June 1, final manuscript sent to International Age Publishing

Peer Review Process
All chapter proposals will be desk accepted or rejected by both editors. Chapters will also be reviewed by the Institute for Educational Leadership (IEL). Chapter proposal acceptance/rejection criteria will be based on adherence to APA 7th Edition citation style, clear,
effective writing, overall empirical rigor and critical thinking. Proposals that move to the second round will be peer-reviewed among contributors. Chapter acceptance, acceptance with revisions, and rejection notices will be accompanied by a full description of recommendations by the reviewer. Submission to acceptance or rejection should take approximately 8 weeks.

**Publication Ethics**

All chapter proposals must be original work and not under submission/review elsewhere. Plagiarism will be taken seriously. Please state any conflicts of interests, i.e., financial or connections i.e. personal relationships that may hamper the reputation of you or your institution/employer reputation. Chapter proposals should be sent to Dr. Ransaw or Dr. Boggs at ransawth@msu.edu or boggsbri@msu.edu.

**About the Editors**

The editors of this proposal Ransaw and Boggs have experience as editors, authors as and policymakers. More importantly, both have successful project management track-records.

Theodore S. Ransaw, Ph.D., is a co-editor for the book series International Race and Education, published by MSU which includes *Closing Educational Achievement Gaps of African American Males, Internationalizing a School of Education, Emerging Issues and Trends in Education*, and *The International Handbook of African American Males*. He is also a co-editor of *The International Handbook of Black Community Health*, published by Emerald Press and co-editor of the forthcoming book *Teaching to Close the Achievement Gap for Students of Color to be published by Routledge*. Dr. Ransaw is also an Education Policy Fellowship Program EPFP alumni, a certified education coach, a reading intervention specialist, and the former Michigan Achievement Gap for Males of Color Specialist.

Brian Boggs, Ph.D., J.D., has many education policy publications as an author. He has written extensively on educational organizational complexity, specifically as it affects urban schools and policy. He has most recently been published an article in *Teacher's College Record* at Columbia called “Conceptualizing Virtual Instructional Resource Enactment in an Era of Greater Centralization, Specification of Quality Instructional Practices, and Proliferation of Instructional Resources.” Further, he has published book chapters in: *Handbook of Urban Education Leadership, Handbook of Education Politics and Policy, Schools to Prison Pipeline, Emerging Issues and Trends in Education, Beyond Marginality*, and *Educational Policy Goes to School*. Finally, he has also been published in the *Journal of School Public Relations.*