Voices for Educational Equity —
Future Issue Themes and Call for Submissions
2027

Voices for Educational Equity is the online scholarly journal of the Center for Success in High Need Schools posted on the Center website http://www.center4success.com/ and widely disseminated to educators, policy makers, teacher preparation institutions and other relevant organizations and interested individuals. *Voices* articles, opinion columns, and book and media reviews reflect contemporary educational priorities, including growing societal concerns about impacts of inequity. *Voices* highlights scholarly research and innovative educator ideas and practices regarding emerging as well as persistent longtime issues and invites the perspectives of all stakeholders to promote a productive dialogue. Unsolicited scholarly articles will be reviewed by scholar referees in the article subject field.

Articles, columns, and reviews for publication in *Voices for Educational Equity* should be submitted as a **Microsoft Word document in Times New Roman 12-point font, 1.15 line spacing, 1 inch margins, and with footnotes and references in APA format.** Email documents as Word attachments to Jerry Berberet, Ph.D., editor-in-chief (wgberberet@aol.com). Case studies addressing equity concerns are especially welcomed. Articles and case studies should be approximately 2,500-5,000 words and include a short author bio (50 word limit - name, highest degree earned, institutional/ organizational affiliation, current professional position and email or contact information), 4-5 key words, an abstract of 100-200 words, a brief review of relevant research literature bearing on the article subject, a discussion of findings and results, a conclusion, and a reference bibliography. Columns are opinion pieces, ordinarily of 500-1,000 words, reflecting the views of the author. Book and media reviews should be 500-750 words in length. Authors are invited to email Jerry Berberet (wgberberet@aol.com) or call him (850-766-2656) to discuss a potential submission, request referee protocols, or to ask questions. Past issues of the journal can be viewed on the Center's website; http://www.center4success.com

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Voices for Educational Equity — Call for Submissions
Volume 23, Number 1 — "Numeracy"
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For decades educators have been concerned about student performance on tests of language and mathematics literacy. Perhaps because of the divide between those who excel at math and those who suffer from math anxiety and poor math performance, greater attention has been placed on language literacy than minimal competence in mathematics literacy. This seems reflected in the State of Illinois literacy plan which mandates certain requirements be met in the school curriculum, in contrast with the State mathematics literacy plan which only suggests such content.

Educators and policymakers have not tackled well the issue of what persons need to know and be able to do with quantitative literacy, sometimes called "survival mathematics"—an issue quite separate from the well-established sequence of courses that a college or beyond mathematics major completes. This problem seems compounded because mathematicians alone have usually been asked to define and create curricula for such literacy. The discipline focus of mathematicians and the difficulty mathematicians and non-mathematicians experience in communicating add to this challenge.

The numeracy movement that has emerged among educators recently may be a breath of fresh air. It provides an opportunity to address head on learning that every student needs for living in a world demanding competence with numbers plus the ability to reason quantitatively sufficient to manage daily functions. These include household financial calculations and performing as a literate consumer of numbers in the media and public policy as a citizen in our democratic society.

Literacy is commonly defined as 'the ability to understand, evaluate, use, and engage with written text to participate in society, achieve goals, and develop knowledge" and numeracy is commonly defined as "the ability to access, use, interpret, and communicate mathematical information and ideas to manage mathematical demands in daily life," including "counting, sorting, identifying patterns, measurement, and understanding numerical data." Numeracy applications include managing personal finances, calculating, understanding risk/probability, and following spatial instructions.

Perhaps numeracy should be seen as a broader literacy challenge than the discipline of mathematics alone, just as language literacy requires broader competency than what is normally considered the discipline of English language and literature. Neither literacy nor numeracy is a narrow discipline, but rather a philosophy of learning focused on generalization rather than

specialization, i.e. breadth rather than depth, general education knowledge and skills rather than study in depth associated with discipline specialization.

Thus, the responsibility for developing numeracy literacy requires educators from across the curriculum to join together in defining what numeracy means, e.g., fundamental theoretical understanding and competencies citizens need to function in the 21st century. Or, put another way, identifying reasoning capabilities at a basic level necessary to survive and thrive in an increasingly complex and ever-changing world.

The questions that follow are intended to stimulate contributions to *Voices for Educational Equity* for numeracy education:

1. How might we think about *numeracy* as an educational philosophy?

2. What do students need to know and be able to do as numeracy literate citizens in the 21st century?

3. How might educators come together to develop numeracy curricula? Who should participate in such an effort?

4. How might/can parents/family, policy makers, and employers participate in this effort?

5. What definitions, policies, and programs currently exist that promote best practices in achieving numeracy literacy?

6. What developments are on the horizon that educators should consider in preparing students for competency in numeracy with the future in mind, e.g. in what ways might AI help or hinder student growth in numeracy?