

Letter from the Executive Editor

The *Journal of Transformative Leadership and Policy Studies (JTLPS)*, Volume 9.1, proffers a central focus on the importance of transformative leadership, community building, and innovation across K-12 and higher education systems. Each manuscript builds this focus. Together, they fuse to create a story highlighting the importance of utilizing each educational community's resources to create equitable, accessible, and inclusive school leaders that transform their institutions and organizations. Within the institution, these leaders serve as a testament to the significance of abandoning a deficit-based mindset and lifting and strengthening communities of color.

Volume 9.1 of JTLPS begins by featuring an empirical study. *The Community College Presidency Demystified: Creating a Pipeline of Latino Leaders*, engages readers by describing the impact of a national, culturally-tailored leadership development program for Latino administrators in community colleges. The authors emphasize the need for these leadership programs to train Latino administrators to become effective community college leaders that can positively impact student success and engagement. This piece offers an extensive study on the impact and effectiveness of leadership programs, such as the National Community College Hispanic Council's mentor-focused training program for Latino community college administrators. The authors' ultimate purpose is to bring awareness to how these "culturally-tailored" leadership programs are transformative and how they also serve as a solution to address the disparity of Latino representation in higher education.

The second features a conceptual study, *You Do Belong! Transformative Black Women Faculty Recommendations for Broadening Participation in US P-20 Computing Education* examines Black women faculty's recommendations for broadening Black girls' and women's computing participation. The author highlights five Black women faculty experiences and persistence who achieved the highest degrees in computing education from degree-granting postsecondary institutions in the United States. The scholarly piece offers a critical lens to computing education and pedagogical practices. It utilizes an integrative conceptual framework with an integrated Afrocentric feminist epistemology. This particular piece provides guidance and recommendations from Black women faculty to broaden these exhortations for future generations of Black women and girls to participate in computing to voice Black women faculty.

The third features a second conceptual paper that focuses on the hyperbolic fear related to the social implication of "browning." The manuscript titled *Brown America: An Acknowledgement of this Nation's Roots* American was, is, and will always be... "brown" highlights the importance that United States culture derives from many languages, traditions, and practices compromised of many outside cultures. The author rejects the notion of the growing presence of non-white populations and argues that United States culture consists of multiple strands of "brown" deeply rooted in the cultures which survived conquest and colonization in addition to diverse imported cultures. The scholarly piece offers a significant recommendation paramount to improving the demographic divide between teachers and students as schools become more culturally diverse. The author urges a deeper, culturally diverse awareness for pre-service teachers so that students of all ethnicities will be able to discover how their culture fits in with their education.

The following is an autoethnographic study featured by Dr. Christina Luna. The article, *La Necesidad For More Latina Superintendents! : An Autoethnographic Account of a Latina Navigating to the Superintendency (Dale, Dale, Dale! A.k.a., The Mexican Piñata song)* provides insights into the varied and simultaneous challenges and barriers that Latina Superintendents and those that recruit them must address to attain leverage and success. The author's autoethnography study focuses on the superintendency from a Latina perspective. It presents lessons learned that could help Latinas and people of color who are high-level administrators or those who aspire to the superintendency. The study challenges traditional theoretical frameworks such as critical race theory that do not adequately address Latina leaders' racial, gender, educational, and cultural capital hurdles. The author finds the need for an increase in the number of high-level Latina school administrators who share similar linguistic and cultural traits as the students in our schools to change the racial, linguistic, and gender dynamics of educational leadership.

Volume 9.1 of JTLPS ends with a book review on *Justice of Both Sides: Transforming Education Through Restorative Justice* by Maisha Winn. The book review provided by Westlake Charter School teacher, Vasa Lokteff. This unique review addresses the fundamental question: how can educators on the front-line balance all of their duties while creating equity-minded classrooms with transformative restorative justice practices? The book, which highlights the inadequacies in restorative justice training for teachers, provides critical methods for "street-level bureaucrats" in education tasked with policy implementation at the classroom level. The author recommends Transformative Justice Teacher Education for teachers to take responsibility and drive education towards a paradigm shift that incorporates restorative justice practices in their collective pedagogical ideologies.

The JTLPS and its editorial board wish to thank the authors, the Chancellor's Office of the California State University, and the College of Education at California State University, Sacramento, to support this journal and the field of education. JTLPS invites scholars and practitioners to submit papers on a range of topics pertinent to leadership and policy studies in education to understand that they accept for review on a rolling basis.

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Executive Editor