

## **Editorial: Introductions**

**Sheresa Boone Blanchard**, *Executive Editor, TPRE*

**Jennifer Levi Williams**, *Journal Manager, TPRE*

**Arleth Medal**, *Assistant Editor, TPRE*

The *Theory & Practice in Rural Education* continues to serve as the publishing home for many rural education teachers, researchers, and scholars. We recognize and value rural communities' unique and essential assets at the Rural Education Institute. By providing access to high-quality, meaningful, and relevant research articles, we aim to highlight these assets while also providing rural communities with research that recognizes and assists in tackling the communities' unique challenges. The editorial team is honored to support TPRE and its authors in delivering critical topics for the field.

This current issue focuses on a wide range of topics that provide insight into the experiences of students, adolescents, young adults, and teachers in rural communities. Topics explore how COVID-19 impacted teaching and learning technologies and due process hearing decisions, lessons learned about teacher recruitment and retention, and the impact of local projects. The issue also includes articles on adolescence, including intentions and participation in postsecondary education, peer relationships, and academic motivation. Additionally, young adults were included in studies focused on a postsecondary tuition support program and how hope mediates academic resilience among Appalachian young adults. Articles described several methods, including mixed methods, qualitative, and quantitative.

TPRE is supported by ECU Library Services and the Rural Education Institute. All manuscripts undergo a double-blind review process coordinated by the staff, including the Journal's Executive Editor, Journal Manager, Assistant Editors, Associate Editors, and Reviewers. This issue's publication would not have been possible without the continuous support of various individuals. Special recognition goes to Jennifer Levi Williams, the Journal Manager; Arleth Medal, the Assistant Editor; Dr. Robert Quinn, the Associate Editor for the Research and Practice Forums; Dr. Jan Lewis, the Director of J. Y. Joyner Library; Joseph Thomas, the Assistant Director for Collections and Scholarly Communication, Joyner Library; and Nick Crimi, the OJS Administration, Joyner Library. The journal extends its gratitude to the reviewers on the editorial board and the authors who have contributed their valuable work to this issue.

Looking ahead, the journal is currently accepting manuscripts for the next general issue, which is scheduled for publication in the spring as per tradition. Scholars and practitioners in rural education are invited to submit their work to the Research Forum, the Practice Forum, the Digital Projects Forum, or the Book Reviews Forum for 2025

general issues. Manuscripts for general issues are typically due in the fall, with expected publication dates in May. Special issues topic manuscripts are typically due in late winter, with publication expected in the fall. Our Fall 2025 special issues topic will be Rural Community Schools.

Those interested in participating as peer reviewers can register on the journal's website (<http://tpre.ecu.edu>). By editing their profile and navigating to the "Roles" tab, individuals can select "Reviewer" and specify their interests related to rural education. Additionally, we are currently seeking an Associate Editor for the Practice Forum. If you are interested in this position, please email your CV and short statement of interest to [tpre@ecu.edu](mailto:tpre@ecu.edu).

### About the Authors

**Sheresa Boone Blanchard**, is an Associate Professor at East Carolina University in the Department of Human Development and Family Science and a senior education researcher at SRI Education. Her research and teaching focus on family/community engagement, inclusion, families of color, assessment, early intervention, rural education, and improving teacher preparation competencies through lenses of intersectionality, equity, and social justice. Her scholarly interests emerged from over 25 years of experience as a teacher, practitioner, and consultant in early childhood, special education, and early intervention. Since Fall 2020, she has been an ECU Rural Education Institute Associate Faculty member.

**Jennifer Levi Williams**, MA, is an adjunct instructor and university supervisor in the College of Education at East Carolina University. She is also the journal manager for TPRES. Her education includes a bachelor's and a master's in Elementary Education from East Carolina University. Jennifer is nationally board-certified in K-12 reading and gifted education. Before her work at East Carolina University, Jennifer taught for ten years in public schools.

**Arleth Medal** is a graduate assistant at the Rural Education Institute and assistant editor for TPRES. She is entering her third year as a master's Plus Specialist in the School Psychology program at East Carolina University. She has professional experience supporting individuals with developmental disabilities and behavioral challenges and aims to acquire knowledge in supporting the unique needs of students residing in Eastern North Carolina.



**Mission:** Initiate and facilitate partnerships and research-driven innovations that enhance holistic development and opportunities for pk-16 students and their families in rural communities. Collaborate with stakeholders towards positive transformation in families and schools.

**Vision:** Be a place where educational stakeholders in rural communities come and feel at home in accessing resources and support to address the issues that confront us.

**Goals:** Improve educational outcomes for rural students, school, and communities through

- ECU Next Gen: We grow the next generation of rural educators and researchers.
- Local and Regional Development: We collaborate with schools and communities to build capacity for all.
- Rural Education Promotion: We articulate and advocate the importance of rural schools and communities.
- Research and Evaluation: We study our practice and investigate what works in rural schools.

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