

Doing Something about the Future!

NYS TESOL Journal is proud to publish this special topic as the second issue in its first volume. A year ago, we ran a theme search and had many interesting proposals, but the “Multilingual Students with Disabilities” proposal was voted the most urgent to be featured as our first special issue. From the call for submissions to the final proofs, it has truly been a learning experience for all involved in the editorial process. I would like to thank our guest editors, Kara Mitchell Viesca and Renée Greenfield, for their winning proposal, their many hours of hard work (which, with journal editing, is always more than one could originally or ever imagine), and their successful collaboration with the authors and many guest reviewers. Their vision and expertise are mirrored in the selective, highly relevant contributions that both present the current state of affairs in multilingual/bilingual/special education field and outline (in some cases also propose) tangible, rationale, and needed ways forward.

Frequently, as many readers may be aware, bilingual/multilingual/special education issues are strewn across different journals and thus not easily found. Having an array of issues presented together offering multiple dimensions of each within different places of education, allows for a deeper read and the larger view of currently available research. This ‘larger picture’, though important to the field, is somehow often disregarded. The present issue paints a diverse, encouraging, surprising (even sometimes worrisome) picture of current special education needs and institutional policies for multilingual student populations.

It is my hope that the *NYS TESOL Journal* readership will find this issue informative, engaging and inspirational. But, even more importantly, I hope that this issue will initiate a conversation of a more ‘applicable’ side of the topic: where to go from here with the research we have, the data we have gathered, and the needs, shortcomings and inconsistencies we have uncovered? Though publishing our findings is the first and necessary step, *doing* something concrete with the publications that engage the realities of those with whom we do the research might be, in some ways, even more important. Thus, the future may need to be viewed as one that will focus on *applying* what we have reported or found in real life places, such as schools and educational or governmental institutions. Perhaps, the readership will also recognize such a need after reading the contributions in this issue and will themselves get motivated to take some form of appropriate action.

In the spirit of ‘moving forward’ *NYS TESOL Journal* has created a new section to be inaugurated in Volume 2, Issue 1, January 2015 called “Readers’ Comments and Views.” We invite readers to

consider sending their responses or comments related to this special issue by September 30, 2014, so that their comments can be considered for publication in our next issue. (Please see next page for details).

In closing, I wish to recognize the work of the *NYS TESOL* Advisory Board members and journal editors who served as reviewers, the many guest reviewers, our copy editor, Ceil Goldman, and Sona Hyde, who helped with web page design.

Lubie Grujicic-Alatraste
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