Message from the Guest Editor

Dear Colleagues,

This Special Issue aims to push the boundaries of research, science, and scholarship in a myriad of fields including—but not limited to—education, fine arts, history, law, psychology, social work, sociology, and public health to reframe, reimagine, rethink, reinvent, and reinterpret “ACE,” which previously referred to adverse childhood experiences, but is posited here as adverse (or ‘after’ [post]) COVID-19 experiences: the new ACEs.

The aim of this Special Issue is to highlight and center research and scholarly works that illustrate emergent approaches to the scientific study of the new ACEs among marginalized, minoritized, or otherwise vulnerable youth using critical, equitable, and/or inter-/transdisciplinary frames. Authors are strongly encouraged to (re)envision the possibilities of their research and praxis via a social justice, racial justice, and/or antiracist lens. Manuscripts that reflect deep thinking about or critique of language, culture, policies, politics, practices, and objectivist assumptions (e.g., fairness, justice, quality) are also encouraged.

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