More than twenty-five years after the first charter school law was adopted in Minnesota, now is a good time to take stock of what we know. Iris C. Rotberg and Joshua L. Glazer (George Washington University) do just that in their new edited volume, Choosing Charters: Better Schools or More Segregation? by Teachers College Press. The volume addresses questions about the purposes of charter schools and considers charter schools within a broader context of high poverty rates, changing demographics, and a new administration in Washington, DC.

In a commentary based on the volume (see p. 2), Professor Rotberg argues that the preponderance of research evidence is clear on two points: Charter schools vary widely in student achievement and charter schools generally exacerbate segregation.

In addition to the commentary, this issue of the Division L Newsletter includes updates from our committee chairs. The work of the Division is vast, with eight committees and 45 committee members. While there are many people to thank, I would like to take a moment to list by name our colleagues who serve as members of our 2019 Annual Meeting Program Committee. We thank them for their service.

Division L Program Chair: Rand Quinn, University of Pennsylvania

Section 1: Governance, Politics, and Intergovernmental Relations Chair: Katrina Bulkley, Montclair State University

Section 2: Legal and Judicial Issues for Equity and Access Chair: Darrell D. Jackson, University of Wyoming

Section 3: Curriculum and Instruction Chair: Thurston “Thad” Domina, University of North Carolina at Chapel Hill

Section 4: School Choice and Other Market Reforms Chair: Terrenda White, University of Colorado Boulder

Section 5: Testing, Accountability and Data Use Chair: Morgaen Donaldson, University of Connecticut

Section 6: Human Capital and School Finance Chair: Jane Lincove, University of Maryland, Baltimore County
Vice President's Message (continued)

Section 7: Social Context and Structural Inequalities
Chair: Sonya Douglass Horsford, Teachers College, Columbia University

Section 8: Social Policy and Education
Chair: Maia Cucchiara, Temple University

Section 9: Policy Implementation and Going to Scale
Chair: Marisa Cannata, Vanderbilt University

The Division's Calls for Awards (i.e., lifetime achievement; outstanding dissertation; policy report) are also published herein. Finally, permit me to highlight that registration is now open for the William L. Boyd Educational Politics Workshop, sponsored jointly by Division L, PEA, and UCEA. We are also looking for mentors. Please see page 13 of the newsletter for information about how to sign up.

Happy Holidays,

Lora Cohen-Vogel
Frank A. Daniels Endowed Chair
University of North Carolina at Chapel Hill

Featured Article

The Social Costs of Proliferating Charter Schools
By Iris C. Rotberg, George Washington University

In the years since the 1954 Brown v. Board of Education decision overturned de jure school segregation, civil rights legislation and legal decisions have helped to increase the access of minority groups to integrated communities and schools, to higher education, to labor markets, and to substantial participation in the nation's political and civic life. The United States has changed enormously—and for the better—in the past several decades as a result of these developments.

But high poverty rates, segregated housing and schools, low-paying jobs, and discrimination continue to constrain the progress of many. Although research shows that the black-white achievement gap has narrowed when family income is controlled, the achievement gap based on income has widened.

Since the turn of the century, federal education policies have favored the expansion of charter schools. It is perhaps understandable given current inequities that an alternative to traditional districts and schools might seem attractive. Not surprisingly, however, the fundamental problems have not been mitigated as charter schools have proliferated. Instead, the opposite has occurred. The emphasis on charter schools has had the unintended consequence of increasing the segregation that was already undermining the school system.

A wide range of research shows the impact of charter schools on segregation by race, ethnicity, income, disability, language, culture, or religion—or a combination of these variables. As troublesome as this type of segregation is, it is only one manifestation of a broader problem: Low-income, minority students are often treated differently—indeed, segregated—in ways that go beyond the lack of student diversity. Charter schools have exacerbated this segregation.

Recent studies document how the segregation plays out in different situations and in different ways. The studies demonstrate the inter-relationships of multiple forms of segregation and their compounding effects.

In some charter schools, students’ civil rights and other legal protections are compromised in the absence of a centralized system with the organizational capacity and resources to support them.
Large numbers of low-income and minority students are in districts where the competition between charter and traditional schools has led to resource constraints and inequalities over and above those already existing in the districts. These resource constraints are compounded by the fact that charter schools have more leverage than traditional public schools in determining which students enroll and which are permitted to remain in the school. The competition between one set of schools that can shape its student body and another responsible for serving all students comes at a cost as traditional schools are weakened by budget losses at the same time they are responsible for educating increasing proportions of students with the greatest needs.

These trends, in combination, have resulted in two types of school systems—one for low-income, minority students in high-poverty districts and the other for everyone else. But some states have gone even further and created what are called “achievement” districts, operated primarily by charter schools, which group schools with low test scores into one district, regardless of the geographic proximity of the schools. Because of the strong correlation between poverty and low achievement, high-poverty students are further segregated by being assigned to the separate, unique districts.

Many charter school students in high-poverty urban districts attend schools that use disciplinary practices or instructional techniques that are quite different from those used in districts that serve the rest of the student population. As a result, these students—largely low-income and minority—are segregated by education program as well as by the lack of racial and ethnic diversity within their schools.

In districts that are racially and ethnically diverse and, therefore, have the potential for diversity in schools, the availability of charter schools may make it more difficult to integrate schools as students leave traditional public schools for the less integrated charter schools. As a result, transfers to charter schools have become the current iteration of transfers to private schools, but with an important difference—charter schools are a tuition-free option.

In an education system as complex and varied as the U.S. system, there are exceptions. Charter schools are sometimes more diverse than traditional public schools. Some charter schools have education programs similar to those found in typical public or private schools or programs that could be readily applied in those settings. Excellent charter schools exist, as do excellent traditional public schools.

However, the preponderance of research evidence is clear on two points: Charter schools vary widely in student achievement—some higher, some lower, and many the same as traditional public schools. And charter schools generally exacerbate segregation.

These are important considerations to bear in mind. In the search for a silver bullet to “fix” the problems of American schools, it is important that we do not implement policies that risk further segregating both schools and students.

Iris C. Rotberg is a Research Professor of Education Policy in the Graduate School of Education and Human Development at The George Washington University. This commentary draws largely on key themes as described in Choosing Charters: Better Schools or More Segregation?, edited by Iris C. Rotberg and Joshua L. Glazer and published by Teachers College Press (2018).
2018 Division L Award Winners

Outstanding Policy Report (Short)

The award this year goes to Drs. Jeannie Oakes, Anna Maier, and Julia Daniel for their report titled “Community Schools: An Evidence-Based Strategy for Equitable School Improvement.” This report provides a careful review of the research on the effectiveness of community schools, as a way to explore whether the evidence would satisfy the requirements of the Every Student Succeeds Act. As more states and school districts are considering the possibility of community schools as a new way to serve the needs of their students, this report offers timely specific guidance on what evidence has to offer concerning the design of successful community schools, as a strategy for school improvement. This is a quality report which answers a relevant question and that, in the time since its publication, has proven to have a positive impact in local, state, and federal policy discussions.

Outstanding Dissertation Award

The 2018 winners of the outstanding dissertation award are Jennifer Seelig (Ph.D., Northwestern University), and Rachel White (Ph.D., University of Southern California).

Dr. Seelig’s dissertation, North of Highway 8: An Ethnographic Study of a School-Community Relationship in Rural Wisconsin, draws upon critical perspectives in sociology, geography, and policy analysis to examine the ways global relations of capital and labor and neoliberal educational policies shape the demographic, economic, and educational challenges in Northern Wisconsin. This ethnographic study illuminates the complex roles and relations of rural residents and their institutions within an educational context defined by declining student enrollment, decreasing state and local financial support, and enforced competition for teachers. Findings reveal how school and community leaders are embracing choice and competition as tenets upon which to build the future of the community, wherein they invest in building attractive programs in education and business to bring in new residents and students. Yet, these same logics undercut the needs of a community faced with increasing poverty, a declining population, and the loss of local industry. In sum, my research suggests that the rural school district is a dynamic institution; both a product of community resiliency and an agent of change.

Dr. White’s dissertation, Donut Devourers, Fish Fanatics, Politicians, and Educators: Faces and Voices of State Education Policymaking, examines whose voices are heard in the state education policymaking process. Taking a mixed methods approach, Dr. White employed statistical analyses of demographic data of state education policymakers across all 50 states and data from a national survey of state education policymakers, which included a randomized control trial; as well as qualitative analyses of interviews with 45 state education policymakers across six states. Findings show a lack of diversity among state education policymakers. Additionally, state education policymakers were found to be unresponsive, and in some cases, intentionally unresponsive, to education policy preferences of both the public and teachers. Interviews also revealed that the voices valued by state education policymakers varied by political party and the institutional structures of state education policymaking bodies; however, one group — local school leaders — were consistently a voice that was highly valued by nearly all state education policymakers.

Early Career Award

The consensus among members of Division L’s Early Career Award committee is that the Division has an extraordinarily talented and accomplished group of junior scholars rising quickly through its ranks. The committee is very pleased to announce that this year’s Early Career Award winner is Lindsay Page, assistant professor of research methodology at the University of Pittsburgh’s School of Education. Page has already made her mark on the field through her contributions to work on summer melt, the utility of nudges in getting students on track to college and keeping them there and methodological advances in the identification of effects moderation and mediation. The substantive work first opened our eyes to the substantial and to some degree remediable attrition of promising youth on the pathway to college between the time they graduate high school and their expected date of college entry. With Ben Castleman and others, Page established the existence and magnitude of this problem and got to work on approaches to solve it. She has continued to work on a range of topics in higher education, including how to get students to reapply for financial aid, more fully engage students in the college search processes and, more recently, understanding the impact of the Dell scholars program. In addition to her impressive substantive work, Page has worked with Feller, Miratrix and other to develop methods for estimating heterogeneous responses to interventions across subgroups under random assignment when subgroup membership is only partially observed. Heterogeneity may be due to the interaction of prior dispositions and treatment or to post-assignment mediators. Finally, in addition to these important intellectual contributions, letter writers note Page’s generosity, collegiality and qualities as a mentor. She is emerging as a leading scholar in the field and a model citizen.
Division L Awards 2018—Seeking Nominations

Division L has put out its call for the Outstanding Dissertation Award, which will be given at the Annual Meeting in April 2019 in Toronto:

OUTSTANDING DISSERTATION AWARD

The purpose of the AERA Division L Outstanding Dissertation Award is to recognize the exceptional research accomplishments of recent doctoral graduates. Dissertations employing any theoretical and methodological orientation may be nominated as long as they make an important contribution to education policy and/or politics. The award recipient will be formally recognized at the 2018 Division L Business Meeting at AERA and will have an opportunity to give a brief presentation about their dissertation at this meeting.

Eligibility:

Dissertations must have been completed and successfully defended between August 16, 2017 and August 15, 2018. At the time the dissertation is being considered, the author must be a member of Division L of AERA.

Nomination Process:

Nominations must be submitted by a faculty member of the nominee’s doctoral degree granting institution by February 5, 2019. The nomination package should include the following as four separate attachments:

1. A nomination letter from a faculty member of the nominee’s degree granting institution. Please include information about when the nominee defended his/her dissertation.
2. A document that contains the nominee’s current contact information (name, current job title, address, phone number and email address)
3. A 3- to 4-page double-spaced summary of the dissertation
4. A copy of the dissertation in PDF format.

Review Process & Evaluation Criteria:

Complete nominations that are received by the deadline will be reviewed by the Division L Dissertation Award Committee. Specifically, the committee will evaluate the following aspects of each dissertation:

1. Objectives/purposes
2. Literature review
3. Perspective/theoretical framework
4. Research methods
5. Data sources
6. Results
7. Significance
Division L Awards 2018—Seeking Nominations (continued)

8. Quality and clarity of writing
9. Connection to Division L

Submission:

Email submissions to the Division L Outstanding Dissertation Award Chair, Andrew McEachin (mceachin@rand.org) by February 5, 2019, using the subject line "Division L Dissertation Award." The award chair will confirm that the nomination has been received.

Equity and Inclusion Committee Update—La’Tara Osborne-Lampkin, Chair

As chair of the E & I Committee, I am pleased to report that I had the opportunity to attend a dynamic Brown Lecture and very productive Coordinated Committee Meeting (CCM). Held in Washington, D.C., from October 26-27th, the CCM provided an opportunity for attendees to engage in extensive in-group and cross-group dialogue to support and advance the mission of the organization. The primary work of the E & I Council, comprised of E & I chairs from each of AERA Divisions, was the ongoing task to identify coordinated activities for E & I Chairs across divisions. The Council engaged in a number of discussions around streamlining the roles and responsibilities to advance the E & I agenda in each Division and the organization. Members were able to identify a list of common activities and resources to support E & I chairs as they do their work. The Council presented this information to Division Vice Presidents at their joint meeting. The Council also participated in a joint meeting with the Annual Meeting and Procedures, Scholars and Advocate for Gender Equity in Education, Social Justice Action Committee, & Professional Development & Training Committees. In this meeting, committees discussed individual and collective goals and activities designed to promote equity, inclusion, and social justice across the organization.

As E & I Committee members, we also look forward to our continued service on appointed Division L committees. This year we will contribute to the work of identifying recipients for the Division’s Lifetime Achievement and Dissertation Awards to be awarded at the 2019 Annual Meeting in Toronto. I would like to take this opportunity to thank Mark Partridge who represented the E & I Committee at our Fall Program Planning Committee meeting. We are hopeful that Division L’s efforts to develop a program that reflects diverse perspectives, methodologies, and areas of research will be evident.

As always, the E & I Committee welcomes ideas and recommendations as we continue to advance Division L’s Equity and Inclusion Agenda.
Division L Newsletter—Fall, 2018

Graduate Student Committee Update

Division L is happy to announce the appointment of our new Junior Representative, Rachel Williams. Rachel is a doctoral student in the Graduate School of Education at the University of California, Berkeley, where she was awarded the Chancellor’s Fellowship for Graduate Studies. Her research interests focus on the racial politics of market oriented educational policies and the political, economic, and historical forces implicated in their advancement. Ms. Williams’ expertise includes applied research on diversity, inclusion, and equity in a variety of contexts, such as Historically Black Colleges and Universities and the technology sector.

Upcoming Events and Opportunities

Division L is continuing its partnership with Division A and the University Council for Educational Administration (UCEA) Graduate Student Council by hosting our joint annual graduate student event at the UCEA Convention. The graduate student session, We are the Change We Seek: Igniting and Passing the Leadership Torch, took place on Saturday, November 17th, at the UCEA annual meeting in Houston, TX. This session brought together a panel of graduate students and professors to examine the information, ideas, and recommendations on how to gain involvement in leadership within the organizations of UCEA and AERA.

At the 2018 AERA Annual Conference in New York, the Division L graduate student representatives will be co-hosting the Division L Fireside Chat. If you are a first-time AERA attendee, or unaware of the format of these sessions, the Fireside Chats are sessions organized by graduate representatives within all of the AERA Divisions about pertinent topics for graduate students, faculty, and other scholars. Our last Fireside Chat covered ways in which American education has changed since the most recent reauthorization of the Elementary and Secondary Education Act, and was a great success (thanks again to our wonderful panelist!). The 2019 Division L Fireside Chat is titled College and career readiness in the 21st century: Contributing to the policy conversation, and will bring a panel of education policy scholars to discuss the changes in federal policy regarding Career and Technical Education after the reauthorization of the Carl Perkins Act this summer. We hope to start a productive discussion on the implementation goals of Perkins V, how it differs from Perkins IV, and areas in which it could still use improvement. We also hope to engage in a conversation about how to more broadly enter and contribute meaningfully to the education policy debate.

Social Media

Division L continues to expand its social media presence. We rely on Twitter and Facebook to work concurrently with our listservs to connect policy makers, advocates, scholars, and researchers on critical policy issues and burgeoning areas of interest. Follow Division L on Twitter @Division_L and on Facebook on our page: “AERA Division L: Educational Policy and Politics.” Feel free to contact Jay Plasman (jplasman@ucsb.edu) or Rachel Williams (williams_rachel@berkeley.edu) at any time!
Program Committee Update — Rand Quinn, Chair

Earth, Wind & Fire remind us of the 21st night of September, but for the Division L Program Committee, it was the 23rd day of September — when we kicked off our annual planning meeting — that we remember. We met that day in Philadelphia to assemble symposia, paper, roundtable, and poster sessions for the 2019 Annual Meeting. Our day began with a discussion on diversity facilitated by Mark Partridge (Georgia Gwinnett College) who attended as a representative from our division’s Equity and Inclusion Committee. Guided by the reports from our many volunteer reviewers, we assessed nearly 500 proposals. Due to the limited number of sessions allocated to our division, we had the difficult task of declining many strong proposals.

On behalf of the Program Committee, thank you to all of the volunteer reviewers and proposal submitters for investing your time and energy to Division L. Your participation has helped ensure that our annual meeting in Toronto will feature a diverse set of scholarship that advances our understanding of education policy and politics.

I am very appreciative of our section chairs. If you run into them in Toronto, please thank them for their service! Katie Bulkley, Montclair State University (Governance, Politics, and Intergovernmental Relations); Darrell D. Jackson, University of Wyoming (Legal and Judicial Issues for Equity and Access); Thad Domina, University of North Carolina at Chapel Hill (Curriculum and Instruction); Terrenda White, University of Colorado Boulder (School Choice and Other Market Reforms); Morgaen Donaldson, University of Connecticut (Testing, Accountability and Data Use); Jane Lincove, University of Maryland, Baltimore County (Human Capital and School Finance); Sonya Douglass Horsford, Teachers College, Columbia University (Social Context and Structural Inequalities); Maia Cucchiara, Temple University (Social Policy and Education); and Marisa Cannata, Vanderbilt University (Policy Implementation and Going to Scale). I am so grateful for this group of thoughtful and dedicated scholars!

Mentoring and Membership Committee Update—Michael Gottfried, Chair

The Mentoring Committee has had a great summer and fall! First, our committee remains the same as last year, with Michael Gottfried (UC Santa Barbara) as Chair (rotating off in 2019) and Shaun Dougherty (Vanderbilt) as Vice Chair (rotating off in 2020). Our two other members include Jennifer Steele (American U; rotating off in 2020) and Carolyn Sattin-Bajaj (Seton Hall U; rotating off in 2019). Together, we have been helping to coordinate Division L’s efforts with both UCEA and PEA events at AERA. This includes both the David Clark Seminar as well as the William L. Boyd workshop. Additionally, we have been working on coordinating our second Junior Faculty mentoring session at AERA in Toronto, given its success in NYC. Details to come in early 2019! If you have any suggestions for mentoring experiences at AERA, feel free to email Michael (mgottfried@education.ucsb.edu).
Member News

Recently Hired/Appointed

Nahed Abdelrahman began a Postdoctoral Research Associate position at Texas A&M University.

Jenn Ayscue started a new position as an Assistant Professor of Educational Leadership at North Carolina State University.

Carolyn Sattin-Bajaj is spending the year as a Visiting Researcher in the School of Education & Social Work and Fellow at the Sydney Social Sciences and Humanities Advanced Researcher Centre at the University of Sydney.

Jennifer Seelig recently started a new position as Assistant Director at the brand new Rural Education Research and Implementation Center at the University of Wisconsin-Madison.

Sean Corcoran has taken a new position as an associate professor of public policy and education at Peabody College, Vanderbilt University.

Michael Little has started a new position as a researcher at the American Institutes for Research.

Laurence Parker is the new Associate Dean in the Honors College at the University of Utah.

Peter Piazza started a new position as a Postdoctoral scholar at Penn State’s Center for Education and Civil Rights.

Aaron J. Griffen, Ph.D. was named Director of Diversity Equity and Inclusion for DSST Public Schools in Denver, Colorado after serving as a high school principal in Colorado Springs, Colorado.

Rachel White began her new position as Assistant Professor in the Darden College of Education & Professional Studies at Old Dominion University.

Kara Finnegan has been appointed full professor at the University of Rochester.

Oscar Jimenez-Castellano started a new position at Santa Clara University as Associate Professor and founding director of the Latinx Education Research Center.

Recent Publications

Abdelrahman, N., Dirani, K., Irby, B., & Etchells, M. (2018). Conflict management in higher education: A case study from Egypt and Lebanon higher education. In N. T. Watson, L. Xie, & M. J. Etchells (Eds.), Cultural impact on conflict management in higher education (pp. 73-95), Charlotte, NC: Information Age Publishing IAP.


Member News (Continued)


**Member News (Continued)**


**Recent Awards**

Katharine Broton, Assistant Professor at the University of Iowa, received the 2018 Thomas N. Urban Research Award from the Iowa Academy of Education.

**Conference Invitations and Other Initiatives**

The Edward J. Bloustein School of Planning & Public Policy at Rutgers University will be hosting the EDUCATION REFORM, COMMUNITIES, AND SOCIAL JUSTICE: EXPLORING THE INTERSECTIONS RESEARCH CONFERENCE in May. All are welcome to attend and participate in the conversation. Research abstracts on all topics that examine the intersection of neoliberal education reforms and social justice are welcome, including the following research areas: Impact of national policy and/or politics on K-12 education; Parent, teacher, and/or community activism for and against neoliberal reforms; Educational governance, public accountability, and community disenfranchisement; Schools, gentrification and urban development; Impact of private funding on education policy and practice; School closings; Impact of neoliberal education reform on higher education; Teachers’ race, class, gender, retention, equity, training and tenure; Impact of and alternatives to high stakes standardized testing; Parental perceptions of and resistance to high stakes standardized testing; How schools control and discipline students; Inequality and segregation by race, income, special needs and English proficiency. If you would like to present your research, please send a 300 word abstract to Julia Sass Rubin at jlsrubin@rutgers.edu by Sunday, December 9, 2018. Your abstract must include a (1) paper title and (2) name, affiliation, email and phone contact information for each author. To be considered, the papers must report on empirical research and/or make a theoretical contribution. Literature reviews or research proposals will not be accepted. Please direct any questions to Professor Rubin.

The National Education Policy Center at the University of Colorado Boulder recently launched a twice-weekly newsletter that links education research from the NEPC and elsewhere to current policy and practice. Recent topics have included a look at the research behind LeBron James’ new school, Q&As about a study of post-Katrina educational reforms in New Orleans, a comparison of public versus private schools, and an examination of research related to teacher quality. Sign up for free at https://nepc.colorado.edu/newsletter-signup
LIFETIME ACHIEVEMENT AWARD in EDUCATIONAL POLITICS and POLICY

The award recognizes a lifetime of achievement in educational politics and policy research.

Eligibility/Selection: In selecting a winner, the criteria to be considered will be the quality and impact of the candidate’s work over a lifetime, wherein quality reflects the highest standards of research quality and excellence appropriate to the methods and methodology used and impact is demonstrated through evidence that the work has been used by policymakers and/or practitioners, influenced a public or policy debate(s), and/or advanced a research field.

Nomination Process: To nominate a candidate, a nominating letter and two (additional) supporting letters must be submitted that describe the candidate’s research contributions to the field of educational policy over the course of the candidate’s career. Letters should describe the quality of the research as well as its rigor, insight, contribution to policy research, and/or contribution to policy or policy debates. Nominations must be submitted in full no later than the deadline and must include the following: (1) a nomination letter, (2) two supporting letters from Division L members, (3) a CV for the nominee, and (4) PDF versions of two publications by the nominee.

Review Process & Evaluation Criteria: Complete nominations that are received by the deadline will be reviewed by the Division L Lifetime Achievement Award Committee. Specifically, the committee will evaluate the following aspects of each nominee’s record:

a. Quality: Reflects highest standards of research quality and excellence appropriate to the methods and methodology used.

b. Impact: Demonstrates evidence that body of work has been used by policymakers, influenced a public or policy debate(s), and/or advanced a research field.

Please email all materials to Sonya Horsford at horsford@tc.columbia.edu by February 5, 2019 at 11:59 pm, using the subject line “DIVISION L LIFETIME ACHIEVEMENT AWARD.”

Form of Recognition:
The awardee will receive a plaque and a cash award of $1,000 that will be presented at the Division L business meeting which is held during the AERA Annual Meeting.

OUTSTANDING POLICY REPORT (LONG)

Rationale: The Outstanding Policy Report Award recognizes an outstanding policy report that makes a contribution to education research and/or policy through its analysis, evaluation, and/or critique of education policy. (The short policy report award was competed in 2018.)

Selection Criteria: In 2019, the award will be given to a long policy report (more than 35 pages in length) that best reflects the following selection criteria:

1. Quality: Reflects highest standards of research quality and excellence appropriate to the methods and methodology used.

2. Relevance: Analyzes, evaluates, and/or critiques a timely and relevant education policy or policy issue.

3. Impact: Demonstrates evidence that the report has been used by policymakers, influenced a public or policy debate, and/or advanced a research field.

Eligibility: To be eligible, the report must have been completed after November 1, 2016, and at least one author must be a Division L member.

Nomination Process: Nominations must be submitted by the report author, user, or other reader of the work no later than February 5, 2019, and must include the following: (1) a nomination letter from a Division L member, (2) a PDF version of the report, and (3) evidence of the report’s impact.

Submission: Please email all materials to Co-chairs La’Tara Osborne-Lampkin (Florida State University) (losbornelampkin@fsu.edu) and Judith Scott Clayton (Teachers College, Columbia) (scott-clayton@tc.columbia.edu) by February 5, 2019 at 11:59 pm, using the subject line “DIVISION L OUTSTANDING POLICY REPORT.”
2019 WILLIAM L. BOYD
NATIONAL EDUCATION POLITICS WORKSHOP

Sponsored by the Politics of Education Association,
the University Council for Educational Administration,
and AERA Division L.

The Politics of Education Association and the University Council for Educational Administration invite graduate students and recent doctoral graduates to a special 2 1/2-hour workshop. The William L. Boyd National Educational Politics Workshop, scheduled on the first afternoon of the AERA annual meeting, will give emerging scholars (students and new academics/researchers) the opportunity to learn about current and promising research in the politics of education field and interact with leading politics of education scholars.

Sponsors: Special thanks to the sponsoring organizations that make this event possible:

- The Politics of Education Association
- University Council for Educational Administration
- AERA Division L

To register as an emerging scholar, please go to [tinyurl.com/boydstudent2019](https://tinyurl.com/boydstudent2019)

When/Where: The workshop will take place on Friday, April 5th, 2019, from 3:30-6:00pm (EST) at a location convenient to the AERA conference hotels.

Eligibility: Students with an interest in educational politics and currently enrolled in graduate schools in the U.S. or abroad are welcome to attend as are educational researchers who earned their doctoral degrees after March 1, 2018. There is no fee to attend, but space is limited. Applicants whose research interests are not clearly tied to education politics will not be accepted. The opportunity to submit an application will end February 1 at 5:00pm (EST) or when we reach maximum capacity.

If you have any questions, please contact Lauren Bailes at lbailes@udel.edu.

Call for Mentors

The Politics of Education Association and the University Council for Educational Administration invite its members to serve as mentors to current doctoral students and/or recent doctoral graduates. The Boyd Workshop aims to connect doctoral students and recent graduates with mentors in order to share their expertise and experiences in the discipline. Please note that volunteering will require attendance at a 2 1/2 hour workshop held on the first afternoon of AERA’s annual meeting in Toronto, Ontario, Canada. If you are interested in serving as a mentor, please complete the electronic form found at the link below—even if you have served as a mentor at previous Boyd Workshops. Doing so confirms your willingness to serve as a mentor in Toronto in 2019.

To register as a mentor, please go to [tinyurl.com/boydmentor2019](https://tinyurl.com/boydmentor2019).

We thank you for your willingness to serve as a mentor. If you have any questions, please contact Dr. Lauren P. Bailes at lbailes@udel.edu or Dr. Dana Mitra at dmitra@psu.edu.
Editor’s Notes

Thanks so much to all who sent in division or member and organizational news. Much appreciation to Iris Rotberg for his feature article on charter schools. A very special thank you to Jay Plasman, a doctoral student at UCSB and Senior Division L Graduate Student Representative, for his wonderful assistance in putting together the newsletter. Please watch for an email on the Division L listserv soliciting member news for the Spring 2019 newsletter, which will also include more information about the 2019 annual meeting program.