Blurring Lines? Equity and Economic Development Language in Local Collaborations for Education

Melissa Arnold Lyon
Graduate Student Brief

After three decades in which attention and action around school reform seemed to drift inexorably toward states and the national government, there are signs that locally based efforts are reemerging from the shadows. With the rise of complicated and interwoven local, place-based issues, city governments, civic leaders, and other organizations have increasingly responded with multi-issue coalitions and strategies to improve urban life (Clarke, 2017). The development of these coalitions may be indicative of what Stone and Stoker (2015) refer to as a “new era” of urban and neighborhood politics less focused on economic development and more open to the intersectionality of social and economic development. Within education specifically, collaborative, cross-sector initiatives at the district, city, county, or metropolitan level are attempting to bridge the gulfs between formal government and the civic sector, between the K-12 system and both early childhood and postsecondary programs, between school-focused strategies and those drawing on a wider range of services and programs that also affect educational achievement and attainment.

(Continued on Page 3)

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1 Melissa Arnold Lyon is a third year doctoral student at Teachers College, Columbia University.

PEA Bulletin, 42 (2)
have 193 members. Other characteristics of a healthy special interest group are:

- Annual meeting proposal submissions and acceptance rates
- Initiatives for mentoring graduate students and emerging scholars
- Leadership capacity development
- Advancement of knowledge base and dissemination of research in our field

I would argue that concerning all of these characteristics, PEA is doing well. As our Program Chair will report, we received 23 individual paper submissions and 3 symposium submissions. We continue to mentor graduate students and emerging scholars through the William L. Boyd Workshop and provide opportunities for emerging scholars to publish in the *Politics of Education Association Bulletin* as well as to serve as guest co-editors of our special editions. We have included graduate students on all of our committees as well. Furthermore, we established co-coordinatorships, co-editorships, and have worked to ensure adequate succession planning for our officers. In any professional position that I have held, my goal was to leave it better than how I found it. I feel good about the state of the Politics of Education Association, but as I discuss next, I had help from many others over the past two years.

**I Never Worked Alone**

When I sit down to write these reports, I am compelled to thank all of my fellow PEA board members, committee chairs, and committee members. While this may seem a bit formulaic in terms of report composition, believe me when I say that my gratitude is earnest. Faculty often perceive service work as burdensome and less rewarding because it incurs high opportunity costs (Hagedorn, 1996). My service as President of PEA has not been overly burdensome, and this is because of the highly capable individuals that serve as PEA board members, committee chairs, and committee members. Katherine Mansfield (Treasurer) has been an absolute joy to work with. Over the past two years, she has been consistently communicative and responsive to email queries, outstanding bills, and ensuring that PEA is a responsible steward of your membership dues. Huriya Jabbar (Secretary) ensured that our slate of officers for the 2018 ballot was prepared and submitted to AERA on time. Our At-Large Board Members Elizabeth DeBray and Stacey Rutledge were always available and willing to serve PEA and provide counsel on various and sundry issues. As you can see by the document you are now reading, Co-Editors Andy Saultz and F. Chris Curran produced another high quality edition of the *PEA Bulletin*.

At our PEA Business meeting, we will be presenting the Dissertation of the Year Award and Honorable Mention to Dr. Rachel White and Dr. Laura E. Hernández, respectively. I thank the Dissertation Award Committee members for their service. They were Rebecca Jacobsen (Chair, Michigan State University), Bob Johnson (University of Alabama), Elizabeth DeBray (University of Georgia), Diane D’Amico (George Mason University), Sarah Butler Jessen (Bowdoin College), Susan Bush-Mecenas (University of Southern California), and Marialena Rivera (Texas State University).

Thanks to our Publications Committee, which consisted of: Catherine DiMartino (Co-Chair, St. Johns University), Katy Bulkley (Co-Chair, Montclair State University), Cath Lugg (Rutgers University), Huriya Jabbar (University of Texas, Austin), Sarah Diem (University of Missouri, Columbia), and Rachel White (University of South California). These individuals have been very busy vetting a number of quality proposals for the PEA Yearbook in *Educational Policy* and the special edition of *Peabody Journal of Education* (published biannually). This committee ensured the successful publication of the 2018 PEA Yearbook in *Educational Policy*, and the selections for the 2019 PEA Yearbook and the 2019 special edition of *Peabody Journal of Education*. As you have likely seen in my weekly listserv emails, the call for proposals for the 2020 PEA Yearbook, published in *Educational Policy*, is out. Submissions are due on Friday, June 15, 2018 and should be submitted electronically to Katy Bulkley at bulkleyk@montclair.edu.

With the annual meeting of AERA returning to New York City, we are returning to the city where what we now know as the William L. Boyd Workshop had its start in 2008. We thank Dr. Dana Mitra (Pennsylvania State University) and Dr.
Lauren Bailes (University of Delaware) for reprising their roles as Co-Coordinators of the 2018 William L. Boyd Workshop. Thanks also to all of the 50+ mentors for volunteering their time and expertise to 80 emerging scholars. We very much appreciate the continued support of UCEA and Division L. Both of these organizations contributed $1,000 each for the 2018 Boyd Workshop. Many thanks to Dr. Michelle Young, Executive Director of UCEA, Dr. Lora Cohen-Vogel, Vice-President of Division L, and Dr. Dan Quinn of the Great Lakes Center for Education Research and Practice for their continued support of this undertaking. The Great Lakes Center for Education Research and Practice sponsored the facilities rental at the host hotel in New York City. We are saddened to hear of Dr. Young’s decision to step away from the UCEA Executive Directorship in May 2019. Her leadership of the organization will be sorely missed by UCEA and PEA alike.

**AERA 2018 and Beyond…**

AERA 2018 in New York City is fast approaching. In addition to our PEA sessions that were ably developed by our Program Chair Rebecca Jacobsen (Michigan State University), please remember that we will be hosting the 2018 William L. Boyd National Education Politics Workshop on Friday, April 13 from 3:30 to 6:00pm at the New York Marriott Marquis, Seventh Floor, Astor Ballroom. Please note that this event is for registered attendees only (mentors, emerging scholars, guest speakers, and co-coordinators). If you are one of these individuals, we look forward to seeing you on the 13th at this event.

I look forward to seeing many of you at the **PEA Business Meeting** on Sunday, April 15, 6:30 to 8:00 pm in The Parker, Third Floor, Mirus Room. There you will hear officer reports, committee reports and award the Dissertation of the Year Award and an Honorable Mention to our award recipients. I look forward to seeing you all there!

**References**


**“Blurring Lines”**

(Lyon, continued from page 1)

These education-focused collaborations are a subset of a larger “collective impact” movement that claims to leverage new strategies for collaboration as a way to achieve large-scale change in areas as diverse as transportation, crime, and economic development (Henig et al., 2015).

**Data and Methods**

My coauthor and I empirically examine the equity/development trade-off with a focus on the renewed interest and experimentation in locally based cross-sector collaborations for educational improvement. Taking advantage of a unique and original database on 182 education-focused collaborations around the country, we go beyond the case study methodology typically used for studying this type of initiative. To understand the extent to which these collaborations are presenting their work in terms of equity, we searched the information presented on collaborations’ websites and linked reports for terms that suggested a particular focus on supporting historically marginalized groups. Search terms included “equity,” “social justice,” “racial justice,” “achievement gap,” “opportunity gap,” and variants of these. We read the surrounding text for every instance of these words to ensure that the collaboration was describing equity as a central and
explicit portion of their goals, mission, or work. We employed a similar process for economic development language, searching for terms such as “economic development,” “economic growth,” “economic revitalization,” “job growth,” “21st century skills,” and “housing prices.” A list of all search terms is included in the full paper. We also collected information on the collaboration’s start date, governing board composition, network affiliation, target population, and city demographic and fiscal indicators from the respective websites or by contacting the initiatives directly. To examine the relationships between these indicators and economic and equity language, we first examined bivariate associations and then used multiple logistic regression with robust standard errors clustered at the city level.

Select Findings

Almost half of locally based collaborations use equity-oriented language, whereas roughly one in three use economic development language. Roughly one in five (37 collaborations) use both types of language. These findings suggest that, notwithstanding limits believed to constrain cities from pursuing redistribution (Peterson, 1981), locally based initiatives can pursue equity, and in at least some cases, there is a blurry line between economic development and equity that allows collaborations to present themselves as both redistributive and growth-oriented. Thus, in practice it appears there is not a need to choose one versus the other, and there may indeed be tactical arguments against doing so.

We also find that labeling these education initiatives as growth-oriented is somewhat more typical of collaborations that started in prior decades. This may indicate allegiance to the ideas that were important when they were founded; older collaborations may be reflecting the values of prior eras in which contextual circumstances required cities to more narrowly focus on economic growth, while the newer collaborations reflect the postindustrial acceptance of a broader array of urban policy goals. Alternatively, it may be that as collaborations get older they recognize the demand to adopt economic development language in an attempt to placate the local business community, expand funding opportunities, or maintain mayoral support.

Additionally, an orientation toward equity is much more common in collaborations with a higher percentage of their top governing board representing unions or community organizations, even while accounting for the effects of the website quality, age, national network affiliation, target population, and city demographic and fiscal characteristics (see Figure 1). To the degree that representatives of unions and community groups are more oriented toward equity, this suggests that these local interest groups have the capacity to influence the mission and work of locally based collaborations when they are given adequate representation.

Discussion

The findings of this study contribute new knowledge about how locally based collaborative initiatives orient themselves in terms of equity and economic development. It matters, of course, that we are looking at how groups present themselves publicly and that this may or may not reflect genuine priorities, private language, or invested effort. If there is an objective tension between redistributive and developmental goals, the adoption of equity-oriented language might be a symbolic effort to appease less advantaged groups. However, instead, these findings could reflect the viability of a “both-and” local response presuming that there are mobilized regimes in places to balance and negotiate the tensions.
Adapted from an article published in *Urban Affairs Review*:

**References**

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**APPAM Call for Proposals**

The Association for Public Policy Analysis and Management is accepting proposals for the Fall 2018 conference in Washington, DC.

**Deadline: April 11th**

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**UEEA Call for Proposals**

Conference Theme: Our Mission Critical: Revolutionizing the Future Through Equitable Educational Leadership, Research, and Practice

Conference: Nov. 15-18, 2018, in Houston, TX

Proposal Deadline: April 6th

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**DISSERTATION AWARD COMMITTEE REPORT**

REBECCA JACOBSEN
MICHIGAN STATE UNIVERSITY

The PEA Outstanding dissertation committee read six terrific dissertation submissions. The committee was impressed with the overall quality of each dissertation and are eager to see more work from each recent graduate in the near future.

**PEA Outstanding Dissertation Award Winner:**

Rachel White, Postdoctoral Scholar - Research Associate, Rossier School of Education, University of Southern California
Title of Dissertation: “Donut Devourers, Fish Fanatics, Politicians, and Educators: Faces and Voices of State Education Policymaking”

**Honorable Mention:**

Laura E. Hernández, Senior Researcher, Learning Policy Institute
Title of Dissertation: "Managing the Brand: Racial Politics, Strategic Messaging, and Coalition-Building Efforts of Charter Management Organizations"
Both Rachel and Laura will be in attendance at the **2018 Politics of Education SIG Business Meeting on Sunday, April 15, 6:30 to 8:00 pm in The Parker, Third Floor, Mirus Room** where they will each receive a plaque and recognition for their accomplishment.

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2018 WILLIAM L. BOYD NATIONAL EDUCATIONAL POLITICS WORKSHOP:

On April 13, 2018, the annual William L. Boyd National Education Politics Workshop will host about 50 faculty and research mentors and 80 emerging scholars in New York City. The workshop is held in conjunction with the annual meeting of AERA. This year’s event includes a panel of scholars who will discuss mentoring and strategies to maximize mentoring relationships throughout a host of career paths and stages. The event also provides ample time for faculty mentors and emerging scholars (graduating students and early-career scholars) to discuss their research agendas and career goals. The coordinators of the workshop include Dr. Dana Mitra of Pennsylvania State University and Dr. Lauren Bailes of the University of Delaware. Dr. Mitra is a former colleague of Dr. Boyd and Dr. Bailes previously served as a Boyd Workshop participant and graduate student volunteer.

In April 2008, the Politics of Education Association hosted the National Educational Politics Workshop in New York City so this year’s workshop is particularly auspicious as it returns to its origins for its tenth anniversary. The workshop, held in conjunction with AERA, provided an opportunity for emerging scholars to interact with leading politics of education scholars. The workshop would eventually become an annual event—renamed in honor of Dr. William Lowe Boyd of Pennsylvania State University, a luminary in the field of educational policy, politics and administration. Boyd passed away on September 21, 2008. The annual event gained the co-sponsorship of UCEA, which saw it as a means of promoting, sponsoring, and disseminating research; improving the preparation and professional development of educational leaders and professors; and, positively influencing educational policy. Additional sponsorships followed from Division L of AERA and the Great Lakes Center for Education Research and Practice.

The coordinators wish to express their sincere gratitude to all of the faculty mentors who made time to participate in the workshop as well as to the panelists who gave of their time to enrich the experiences of emerging scholars. The specifics of the Boyd Workshop are as follows:

**Meeting:** The William L. Boyd National Educational Politics Workshop  
**Date:** April 13, 2018  
**Time:** 3:30pm - 6:00pm  
**Hotel:** New York Marriott Marquis  
**Room:** Seventh Floor, Astor Ballroom

Please note that attendance at the Boyd Workshop in New York City is not open to the general public. Participation is by invitation only. Participants previously completed online applications, which were confirmed by the co-coordinators.
The Politics of Education Association (PEA) Call for Proposals

This year, the PEA Publications Committee will be selecting editors for the 2020 PEA Yearbook issue of *Educational Policy*.

As a reminder to our membership, the PEA Yearbook is an annual publication, typically published as the January issue of *Educational Policy*. On an every other year basis (published in odd-numbered years), the *Peabody Journal of Education* publishes a special issue dedicated to the politics of education subfield. This year, we are only seeking proposals for the 2020 PEA Yearbook published in *Educational Policy*.

This year’s proposals are **due on Friday, June 15, 2018**.

Proposals should be submitted electronically to the Publications Committee chair, Katrina Bulkley: bulkleyk@montclair.edu. Generally, proposals come from a pair or trio of editors, rather than a single individual. We encourage collaboration among junior and senior scholars. The committee prefers these joint editorial arrangements, and encourages newer scholars to work alongside an experienced colleague or colleagues.

Proposals should contain the following:

Title and/or theme of the Yearbook.

Rationale (5-8 pages) which describes in more detail the proposed theme, its salience, theoretical perspectives and an indication of current trends and research in the field. Within the rationale there should be a clear indication of the how the term ‘politics’ is being interpreted or defined.

Please also include an indicative list of proposed contributors and topics of articles. Please note: we do appreciate that these may change as the editorial process develops. We need some idea, at this stage, of the areas of the field you would like to cover and who you have in mind to do it. We encourage contributions from diverse scholars. Each Yearbook or Special Issue is composed of about 10 contributions plus editors’ commentary. It is helpful if these are arranged in sections. You are encouraged to examine past editions.

**General Information:**

The Publications Committee will read and review proposal submissions, and the successful proposers will be notified by e-mail. Editors may contribute articles but it is worthwhile remembering that they also have the opportunity to write a foreword and/or concluding commentary.

**Recent and Forthcoming Yearbooks and Special Issues**

- **2015 (Yearbook):** Educational Policy Implementation Revisited / eds. Tamara Young and Wayne D. Lewis
- **2015 (Special Issue):** The Politics of Inequality, Social Policy, and Educational Change / eds. Lance Fusarelli and Lisa Bass
- **2016 (Yearbook):** Educational Policy and the Cultural Politics of Race / eds. Michael J. Dumas, Adrienne D. Dixson, and Edwin Mayorga
- **2017 (Special Issue):** Neoliberal Policy Network Governance and Counter-Networks of Resistance: Actions and Reactions from Across Policy Arenas / eds. Catherine Marshall, Mark Johnson and Ariel Tichnor-Wagner
- **2017 (Yearbook):** The Politics of Immigration and Education / eds. Lisa García Bedolla, Megan Hopkins and Rand Quinn
- **2018 (Yearbook):** The Politics of Unions and Collective Bargaining in Education / eds. W. Kyle Ingle, Ben Pogodzinski and Casey George-Jackson
- **2019 (Yearbook):** Where Critical Policy Meets the Politics of Education / eds. Sarah
Diem, Michelle D. Young, and Carrie Sampson

- 2019 (Special Issues): The Politics of K-12 Local Control Funding and Accountability for Latino and ELL students: Lessons Learned from California / eds. Oscar Jimenez-Castellanos, Patricia Lopez, and Marielena Rivera

Sample Timeline for the 2020 Yearbook

- August 2018 - Notification of selected editorial team
- September 2018 - Finalization of article authors by editorial team
- Mid January 2019 - authors and titles of contributions agreed and submitted to Publications Committee for confirmation.
- May 2019 - manuscripts submitted to editors and sent out for external review.
- June 2019 - authors receive feedback from editors and reviewers and make revisions to their manuscripts.
- July 2019 authors submit their revised manuscripts. The set of manuscripts are reviewed by the editors and sent out to the panel for review.
- August 2019 - authors receive feedback from the editors and the panel of reviewers and make suggested revisions. Editors work on putting the edition together.
- September 2019 - authors submit final drafts of their manuscripts. Editors compile the edition and submit it to the publisher.
- January 2020—publication.

The specific timeline for production of the Special Issue and Yearbook will be worked out among the respective editors, the PEA Publications Committee, and the editors of Educational Policy, and will be recorded in a Memorandum of Agreement.

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PEA EXECUTIVE BOARD

W. Kyle Ingle                  President
Katherine Mansfield          Treasurer
Huriya Jabbar                Secretary
Elizabeth DeBray             At-Large Member
Stacey Rutledge              At-Large Member
The PEA SIG accounts are healthy and strong. When looking at some trends over time, one can see that our overall budget fluctuates quite a lot. There are a number of reasons this might be so. For example, some of this fluctuation may be due to whether we participate in one or both of the *Educational Policy* and *Peabody Journal* special issues in a given year. In addition, the level of our overall balance can also be attributed to our ability to attract new members and whether long-time members continue to pay their dues.

Another important consideration is the level of sponsorships we receive from individuals and organizations for special programs. For example, last year Steve Boyd (son of William L. Boyd), Lora Cohen-Vogel (Vice President of AERA Division L), Dan Quinn (Director of the Great Lakes Center for Education Research and Practice), and Michelle Young (Executive Director of UCEA) provided substantive support toward the William L. Boyd Politics of Education Workshop. Finally, our financial health can be attributed to the careful governance of the PEA SIG’s Executive Team.
PEA SIG Politics of Education Association Financial Statement

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PEA SIG’s end-of-year statement (above) details the disbursements and contributions from January through December 2018. Some expenses that are not reflected here include expenses affiliated with this year’s Boyd Workshop and Business Meeting at AERA in New York City. Thankfully, Lora Cohen-Vogel, Dan Quinn, and Michelle Young have offered to sponsor the Boyd Workshop again this year. Please, take a moment to thank them for their generosity.

Finally, I would like to thank you for entrusting me with PEA’s precious resources as Treasurer. It has been a pleasure and an honor to serve you the past two years.

**MEMBER NEWS**

*UPDATES SUBMITTED BY MEMBERS*


Additionally, he began a new position this year as an Assistant Professor at Seton Hall University in Education Leadership, Management, and Policy

The following are sessions that have either ‘politics’ or ‘policy’ in the title of the session.

**Friday, April 13**

Sensuous Curriculum: Of Politics and the Senses in Education  
Time: Fri, April 13, 12-1:30 pm  
Place: Millennium Broadway NY Times Square, Room 3.11

Challenging the Status Quo Through Leadership, Policy Reform, and Teacher Education  
Time: Fri, April 13, 12-1:30 pm  
Place: Westin NY at Times Square, Fifth Floor, Manhattan Room

Dreaming in Greene: Reframing Contemporary Educational Policy, Practice, and Research Through Maxine Greene’s Critical Lens  
Time: Fri, April 13, 12-1:30 pm  
Place: NY Hilton Midtown, Second Floor, Beekman

Education for Cultural Diversity: Changing Policy and Curriculum Priorities in Volatile International Contexts  
Time: Fri, April 13, 2:15-3:45 pm
Shifting Teacher Beliefs: Evaluation, Policy, and School Contexts
Time: Fri, April 13, 2:15-3:45 pm
Place: Sheraton, NY Times Square, Second Floor, Empire Ballroom East

2018 William L. Boyd National Education Politics Workshop
Time: Fri, April 13, 3:30-6 pm
Place: New York Marriott Marquis, Seventh Floor, Astor Ballroom

Accountability and Assessment Policy: Exploring History and Impact
Time: Fri, April 13, 4:05-5:35 pm
Place: NY Hilton Midtown, Second Floor, Gibson Suite

School Discipline and School Choice: Racial Inequities Within Neoliberal Policy Contexts
Time: Fri, April 13, 4:05-6:05 pm
Place: Millennium Broadway NY Times Square, Room 4.11

Breaking the School-to-Prison Pipeline: Policies, People, and Practices
Time: Fri, April 13, 4:05-6:05 pm
Place: NY Hilton Midtown, Fourth Floor, Lincoln Suite

Saturday, April 14
Using NAEP Data on the Web for Educational Policy Research
Time: Sat, April 14, 8:00 am to 12:00 pm
Place: Sheraton NY Times Square, Lower Level, Chelsea Room

Teacher Leadership Congress: Joining Research, Practice, Preparation, and Policy Seminar
Time: Sat, April 14, 8:30 am to 12:30 pm
Place: NY Marriott Marquis, 16th Floor, Skylobby

Pathways to Change: CUNY Reshapes Academic Policy
Time: Sat, April 14, 8:15-9:45 am
Place: NY Marriott Marquis, Fourth Floor, Odets

Historicizing Postsecondary Education Policy and Reform
Time: Sat, April 14, 8:15-9:45 am
Place: NY Marriott Marquis, Fifth Floor, Westside Ballroom Salon 2

“Inhuman” Literacies: Beyond a Politics of Inclusion/Exclusion in Education
Time: Sat, April 14, 8:15-9:35 am
Place: Millennium Broadway New York Times Square, Room 4.11

The Racialized Politics of Theories, Policies, and Practices in International Education
Time: Sat, April 14, 10:35 am to 12:05 pm
Place: NY Hilton Midtown, Fourth Floor, Holland Suite

Historical Perspectives on Policy in Practice
What’s Driving Policy in the Education Arena?
Time: Sun, April 15, 10:35 am to 12:05 pm
Place: The Parker, Third Floor, Azekka Room

Making Sense of Education Policy in the Era of ESSA and DeVos
Time: Sat, April 14, 10:35 am to 12:05 pm
Place: NY Hilton Midtown, Fourth Floor, NY Suite

Patriotic Education in the Age of Trump
Time: Sat, April 14, 12:25-1:55 pm
Place: NY Marriott Marquis, Seventh Floor, Duffy

Existence is Resistance: Educators and the Politics of Language, Immigration, and Deportation
Time: Sat, April 14, 12:25-1:55 pm
Place: New York Hilton Midtown, Concourse Level, Concourse C Room

Assessment Policy and Practice: Examining the (Unintended) Consequences
Time: Sat, April 14, 12:25-1:55 pm
Place: NY Hilton Midtown, Second Floor, Clinton Suite

Division J VP Session: Connecting Research, Advocacy, and Policy: A Conversation Among Education Scholars
Time: Sat, April 14, 12:25-1:55 pm
Place: NY Marriott Marquis, Fourth Floor, Odets

Policy and Politics in the Standards and Accountability Landscape
Time: Sat, April 14, 12:25-1:55 pm
Place: NY Hilton Midtown, Second Floor, Gibson Suite

Early Childhood Policy Issues
Time: Sat, April 14, 12:25-1:55 pm
Place: Crown Plaza Times Square, Act III-IV Room

When Rurality and Policy Collide
Time: Sat, April 14, 2:15-3:45 pm
Place: Millennium Broadway NY Times Square Room 3.11

Critical Policy Research Meets the Politics of Education
Time: Sat, April 14, 2:15-3:45 pm
Place: The Parker, Third Floor, Mirus Room

Remembering Jean Anyon: Radical Possibilites in Research, Policy, and Practice With and for Vulnerable Populations
Time: Sat, April 14, 2:15-3:45 pm
Place: NY Marriott Marquis, Seventh Floor, Empire/Hudson Room
Teacher Policy, Public Education, and Democracy  
Time: Sat, April 14, 2:15-3:45 pm  
Place: NY Hilton Midtown, Second Floor, Sutton South

Racial Politics, Stakeholder Engagement, and the Challenge of Leading for Equity in Turbulent Times  
Time: Sat, April 14, 2:15-3:45 pm  
Place: Park Central Hotel New York, Ballroom Level, Ballroom, Roundtable

Contemporary Equity-Driven Policy Work  
Time: Sat, April 14, 2:15-3:45 pm  
Place: NY Marriott Marquis, Fifth Floor, Julliard

Enhancing Parents’ and Policy-Makers’ Assessment Literacy: Considering the Options  
Time: Sat, April 14, 2:15-3:45 pm  
Place: Westin NY at Times Square, Ninth Floor, Royale Room

Helen DeVitt Jones Lecture in Teacher Education. The New System of Teacher Preparation: How Can Policy and Research Inform Practice? By Suzanne Wilson, Sponsored by Helen DeVitt Jones Endowment Fund in Teacher Education, Texas Tech University  
Time: Sat, April 14, 4:05-6:05 pm  
Place: NY Hilton Midtown, Second Floor, Sutton Center

Promoting the Educational Success of English Learners: Policy Implications and Reactions From the Field  
Time: Sat, April 14, 4:05-6:05 pm  
Place: Sheraton NY Times Square, Lower Level, Gramercy Room

**Sunday, April 15**

The Politics and Practice of Teacher Evaluation Policy  
Time: Sun, April 15, 8:15-9:45 am  
Place: The Parker, Third Floor, Mirus Room

Student Success: Programs, Policies, and Outcomes  
Time: Tue, April 17, 8:15-9:45 am  
Place: NY Marriott Marquis, Fourth Floor, Wilder

Homeless Students in NYC and Collaboration in Schooling Policy Reform  
Time: Sun, April 15, 8:15-9:45 am  
Place: NY Hilton Midtown, Second Floor, Clinton Suite

Disrupting Antagonisms Against Muslim, Black, and Latinx Students and Communities: What’s the Role for Public Education Practice and Policy?  
Time: Sun, April 15, 10:35 am to 12:05 pm  
Place: NY Hilton Midtown, Second Floor, Beekman

From Policy to Practice: Investigating Teacher Leadership as a Lever of Educational Change  
Time: Sun, April 15, 10:35 am to 12:05 pm  
Place: NY Hilton Midtown, Concourse Level, Concourse D Room
Policy Development and Debate  
Time: Sun, April 15, 10:35 am to 12:05 pm  
Place: Sheraton NY Times Square, Second Floor, Metropolitan West Room  

Interrogating Policies and Practices Related to Discipline and Violence in Schools  
Time: Sun, April 15, 10:35 am to 12:05 pm  
Place: Sheraton NY Times Square, Second Floor, Metropolitan East Room  

How Standards, Curricula, and School Policies Influence Instruction and Student Outcomes  
Time: Sun, April 15, 10:35 am to 12:05 pm  
Place: NY Hilton Midtown, Second Floor, Gibson Suite  

Higher Education Policy: Influences on Students and Faculty  
Time: Sun, April 15, 2:45-4:15 pm  
Place: Sheraton NY Times Square, Second Floor, Metropolitan West Room  

Politics of Education SIG Business Meeting  
Time: Sun, April 15, 6:30-8:00 pm  
Place: The Parker, Third Floor, Mirus Room  

Monday, April 16  
Cross-Sector Policy Alignment and Early Learning: Evidence From the Early Learning Network  
Time: Mon, April 16, 8:15-9:45 am  
Place: NY Hilton Midtown, Second Floor, Clinton Suite  

Education Policy in Chile  
Time: Mon, April 16, 8:15-9:45 am  
Place: Sheraton NY Times Square, Second Floor, Metropolitan West Room  

Equity: Moving Toward the Equity Through Policy and Practice  
Time: Mon, April 16, 10:35 am to 12:05 pm  
Place: Park Central Hotel NY, Mezzanine Level, Manhattan B Room  

Policies in the Classroom  
Time: Mon, April 16, 10:35 am to 12:05 pm  
Place: Sheraton NY Times Square, Second Floor, Metropolitan West Room  

Universal Pre-Kindergarten in NYC: Implications for Policy and Practice in a Changing Landscape  
Time: Mon, April 16, 10:35 am to 12:05 pm  
Place: Crown Plaza Times Square, Act I-II Room  

Critical Transdisciplinary Approaches to STEM: Praxis, Power, and Politics in Public Education  
Time: Mon, April 16, 12:25-1:55 pm  
Place: New York Hilton Midtown, Second Floor, Sutton North  

Systems of Control: School Discipline Policies, Incarceration and Peer Influences  
Time: Mon, April 16, 12:25-1:55 pm
What is Real Integration? Student-Designed Policy, Research, and Activism
Time: Mon, April 16, 12:25-1:55 pm
Place: NY Hilton Midtown, Second Floor, Gramercy Suite B

Time: Mon, April 16, 2:15-3:45 pm
Place: Sheraton NY Times Square, Second Floor, Metropolitan West Room

Early Childhood Policy Challenges
Time: Mon, April 16, 2:15-3:45 pm
Place: Crown Plaza Times Square, Act I-II Room

Examining and Applying School Reform Policies and Initiatives
Time: Mon, April 16, 2:15-3:45 pm
Place: Park Central Hotel NY, Mezzanine Level, Manhattan B Room

Summer Learning and Test Score Gap Trends: New Descriptive Research, Methodological Issues, and Policy Implications
Time: Mon, April 16, 2:15-3:45 pm
Place: NY Hilton Midtown, Madison

Supporting Attendance Among Our Youngest Students: Emerging Evidence Around School Practices and Policies
Time: Mon, April 16, 2:15-3:45 pm
Place: Crown Plaza Times Square, Room 509/510

Power, Discourse, and Institutional Policy: Discourse Analysis in Higher Education Research
Time: Mon, April 16, 4:05-5:35 pm
Place: NY Marriott Marquis, Fourth Floor, Brecht

Research on School Discipline Policy: Exploring Bias, Race, and Local Context
Time: Mon, April 16, 4:05-5:45 pm
Place: NY Hilton Midtown, Second Floor, Clinton Suite

School Choice Policies Shaping Neighborhoods, School Locations and “Destinies”
Time: Mon, April 16, 4:05-5:35 pm
Place: Crown Plaza Times Square, Room 501/502

Fiscal Issues, Policy and Education Finance SIG Business Meeting
Time: Mon, April 16, 6:15-7:45 pm
Place: The Parker, Third Floor, Mirus Room

Tuesday, April 17
Student Success: Programs, Policies, and Outcomes
Time: Tue, April 17, 8:15-9:45 am
Place: NY Marriott Marquis, Fourth Floor, Wilder
The Effects of Teacher Policy Reforms on Collective Bargaining Agreements and Teacher Employment
Time: Tue, April 17, 8:15-9:45 am
Place: NY Hilton Midtown, Third Floor, Rendezvous Trianon

The Nexus of Geography and Race in Education Policy
Time: Tue, April 17, 10:35 am to 12:05 pm
Place: NY Hilton Midtown, Third Floor, Rendezvous Trianon

Comparative Education Policy
Time: Tue, April 17, 10:35-12:05 pm
Place: NY Hilton Midtown, Third Floor, Grand Ballroom Suite- West Ballroom

Global Citizenship Education and Sustainability Theories, Practices and Policies
Time: Tue, April 17, 10:35-12:05 pm
Place: NY Hilton Midtown, Fourth Floor, NY Suite

Educational Privatization: Examining Contexts, Policies, and Partners
Time: Tues, April 17, 12:25-1:55 pm
Place: NY Hilton Midtown, Second Floor, Clinton Suite

From Classroom to Community: Examining Early Childhood Education Policy and Reform Efforts
Time: Tue, April 17, 2:15-3:45 pm
Place: NY Hilton Midtown, Second Floor, Clinton Suite
Politics of Education Association Bulletin is an official publication of the Politics of Education Association (PEA) and is published two times per year. We encourage authors to submit essays on topics of interest in education policy and politics to the co-editors:

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Meet the PEA Bulletin Editors

Andrew Saultz, PhD, is an Assistant Professor of Educational Leadership at Miami University. His research focuses on the interdependence of political science and public policy theories on educational accountability strategy and how federal mandated program changes are interpreted by, a broad range of actors including policymakers, educators, educational leaders, parents and citizens. His recent work has appeared in Educational Researcher, Teachers College Record, and Publius: The Journal of Federalism. Prior to joining the faculty at MU, he completed his PhD in Educational Policy from Michigan State University. He has experience as a high school social studies teacher and a school board member.

F. Chris Curran, PhD, is an Assistant Professor of Public Policy at the UMBC School of Public Policy. His work focuses on examining policies and practices that can improve the educational outcomes of traditionally disadvantaged groups of students. In particular, he conducts work in the areas of school discipline and safety, early elementary education, and teacher labor markets. His recent work has appeared in Educational Researcher, Educational Evaluation and Policy Analysis, and AERA Open. Prior to joining the faculty at UMBC, he completed his PhD in Leadership and Policy Studies with a doctoral minor in quantitative methods at Vanderbilt University. He has experience as a middle school science teacher and department chair.
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The Politics of Education Association (PEA) was formed in 1969 as the Politics of Education Society. In 1978, it became the Politics of Education Association, as part of AERA. Interest in educational policy and politics expanded so that in 1987, the Association successfully called for the formation of a new division within the American Educational Research Association. Today, that division is known as Division L: Policy and Politics. The Politics of Education Association continues as a Special Interest Group affiliated with the American Educational Research Association.

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