Volumes in *crosspol* represent and foster practical and theoretical conversations between high school and college writing teachers, a group we see engaging in more crossover activities that are productively collaborative, inventive, and synchronized. We believe the articles in each issue speak to at least three distinct stakeholders—high school writing teachers, college writing teachers, and writing students in both educational contexts. We also believe these articles are accessible and challenging, blending what we can learn from research with what we know about compelling writing and what we want in engaging classroom activities and materials.

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