



ADINA GOLDSTEIN

Adina blends her passion for education and her interests in politics in nearly all of her pursuits and activities. A proud graduate of the Philadelphia public school system, Adina found her passion for education policy through her experiences organizing efforts to oppose cuts to arts and music education in Philadelphia throughout high school. After arriving at Penn and taking a number of Academically Based Community Service courses which focused on the systemic challenges facing cities and their schools, Adina took great interest in combining her major in political science with her passion for education reform and educational equality. Adina has spent time at Penn as a college applications coach at West Philadelphia High School, an AP English tutor at KIPP DuBois, and an after school music mentor at Lea Elementary and recently spent a summer teaching students in San Francisco through the Breakthrough Collaborative Teachers Fellowship. Adina also engages in education policy through an internship at the City of Philadelphia's Office of Leadership Empowerment. She coordinated summer internships for over 100 students from around Philadelphia, and expanded to the U.S. Department of Education in Washington, DC. Upon graduation, Adina will be pursuing a master's degree in Education at Harvard University. She hopes to become a middle school history teacher.

CAPSTONE PROJECT

STATE LEVEL VARIATION IN TEACHERS' UNION LEGISLATION

Faculty Advisor:

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Teachers' unions power to collectively bargain is a polarizing issue, yet little is known about the factors that determine what makes collective bargaining policy legal or illegal in the context of teachers and education. Few scholars have concentrated on the legality of collective bargaining over very specific statutes, preferring instead to focus on the yes-no dichotomy - whether or not a state allows teachers' unions to collectively bargain over anything at all. Collective bargaining rights for teachers' unions is actually much more complex. This capstone investigates the factors that drive state policies regarding teachers' politics and collective bargaining. I ran a set of regression analyses on data from the National Council on Teacher Quality and found that the political affiliation of elected state leaders influences state policy with respect to collective bargaining over classroom issues, such as striking and class-load limits. A state's overall labor union membership influences the legality of bargaining over matters of teacher compensation, which is defined here as any type of benefit or wages. The findings are expanded through a case study of one particular state. The results of this capstone may help predict how demographic changes affect education and collective bargaining in the future.



JORDAN MYERS

Jordan Myers is a Political Science major with a concentration in American Policy, and a Hispanic Studies minor. She grew up in Plainfield, New Jersey but is proud to call Philadelphia home. She would credit the most important lessons she has learned while at this university to her work at Civic House and Bread & Roses Community Fund and to her involvement in theatre as the historian and light designer of the African American Arts Alliance (4A). She feels grateful for the numerous hours she spent on these commitments, devoted to learning what it means to build community, to working towards “change, not charity,” to understanding her roots, to getting her act together because people believe in her, and to reminding herself that sometimes the work is more important than the credit. Above all, she is thankful for her family, her mentors, and for the many communities that helped her to be where she is today. She will continue to center the voices and experiences of marginalized people in all her work, and is excited to become more active in the Philadelphia community.