Making It Work Better
A Work Family Educational Program

Labor Project for Working Families
Partnering with unions to put families first.

Revised November 2008
Founded in 1992, the Labor Project for Working Families is a national nonprofit advocacy and policy organization that works with union members, negotiating teams, organizers, policy makers as well as community based organizations and activists to advocate for family friendly workplaces. The Labor Project provides education, resources, and technical assistance to unions on work and family issues including paid family leave, child care, elder care and flexible work schedules.

**Making It Work Better**

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**FACILITATOR’S GUIDE**

NOTE: We strongly recommend using the publication *A Job and a Life: Organizing and Bargaining for Work Family Issues* as a companion guide to this educational program. *A Job and a Life* contains relevant reference materials for facilitators, enhances the learning experience for the participants and reinforces the messages in the curriculum.

To order *A Job and a Life* at a special training price of $5.00 each (*shipping additional for 15+ copies*), please complete and send the order form on p. 42 or contact the Labor Project for Working Families at (510) 643-7088 or info@working-families.org.

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## Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>4</td>
</tr>
<tr>
<td>Teaching Guide</td>
<td>6</td>
</tr>
<tr>
<td>Module I</td>
<td>9</td>
</tr>
<tr>
<td>Module II</td>
<td>10</td>
</tr>
<tr>
<td>Module III</td>
<td>11</td>
</tr>
<tr>
<td>Module IV</td>
<td>13</td>
</tr>
<tr>
<td>Module V</td>
<td>14</td>
</tr>
<tr>
<td>Module VI</td>
<td>16</td>
</tr>
<tr>
<td>Module VII</td>
<td>18</td>
</tr>
<tr>
<td>Materials for Facilitators</td>
<td>19</td>
</tr>
<tr>
<td>Class Exercises</td>
<td>20-27</td>
</tr>
<tr>
<td>• Stand up/Raise Your Hand! Questions</td>
<td>20</td>
</tr>
<tr>
<td>• Timeline Sample</td>
<td>21</td>
</tr>
<tr>
<td>• Timeline Handout</td>
<td>22</td>
</tr>
<tr>
<td>• Grievance Scenario</td>
<td>23</td>
</tr>
<tr>
<td>• Organizing Scenario – Internal</td>
<td>24</td>
</tr>
<tr>
<td>• Organizing Scenario – External</td>
<td>25</td>
</tr>
<tr>
<td>• Bargaining Scenario</td>
<td>26</td>
</tr>
<tr>
<td>• Public Policy Scenario</td>
<td>27</td>
</tr>
<tr>
<td>Handouts</td>
<td>28-30</td>
</tr>
<tr>
<td>• Workshop Sign In Sheet</td>
<td>28</td>
</tr>
<tr>
<td>• Workshop Evaluation/Action Form</td>
<td>29</td>
</tr>
<tr>
<td>Resources for Participants</td>
<td>31-42</td>
</tr>
<tr>
<td>• Union and Other Resources</td>
<td>32</td>
</tr>
<tr>
<td>• Power of Persuasion</td>
<td>34</td>
</tr>
<tr>
<td>• International Comparisons Chart</td>
<td>36</td>
</tr>
<tr>
<td>• A Job and a Life Order Form</td>
<td>42</td>
</tr>
</tbody>
</table>
Introduction

Sally can’t get her work schedule adjusted to pick up her kids at the child care center…John would love to take a woodworking course at the local Community College…Elena gets treated differently when she returns from pregnancy leave…Miguel takes vacation leave to cover the time he spends taking his mother for her medical treatments…Pam struggles to keep up with her paralegal studies and the extra hours she must put into work during the “busy season”…Michael feels stressed out all the time, trying to balance the demands of his work with that of being a single parent…Cindy wants to go on part-time status until her children enter pre-school or kindergarten…Frank just got denied his request to work four 10-hour days so that he can have one day off to coach his kid’s soccer team…

Sound familiar? Union members and other workers are constantly confronted with choices; choices that often pit work against family life and other personal obligations.

Working families have basic needs for good wages, health insurance, retirement benefits and safe workplaces. But they also need affordable child care and after school programs, elder care, paid sick days, family and parental leave, and the ability to have control over their hours of work. These are core union issues.

Union leaders must help members identify their needs and explore ways these work family issues can be successfully met or navigated — either through organizing, collective bargaining, advocacy, or in other ways, such as mediated negotiation.

Making It Work Better provides union instructors, facilitators and discussion leaders with some ideas on how to:

■ Educate union members and leaders on work family issues.
■ Advance these issues on the job.
■ Advocate for work family issues in the community, on the legislative front and in the public arena.

Making It Work Better is divided into three sections:

■ Teaching Guide for a 3.5 Hour Work Family Training Program
■ Materials
■ Handouts

Any views, positions or opinions presented in this document are solely those of the Labor Project for Working Families and do not necessarily represent or reflect the views, positions and/or opinions of the unions represented by the National Advisory Board and Curriculum Subcommittee members. Unless expressly stated otherwise, the findings, interpretations and conclusions expressed in this document are solely those of the Labor Project for Working Families and are, therefore included for educational and instructive purposes only.
Making It Work Better: A Work Family Educational Program was written with labor educators, union leaders and activists in mind. This Guide can be customized by industry, union, size of the group or leadership level of the participants. Training modules, like the Timeline or Work Family Scenarios, can be incorporated into other union training programs. Some modules, like Overview of Work Family Issues Today, can be used to train bargaining committee members or stewards. We urge you to be creative but it’s important to allow sufficient time for issue identification, discussion and facilitator summary.

Training modules are meant to be tweaked, expanded upon and updated over time. To modify any part of the program or to imprint your union logo on the materials, contact us at info@working-families.org or (510) 643-7088.

These modules were written to accompany A Job and a Life, a publication from the Labor Project for Working Families. To order copies of A Job and a Life for your training, please call (510) 643-7088 or email info@working-families.org.

Making It Work Better was developed by the Labor Project for Working Families with its National Advisory Board Curriculum Subcommittee.

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AGENDA

3.5 Hour Work Family Program

Module I  Welcome and STAND UP/RAISE YOUR HAND! (10 minutes)
Module II  Shared Introductions (25 minutes)
Module III  Timeline Exercise (40 minutes)
Module IV  Overview of Work Family Issues (30 minutes)
Module V  Work Family Scenarios (60 Minutes)
Module VI  Work Family Ideas and Tools for Action (30 Minutes)
Module VII  Final Remarks and Adjourn (15 minutes)
TEACHING GUIDE
3.5 Hour Work Family Program

Overview and Purpose
To engage union activists and leaders in a process whereby they:

- Identify work family issues within the union and the workplace.
- Explain relevance of work family issues to the work of the union.
- Integrate work family issues into organizing, collective bargaining, contract enforcement and public policy.
- Provide tools for union activists and leaders to place work family issues on the agenda for the labor movement.

Methods
- Lecture
- Hands On Exercises
- Facilitated Discussion
- Demonstration
- Case Studies/Scenarios
- Ice Breakers, Others

Subjects
- Work Family Balance
- FMLA; ADA; Hours of Work; Leave
- Caregiving Issues
- Organizing; Bargaining; Contract Enforcement; Grievances
- Political Action; Government Affairs; Public Policy; Worker Advocacy

Materials For Facilitators

Class Exercises
- Stand up/Raise Your Hand! Questions
- Timeline Sample & Handout
- Scenarios:
  - Grievance
  - Organizing – Internal & External
  - Bargaining
  - Public Policy

Handouts
- A Job and a Life: Organizing and Bargaining for Work Family Issues (Order from Labor Project for Working Families. Call (510) 643-7088 or email info@working-families.org)
- Workshop Sign In Sheet (Facilitator keeps this)
- Workshop Evaluation/Action Form (Facilitator keeps this)
- PowerPoint Slideshow (Download at www.working-families.org/organize/curriculum.html - Distribution optional)
- Certificate of Completion (Download at www.working-families.org/organize/curriculum.html)

Audience
- Union Members, Activists
- Union Stewards, Delegates
- Union Committees
- Union Organizers, Volunteer Organizing Committee Members (VOCs)
- Union Officers, Business Agents
- Union Representatives, Staff
Resources for Participants (Participants can download some of these on their own, but the facilitator will need to provide those that cannot be downloaded. Please give them the sheet on p. 31 with the following information.)

- Work Family Bill of Rights (Download at www.working-families.org/organize/billofrights.html)
- Work Family Survey (Download at www.working-families.org/organize/survey.html)
- Work Family Factsheets (Download at www.working-families.org/organize/factsheets.html)
- Sample Work Family Legislation (For updated information on what states are doing on work family legislation visit the National Partnership’s website: www.nationalpartnership.org)
- Union and Other Resources
- Power of Persuasion
- International Comparisons Chart
- A Job and a Life order form

Timeframes
Curriculum is designed to be a 3.5 hours “stand alone” product or separate modules that could be used within an education program on related issues or topics.

Classroom Set Up
- Tables and chairs set up in “U Style” for 25 or less participants or in Classroom Style for 30 to 50 participants.
- Round tables that can seat 8 people may also be good for group activity.
- Flip charts, markers, tape.
- Laptop computer, LCD projector, large screen, power strip, extension cord (if needed); or, overhead projector, large screen, power strip, extension cord (if needed)
- VCR/Monitor (if needed).
- Podium, microphone (if needed).
- Writing pads and pencils/pens.
- Please make sure you order a copy of A Job and a Life for each participant. (See page 2 for ordering information)
Course Content & Activities
Union leader or activist welcomes the group, introduces the program, facilitators and/or guest speakers. Stand Up/Raise Your Hand! exercise provides an ice breaker to demonstrate how common work-family conflict is in our daily lives.

Instructor/Facilitator Notes
This is your chance to inspire the group!
- A good introduction sets the tone for the workshop session.
- You might tell the group how you became interested in work family issues.
- Define family as friends or community not just parents, children, spouses, siblings, etc.

Stand Up/Raise Your Hand! Questions (See p. 20)
- This is a great way to kick off the session.
- Facilitator asks a series of questions and asks people to stand up, if they feel safe or if they want to, whenever he/she has dealt with this challenging work family issue. Give participants an alternative (i.e., raise their hand, speak up) if they don’t want to stand up.
- When asking participants about work family issues, keep younger people in mind; ask questions about conflicts with education, caring for a friend or member of their community, etc.
- Facilitator will want to debrief the group on this exercise. For example, you could ask the group:

  Q What do you notice?
  A Everyone’s standing or most of us are standing, etc.

  Q What does that tell us?
  A That all of us have had experiences trying to juggle work and family issues.

Resources Needed
Registration table for sign-in, materials, sign-in sheets.
Room set up “U Style” or round tables (25 or less participants), Classroom Style (30 to 50 participants).
Head table (if needed)
Microphone, podium (if needed).
Stand Up/Raise Your Hand! Questions (p. 20)
Course Content & Activities
This exercise requires that the instructor/facilitator divide group into pairs or groups of three to make shared introductions.

ALTERNATIVES
Depending upon how many participants you have in the course and whether or not they know each other, you may want to vary this exercise accordingly. Here are some ideas:

Modified Introduction A:
If group is larger than 30, you may want to have each member of the group introduce themselves; or,

Modified Introduction B:
If everyone knows each other, just move quickly into the program or take some examples of work family issues that challenges the union in some of the industries or shops represented by the group.

Instructor/Facilitator Notes
Instructor or facilitator should divide the group into pairs or threes, saying:

■ Let’s take a moment to introduce ourselves to the person(s) next to us.
■ In each pair or group of three, we ask you to:
   • Interview each other, take notes on the individual’s status in the union, job or employer, interest in work family issues, etc.
   • Have your partner give us an example of a work family issue that challenged the union in the workplace.
   • Be prepared to introduce your neighbor, using your interview notes as your guide.
   • Each introduction is limited to about 2 or 3 minutes, so you get to decide what’s most important in terms of what your neighbor cares about.

Resources Needed
Flipchart, markers and masking tape to hang charts on wall.

CHART:
Before the class starts, write all instructions on the chart.

CHART:
Info from introductions (may take longer than time allotted).

Chart some of the information that the participants give in their introductions.
Example: Name, Employer, Work
Course Content & Activities

In this session, participants have an opportunity to first, identify key work family issues on their own (Timeline) and next, share some of this information in a paired interview when participants get a chance to identify key work family issues they’ve experienced over the years.

Timeline EXERCISE (40 minutes) (see p. 21-22)

Put a large timeline on the wall starting with 0-61+ years. Divide the timeline into increments of ten (10 years). After participants fill out their individual timelines, they will write 3 important events in each 10 year block on a post-it (1 event per post-it). Participants will put the post-it on the wall timeline and the instructor/facilitator will lead a discussion on the issues that stand out.

Timeline Prep — 15 minutes (Before class, draw Timeline on flip chart paper and tape it on the wall)

Reactions/Discussion -- Remainder

INDIVIDUAL REACTIONS

SMALL GROUPS/REACTIONS

Instructor/Facilitator Notes

Instructor asks participants to draw a Timeline that describes the key events in their lives. Say —

- Let’s take a few minutes to work on an exercise.
- Take out your Timelines.

Show an example of the Timeline on the flip chart that depicts your own Timeline of key life, good and bad, events, which should be related to life and work, or make one up and say:

- Before we begin today's session, I’d like each one of you to complete a Timeline that tells us what your life looks like if you marked the key events on it.
- No one is going to see your sheet of paper but you may refer to it when you introduce yourself to the person sitting next to you.
- Your Timeline should be divided up into increments of 10 years, starting with zero to date. You might want to mark when you were born, when you went to school, when you went to work and so forth.
- Be sure to mark events, such as if and when you were married, partnered, divorced, had children, changed jobs, and so forth. You can also mark when you became a caregiver of a parent, child or other family member.
- Your Timeline might include school, partners, children, caregiving roles, educational interests, etc.
- Biggest work family issue I’ve ever faced is (?)

Divide the group into small groups, assigning them to do and discuss the following:

- Identify key issues in your Timeline and choose 3 issues in each 10 year block. For example, 3 in 0-10, 3 in 11-20, etc. Write each of the issues you picked on a post-it. Put each post-it in the relevant block of years on the wall Timeline.
- After everyone has put up their post-it, take 5 minutes to go up to the wall and read the post-its on the wall Timeline. Come back to your group and discuss the key issues in the Timeline and what could have made them better.

Each group should select a recorder and a reporter to present findings.
Discussion questions:
- How did you feel when you drew your Timeline?
- What kinds of things arose during the course of your life that challenged you at work?
- Were any events in your life or other family members unanticipated?
- What kind of policies and/or services helped you through these times?
- What did you wish you had available to you to get through these times?
- Are there some things that your union could negotiate and/or your employer could do to help you achieve balance at home and work? What are they?
- Do some events seem to happen at the same time that others do?

OPTIONAL: Groups can use flipcharts to record key findings and recommendations. It looks like everyone (or almost everyone) has had a family event that has challenged you at work. Now we're going to look at the bigger picture of how these issues affect everyone else.

**Resources Needed**
- **Timeline** for each participant (see p. 21-22)
- Wall Timeline reflecting the Timeline for participants
- Flip chart, markers, tape
- Pen/pencils
- Post-its

Optional Resources
- Flipcharts for each small group, markers and tape (to hang up results).
Course Content & Activities
Instructor/facilitator provides overview of facts, figures, examples, key terms, legislation, what’s pending, etc. (Download PowerPoint presentation at www.working-families.org/organize/curriculum.html. Also see p. 31 for Resources.)

Optional: Guest Speaker; Video on an aspect of work family issues.

Instructor/Facilitator Notes
Instructor/facilitator presents these facts on flipchart paper and/or Power Point, among them:

- Statistics on working families, working women, number of workers with caregiving responsibilities, lost time and wages due to caregiving, number of workers participating in alternative work schedules, such as flexible hours and compressed work weeks.

Discussion includes participant reaction to work family issues and statistics.

Resources Needed
- PowerPoint or overhead slides or handouts on work family issues (Download at www.working-families.org/organize/curriculum.html)
- Flipchart, markers, tape
- Other (union membership, demographics, statistics on working women, etc.)
GRIEVANCES, 30 minutes
BARGAINING, 30 minutes
ORGANIZING, 30 minutes
PUBLIC POLICY, 30 minutes

Course Content & Activities

Here, the group has a chance to explore true-to-life scenarios related to how work family issues impact the workplace. The goals may be: (pick a focus based on the issues that have already come up)

- How to prioritize work family issues?
- How to get these issues at the top of the union’s agenda?
- How to get members to take action on these issues?
- Clarify why work family issues are not secondary issues, but are core union issues.

For example, participants can focus on how to get members to take action by being involved in organizing new and current members, in being part of the bargaining committee, in being shop stewards, in lobbying, in political campaigns and/or other activities that help make the union stronger and active.

Instructor/Facilitator Notes

Instructor/facilitator divides the group into four workgroups (more if needed) to discuss Work Family Scenarios (see p. 23-27) on the following:

- Organizing
- Bargaining
- Grievances and Contract Enforcement
- Public Policy

Or each group may discuss the same issue or fewer issues, depending on the needs of the training. If there are specific hot issues identified earlier in the training, facilitators can write a scenario to reflect those issues.

Group is instructed to do the following:

- Break into your workgroups.
- Read and discuss the assigned scenario.
- Select a group leader and recorder.
- Analyze the case (what happened; what should be done about it).
- Report out the same. (Optional: Record group presentation on flip charts.)

Debrief and wrap-up each workgroup session by including comments on how difficult some of these issues are in absence of clear guidelines (in public policy, in contracts, or in the workplace). Use some of the issues that came up throughout the workshop, so that participants can address some of the issues. For example, if the reason that members do not have good contract language on family issues is because their leaders don’t think it’s a problem, then you may want to ask in Module VI how participants can make sure that they get their union leaders to pay attention. How do you organize your union to prioritize these issues? Give some concrete examples (i.e., survey on work family issues for membership, presentation at board meetings, etc). Talk about how members could get involved in making a difference in these key areas due to what we saw and heard at the beginning related to Timelines and group reports on the same.
Resources Needed
- Scenarios on each topic (see p. 23-27)
- Pen, pencil (to mark up)
- Seating re-arranged to create buzz groups
Facilitator/instructor selects one of the three (3) 30-minute options to wrap up the session:
I. Work Family Survey
II. Four Corners Exercise
III. Five Things Exercise

Course Content & Activities
I. Work Family Survey
Here, participants see the value of membership surveys as an action item that will drive organizing, bargaining, contract enforcement and/or public policy by developing data that supports the goals of the work family programs.

II. Four Corners Exercise
Here, participants get a chance to brainstorm the top 10 ways to make work family a priority, or to put work family into action. Groups report back on the same.

III. Five Things Exercise
Here, participants get a chance to identify five ways to put work family issues in action.

Instructor/Facilitator Notes
I. Work Family Survey (Download at www.working-families.org/organize/survey.html)
Instructor/facilitator asks the group:

- By a show of hands, whose members are facing (describe work family issue)?
- How many members are facing this issue (get numbers of members)?
- How do you know the exact or approximate number of members facing this work family issue?
- Is it possible there are more?

Instructor/facilitator reviews the Work Family Survey with the group, saying:

- Here’s a tool to strengthen your hand in (name Organizing, Bargaining, Contract Enforcement, Public Policy, whatever it supports…)

Optional: Module on research methods, survey design and development, distribution, collection and analysis.

Resources Needed
- Flip charts, markers, tape
- Action items (if applicable)
- You should also have information on good survey development or practices

Instructor/Facilitator Notes
II. Four Corners Exercise
Instructor/facilitator divides the group into four, asking them to assemble in the four corners of the room. Each group is given a flipchart or large piece of paper. Groups are asked to select a group leader and recorder and to brainstorm the top 10 ways to make work-family a priority or to put work family issues into action. Groups are asked to report back.

Resources Needed
- Flip chart, markers or,
Flip chart paper taped to the wall for group work.

**Instructor/Facilitator Notes**

**III. Five Things Exercise**

Here, participants get a chance to identify five ways to put work family issues in action. Instructor/facilitator divided the group into four workgroups (more if needed) to discuss the following:

*Groups need to work quickly, telling us 5 issues and actions, using the following model —*

- 5 issues that are happening right now?
- 5 ways these issues impact the members right now?
- 5 responses to these issues, including what kind of information do you need to convince the employer that your responses are critical.
- 5 reasons why we must take action now and how to make work family issues a priority on our job, in our union, in our communities, in our political program?
- 5 ways we can incorporate work family issues into new organizing right now? (KEY QUESTION)

Quickly, debrief these workgroup presentations, ending on a note of empowerment and action:

- Each of us is aware of how work family issues impact us daily.
- Unless we act on these issues, members will lose faith that the union can deliver in these important areas.
- It’s important for all us to reflect on our Timelines and group work together and realize that action is possible and doable if we make a plan and implement that plan.
- The time could not be better.

**Resources Needed**

- Group recorder, pen, paper, or use a flip chart.
Course Content & Activities
Here, the instructor/facilitator shares information on programs, materials and other resources the group may find useful. Also information on union programs and materials will be highlighted.

Instructor/Facilitator Notes
Instructor/facilitator ends session on upbeat, positive note, thanking group for working on work family issues, making a difference, etc.

This is a good time to give out additional handouts, other resources, actions items. Good time to announce next steps or items.

Each participant is asked to evaluate the course.

Facilitator can spur activism by encouraging workshop participants to join the Labor Project’s newsletter mailing list and/or e-news list to stay informed about work family issues and actions. (Please ask participants to check the applicable box(es) on the Workshop Sign In Sheet. Facilitators will need to mail copies of the Sign In sheet to the Labor Project for Working Families so that the participants can be signed up to the organization’s newsletter/e-news list.)

Resources Needed
- Workshop Sign In Sheet *(Facilitator keeps this)*
- Workshop Evaluation/Action Form *(Facilitator keeps this)*
- Certificate of Completion *(Download at www.working-families.org/organize/curriculum.html)*
Class Exercises
Stand Up!/Raise Your Hand! Exercise
Timeline Sample & Handout
Scenarios

- Grievance
- Organizing — Internal
- Organizing — External
- Bargaining
- Public Policy

Handouts

- A Job and a Life: Organizing and Bargaining for Work Family Issues (Order from Labor Project for Working Families. Call (510) 643-7088 or email info@working-families.org)
- Workshop Sign In Sheet (Facilitator keeps this)
- Workshop Evaluation/Action Form (Facilitator keeps this)
- PowerPoint Slideshow (Download at www.working-families.org/organize/curriculum.html - Distribution optional)
- Certificate of Completion (Download at www.working-families.org/organize/curriculum.html)
**Stand Up/Raise Your Hand! Questions**

This is a great way to introduce the *Making It Work Better* training program. After everyone stands up or raises their hand, ask them what they notice about who is standing up or, who has their hand raised, and who is still sitting down or with their hand down. Usually, everyone’s on their feet or with their hand raised by this point.

Facilitator says, “stand up or raise your hand (remain standing or with your hand up) if any of these statements apply to you.”

- My child care arrangement has fallen through on a work day or my kid’s school has closed and I still had to report to work.
- I care for an older adult — doing any of the following:
  - Taking them to doctor
  - Helping with their finances
  - Arranging for medical and other care
  - Doing household chores, like shopping or cleaning
  - Providing medical care
- I am a single parent.
- My kid wakes up sick in the morning and I have to figure out who will take care of him/her while I’m at work.
- I needed to rearrange my work schedule because of family responsibilities.
- I have gotten a call during work that my child was sick.
- I have gotten a call at work that my parent had a medical crisis or another situation I had to deal with.
- I have taken family leave to have a baby or care for a sick family member.
- I have needed time off to take a family member to a medical appointment.
- I have needed time off to attend a parent-teacher conference or school activity.
- I have had to make phone calls or made visits to arrange for care for a parent or older adult.
**Timeline Sample**

**Instructions:** Please indicate the events of your life on the Timeline provided on the next page. An example of a completed Timeline follows. This will not be collected or shown to others, unless you wish. Rather, how we see work family issues play out in our own life will become the springboard for a general discussion of work family issues. Please note that some events in your life may happen at the same time. You can group them together, if needed.
Timeline Handout

Instructions: Please indicate the events of your life on the Timeline provided.

0-10 years old

11-20 years old

21-30 years old

31-40 years old

41-50 years old

51-60 years old

61+ years old
Grievance Scenario  
(Facilitator can use this or write your own)

Hours of Work and Flex Time
Lucy has just returned to work from pregnancy leave. Before having her baby she was willing to work overtime with short notice, but things changed. When Lucy told management that she couldn’t work overtime at the last minute, management decided to arbitrarily give her Friday’s “off”. Lucy never requested to take a whole day off, especially because she was only getting paid for 4 days of work and was short on money.

Lucy went to the union for help. “I never asked for any time off,” said Lucy to her steward. “But, I would be interested in a slight adjustment in my schedule and to be given sufficient notice if they need me to work overtime. I have to pick up the baby from day care before 6 p.m.”

Lucy’s supervisor wouldn’t respond to the union’s request to change Lucy’s schedule, even though the contract had language on flexible schedules, or give her sufficient notice when she needed to work overtime. “They just hope I go away, right?” she asked her steward. “No,” replied her steward. “They drag these kinds of things out all the time. You’re not the only one.”

Lucy’s employer is a national grocer, employing 350 workers in various job classifications.

Group Assignment: Discuss and report on the following questions.

■ What are the work family issues that arose in Lucy’s case?
■ How can this issue be used as an organizing tool?
■ List 3-5 systems/supports that could have helped Lucy with her issues?
■ What role can the union play in this case?
■ What kind of objections will this employer make to Lucy’s request?
■ What options should Lucy and her union representative pose to the employer?
■ What are the next steps for the union to help Lucy and other workers with family responsibilities? List at least 3 steps.

...
Organizing Scenario — Internal

(Facilitator can use this or write your own)

A union is trying to stop the decertification of a 1,000+ administrative/ clerical university unit. For several years, there have been complaints from workers about an increase in discipline for time and attendance issues.

Recently, management arbitrarily cancelled a negotiated job-sharing program that has been working well for workers. This program allowed workers to drop off and pick up their kids from school, to care for their elderly relatives and tend to other family needs. The participants of the program were told to go full-time or quit. Some workers told union stewards they had to quit their jobs because they could no longer work and take care of their family responsibilities. Others said they were stressed out by the situation because they had no say in the matter.

Workers are very frustrated because they feel that the union is not doing anything on these work family issues. There has never been a grievance about the job sharing issue or about the fact that workers are being disciplined for being late. Workers don’t think the union can do anything about these issues and they say “there is no need for the union because the union failed to respond to their concerns.”

The union could lose 1,000+ members if they don’t deal with the issues. The union’s Executive Board, who hasn’t prioritized to work and family issues before, organizing staff, business agents/representatives, stewards and others are having a meeting to discuss how to defeat the challenge.

Group Assignment: Discuss and report on the following questions.

- Why are the workers upset? What are the main issues that are affecting them? Do some of these issues overlap?
- What are some potential reasons that workers are being late to work?
- How would you address the cancellation of the job sharing program and use it as an organizing tool?
- If you were in charge of launching a campaign to turn this decertification around, what are some of the initial steps you would take to convince workers to stay with the union? How could you make work family flexibility key in defeating this decertification effort?
- If you were the organizers in this case and you believed that work family issues fueled the current decertification campaign, what kind of arguments could you develop to persuade the Executive Board to act in these areas?
- Feel free to chart your campaign, message and timeline.
- Feel free to use your own experiences.
Organizing Scenario — External
(Facilitator can use this or write your own)

The union has targeted a group of workers at the Chez Euro Hotel in Las Vegas. The unit consists of 500 hotel reservation clerks, housekeepers and general maintenance staff. The workforce is predominantly immigrant, female, of color, and relatively young (19-35 years of age.) There is also a sizeable group of workers in the 45-plus age range.

There are multiple, rotating shifts at Chez Euro. Many workers choose to work nights (21.5%) where others choose the evening shift (17.3%). Despite shift work, workers complain that the employer forces them to work mandatory overtime and/or arbitrarily changes their schedule and does not give them sufficient notice, which creates a problem for workers who need to attend to caregiving and other family or personal (i.e., education, relationship, etc) responsibilities.

While the workers have confidence that the union can help them with wages, benefits and job security, they are unconvinced that the union can do anything about work family issues. “How can you do anything about helping us with our family responsibilities?” one asked. “The employer doesn’t care about what we do at home,” she added. They want proof that the union can also help them with issues that affect them outside of the workplace.

Group Assignment: Discuss and report on the following questions.

■ What are some of the work family issues that may be affecting the 19-35 year olds? What about the 45 yrs-plus workers?
■ Discuss how work family issues could be used as an effective organizing tool. Why would workers want to join the union?
■ Discuss how you will deal with workers’ concerns that the union cannot address their issues. What examples can you give about union involvement in these issues?
■ Develop a 3 point message on what you would tell a worker who is skeptical about what the union can do on these issues? How can you convince them that the union is the right choice?
■ What type of support would you need from the campaign’s organizing director or your union to win this organizing drive? List at least 5 points.
■ Please feel free to use your own experiences.
Bargaining Scenario

(Facilitator can use this or write your own)

You are a steward who has been elected to represent your co-workers on the bargaining committee for the new contract. There are several hot issues the union has been asked to resolve at the table, among them:

**Attendance Policy**

- The employer wants to initiate a new “no fault” time and attendance policy, where employees get points for time or attendance infractions and, eventually, disciplinary action for the same. This policy would include automatic discharge for more severe cases, like “no call, no show” cases or excessive, patterned absenteeism.

**More Bereavement Leave**

- Workers want additional time off for funeral leave. Right now, they get three days for immediate family. Immigrant workers want to be able to take extended leave, to travel to their native land, to bury their loved ones, etc. Others want additional days to cover domestic partners and others who live in their respective households. “Times have changed,” the workers tell you.

**Flex Time**

- The local community college offers great training programs, but few workers can take advantage of these courses due to mandatory overtime and/or lack of flexibility in scheduling. “Why can’t the employer just let us off?” ask some. Others decry the employer’s lack of tuition benefits and other training. “They just want to keep us where we are,” say the workers. Young people, in particular, express interest in training and education.

**Group Assignment:** Discuss and report on the following:

- Pick one issue and come up with specific proposals for bargaining (flexibility in scheduling, funeral leave, paid sick days with anti retaliation language, etc.).
- How would you promote these proposals to union leadership and the membership?
- Develop 2-3 specific strategies for how to negotiate for these issues at the bargaining table.
Public Policy Scenario
(Facilitator can use this or write your own)

Unions and work family advocates in your state are pushing new legislation that would provide for paid family and medical leave. You hear that unions in California just won similar rights and you are excited at the prospect of finally gaining paid leave in your state. A multi-union and advocate task force has just been convened to move this legislation forward. The involvement of individual unions is crucial to the success of this campaign. There are several things that must be done prior to introducing the legislation. Union leaders and members will be asked to make certain commitments (i.e., lobbying, circulating petitions, writing support letters, attending meetings, making phone calls, mobilizing members, etc.).

Your union is not yet involved in this multi-union coalition; the executive board seems not to prioritize this issue because there are other pressing issues that the union must deal with. However, you know that this issue is important to many of your members and you think that your union should be a part of fighting for this legislation.

Group Assignment: Discuss and report on the following questions.

- How would you convince your union’s executive board to join the state-wide coalition to help pass paid family and medical leave?
- What role can members play in convincing the executive board to join the coalition?
- What type of information would you provide to the executive board?
- If you are successful in convincing the board to join the state coalition, how can the union participate? List at least 3 things.
- What role could members play in lobbying for paid family and medical leave legislation?
- Feel free to use your own experiences.
# Workshop Sign In Sheet

<table>
<thead>
<tr>
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*(Stay informed about work-family issues and actions. Please check all that apply.)*

☑ Add me to the Labor Project’s mailing list ☐ Add me to the Labor Project’s email list

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*(NOTE FOR FACILITATOR: Please make copies of the completed Sign In sheets and mail to: Labor Project for Working Families, 2521 Channing Way #5555, Berkeley, CA 94720)*
Workshop Evaluation/Action Form

For the statements below, please use the following 5-point scale to evaluate the program, instructor and materials.

1 = Strongly disagree  2 = Disagree  3 = Unsure  4 = Agree  5 = Strongly agree

1. The information presented was clear and well organized.
2. I learned about issues that I didn’t know before.
3. The information will be relevant and useful in my union and/or workplace
4. The presentation held my interest.
5. The presenter created an atmosphere conducive to learning.
6. The presenter was able to encourage and guide discussion.

7. What I liked best (Check all that apply):
   □ Timeline
   □ Grievance Scenarios
   □ PowerPoint presentation
   □ Handouts
   □ Resources
   □ Other: __________________________ (Please specify)

8. What I liked least:

Parting with unions to put families first.
9. Suggestions to improve this training program.

Resources for Participants

Participants can download some of these on their own, but the facilitator will need to provide those that cannot be downloaded.

- Work Family Bill of Rights
  (Download at www.working-families.org/organize/billofrights.html)

- Work Family Survey
  (Download at www.working-families.org/organize/survey.html)

- Work Family Fact Sheets
  (Download at www.working-families.org/organize/factsheets.html)

- Work Family Benefits Contract Language
  (See www.working-families.org/contractlanguage/index.html)

- Sample Work Family Legislation
  (For updated information on what states are doing on work family legislation visit the National Partnership’s website: www.nationalpartnership.org)

- Union and Other Resources (p.32)

- Power of Persuasion (p.34)

- International Comparisons Chart (p.36)

- A Job and a Life Order Form (p.42)
Union and Related

AFL-CIO www.aflcio.org
(202) 637-5000
The AFL-CIO website has a section on work and family that provides information for union members. The results of the annual Ask a Working Woman survey are available. Sign up to join the Working Families E-Activist Network for action alerts.

Bargaining@Work,AFL-CIO
http://privatenet.aflcio.org/bargaining@work
This new AFL-CIO website resource is for international union staff, negotiators and researchers to assist them with bargaining on all issues, including work and family. It includes news, contract information, databases and research resources. To apply for a password, complete the online registration form.

Work/Family Conflict, Union Style: Labor Arbitrations Involving Family Care
www.worklifelaw.org
(202) 274-4494
This report analyzes the findings of published union arbitrations related to work and family and offers specific steps that unions, employers and employees can take to reduce work-family conflict in unionized companies. The report is by the Program on WorkLife Law (now located at UC Hastings College of Law).

Policy Resources

National Partnership for Women & Families
www.nationalpartnership.org
(202) 986-2600
The National Partnership for Women & Families is a non-profit organization that uses public education and advocacy to promote fairness in the workplace, quality health-care and family-friendly policies. It also provides information on state activities around paid family leave legislation.
Children with Special Needs

Learning Disabilities Association of America
www.ldanatl.org
(412) 341-1515
LDAA provides information, resources and support to families about learning disabilities. It also has local chapters throughout the country.

Parent to Parent-USA
www.p2pusa.org
Parent to Parent is a program that provides emotional and informational support to parents of children with special needs. Staff can help you connect with programs and other families in your community. Visit the website to access regional contact information.
Communicating Work Family Issues and Programs

As you promote work family issues on your job, in your union and within broader communities, you may encounter some concerns and opposition. To overcome these barriers, it’s important to communicate facts that may persuade your decision makers that these issues are real and important to working men and women today. Here are some common objections that you will need to confront:

There is No Need for Work Family Programs

Study after study has documented the need for workfamily programs, and recent studies are showing the positive effects of work-family policies and programs on the job, with employees as well as employers. In fact, laborforce participation rates have increased dramatically, particularly for women and parents. Work family programs help ease the stress and barriers for workers who are caregivers in their families.

Why Set Up A Program Only a Few Will Use?

Employers will often resist work family programs if they believe only a few workers will benefit from them. It’s important to demonstrate that work family programs can be established in a way that benefits all workers, not just a few. Family and medical leave and alternative work schedules are just two examples of programs that cut across the workforce. Likewise, unions have always understood that some programs and benefits, like sick leave, health care and disability plans, may not benefit workers on a day-to-day sense, rather they benefit workers over the course of their employment when the benefits are most needed.

The goal is to establish programs that are comprehensive. Programs that include a broad range of options are the ones that seem to get strong membership and employer support.

Work Family Programs Cost Too Much

The cost of doing nothing costs more, doesn’t it? Does your employer experience high turnover due to chaotic scheduling or mandatory overtime? Does your employer struggle to fill staffing vacancies? Does productivity suffer when workers experience too many pressures, at home and at work?

Work family programs are actually a cost-effective means for securing and retaining good workers and accommodating workers in the future, whether they become caregivers or decide to return to school. Helping workers balance home and work can also reduce stress. Workers are far more productive when they can devote the time, effort and enthusiasm to their jobs and careers without the distraction of feeling overwhelmed by time and caregiving pressures.

Start up costs for work family programs vary in the amount of time, effort and expense needed. For example, Dependent Care Assistance Programs (DCAPs) may have some initial set-up costs, but once they are established, they cost very little to maintain. In addition, DCAPs actually save the employer money.

To be successful in persuading the employer that work family program costs are minimal or achievable, the union needs to document and demonstrate the costs vs. the benefits of such a program. The union may want to determine the cost to the employer for not establishing these programs in terms of hiring, training, retention and turnover, productivity and morale and employee loyalty.
Caregiving Doesn’t Impact the Bottom Line, Does It?
A national study conducted by the Family and Work Institute found that among workers with a spouse and/or children, 54% reported having some or a lot of interference between their job and family life. Working mothers with children under 13 miss an average of 6.4 days of work a year, while fathers miss 3.85 days. One-third of families with children under 6 reported they have had child care arrangements fall apart in the previous 3 months.

A study by the National Alliance for Caregivers estimated that each employee who is involved in hands-on caregiving costs an employer more than $3,000 a year in absences, work interruptions, added supervisory workload, and medical and replacement costs. In one company of 87,000 employees, caregiving costs neared $5.5 million a year.

We’ve Tried It Before, No One Uses Them
Work family programs cannot be effectively measured by how often employees use them because employees’ needs will ebb and flow. What if the outcome of these programs is retention? Does that kind of thing show up in utilization rates alone? Of course not.

Utilization rates are important and can be addressed by routine communication and marketing efforts. Likewise, it is important to evaluate these programs on a regular basis. These methods, along with others, can boost both utilization rates and outcomes and can provide useful data that could be used, over time, to modify and expand program offerings.

Modified by Labor Project for Working Families from *AFSCME Guide to Winning Work Family Programs*.
## International Comparisons

<table>
<thead>
<tr>
<th>Country</th>
<th>Leave Policies Maternity &amp; Parental</th>
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<tr>
<td><strong>Australia</strong></td>
<td>[Image of Australian flag]</td>
<td>Payment to Parents, Family Tax for low wage earners</td>
<td>Cash benefit separate from Family Tax payments, provided for low-income people seeking work.</td>
<td>Not guaranteed.</td>
<td>Not guaranteed. Reduced rate based on single parent status or income. Long day-care is most common. $175 per/week on average; 48 weeks per year. Both parents must be either employed, studying or training.</td>
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<tr>
<td><strong>Austria</strong></td>
<td>[Image of Austrian flag]</td>
<td>Paid parental leave benefit has 90% participation with children under 30 months.</td>
<td>Monthly Child Tax Credit increases with each dependent child.</td>
<td>Guaranteed child support for children under 18, extends for students up to 26 yrs. Amount varies by birth order and age of child.</td>
<td>Not guaranteed for children below statutory school age. If it exists, it’s the responsibility of local authority. Subsidies depend on family income, numbers of family members.</td>
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<tr>
<td><strong>Belgium</strong></td>
<td>[Image of Belgian flag]</td>
<td>15 weeks for maternity leave at 82% of wages for first month. 75% thereafter up to ceiling. Parental leave is paid with each parent entitled to 13 weeks of full-time or 26 weeks of part-time leave.</td>
<td>Tax credits reduce taxable income; increased for each child under age 3. Childcare subsidies.</td>
<td>Cash benefit. Non-income related system. Preschool or Gezinsbijslageu depends on the age of the child. Extra allowances for long term unemployed and those on social services. Payments are paid if family member contributes to system.</td>
<td>Not guaranteed. Child care generally of no cost from age birth-2.5 years for segments of the population. Family daycare is widely used. Tax deductions available to assist with cost of care.</td>
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<tr>
<td>Canada</td>
<td>15 weeks for maternity leave at 55% of earnings. Family supplement for low income earners.</td>
<td>Numerous tax allowances exist for couples or single parents. Canada Child Tax Benefit is based on the number and age of child(ren). It is calculated in tax system but paid monthly to all. Ontario Child Care Supplement for Working Families and the Child Care Expense Deduction.</td>
<td>No cash benefits, but tax benefits are often paid monthly in cash.</td>
<td>Not guaranteed.</td>
<td>Organized provincially, but no province guarantees child care. Center based care is the most common form of care for children below school age. The child care expenses can be deducted from income up to $7000 for each child under 7 years and $4000 for each child 7-15 years. The value of this benefit varies by income level.</td>
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<tr>
<td>Denmark</td>
<td>18 weeks of maternity leave, 100% of wages up to flat rate ceiling of $321 per week (in US dollars). Additional 10 weeks of parental leave, extended if father takes 2 weeks. 60-80% of wages depending on age of child.</td>
<td>No direct tax allowance programs but entire welfare system is tax financed/Universal</td>
<td>Child benefit paid to all mothers with children under 18. Single parents receive an additional supplement paid per child.</td>
<td>No direct tax allowance program but entire welfare system is tax financed.</td>
<td>88% municipalities issues a child care guarantee. Priority is given to children by need. Fees vary from municipality. Low-income people get further reductions.</td>
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<tr>
<td>Finland</td>
<td>18 weeks of maternity leave. Wage replacement at graduated rate of 25%-70% based on income. Average replacement is 66%. For parental leave, parents share 25 weeks with 66% wage replacement. Extended leave available for children remaining at home until age 3.</td>
<td>No direct tax allowance programs but welfare system is tax financed.</td>
<td>Universal child benefit paid to all mothers with children under 17. Single parents receive an additional supplement paid per child.</td>
<td>No direct tax allowance program but entire welfare system is tax financed.</td>
<td>Every child has a right to day care once family allowance ends.</td>
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<td>France</td>
<td>16 weeks of maternity leave for first two children. 26 weeks for three or more children. 100% wage replacement to ceiling of $59 per day (U.S. dollars).</td>
<td>“Quotient Familial” built into the system, which varies tax rate with the number of dependent children. Tax credit-25% of expenditures on child care up to 15,000 francs per year. Working tax credit- for specified living arrangements. Family allowances for families with 2 or more children. Allocation de Rentree Scholaire (ARS)</td>
<td>Several cash Allocation Programs. Allocations Familiales is income related and based on the number of dependents under 16-18 if in school. Age supplements are available for each child 11-16 years. Additional benefits include Compliment Familial for parents with children 3+ and the Allocation for Jeune Enfant for parents with children under 3.</td>
<td>Not guaranteed.</td>
<td>School guaranteed for children 3 and older. Most common form of child care for children under 3 is family day care. Some funding available, supplemental benefit determined by income.</td>
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<tr>
<td>Greece</td>
<td>IKA Greek Social Security Institution Family Policy generally funded by tax system. There are a series of social tax benefits all of which are determined by number of children.</td>
<td>Enrollees in IKA are entitled to cash benefits. Low-income single parents receive “unprotected child” benefits. Employees entitled to marriage benefit. There are also non-income related benefits for dual earners and non-income related benefits for lone parents.</td>
<td>Child support is not guaranteed.</td>
<td>Child care Public for 3-5 year olds. Some publicly run centers generally used by low income communities.</td>
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<td>Ireland</td>
<td>Maternity &amp; Parental</td>
<td>No tax benefit credits allowed, but the number of children affects exemption limits. The exemptions increase with the number of children. One parent families receive additional allowances.</td>
<td>Non-income related child benefit. Monthly payments are made to parents of guardians of children under 16 years of age or 19 years if child is a full-time student or disabled. Payment increases with number of children. Income Related Child Benefit-Family Income Supplement: Weekly payment for working, low-income parents. One parent family payment, paid to single parent families that satisfy means test.</td>
<td>Child support not guaranteed.</td>
<td>Child care is not guaranteed. Early start pre-school program is targeted in areas of the economic disadvantaged. For children under school age, a child minder (family day care provider) is generally used. These expenses aren’t subsidized.</td>
</tr>
<tr>
<td>Japan</td>
<td>Various allowances exist for underpaid spouses, dependent children, single parents and widows.</td>
<td>Child benefit Jido Teate is provided for pre-school students and is paid per year. Based on the official survey of occupational welfare, level of allowance is based on size of company. Spouse allowance not usually given if both are employed full-time.</td>
<td>Child support is not guaranteed.</td>
<td>Does not guarantee for children under minimum school age. Public sector nurseries are generally used for young children. Costs are subsidized and scales vary based on local authorities.</td>
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<tr>
<td>Kenya</td>
<td>Women in modern wage employment receive 2 months of unpaid maternity leave.</td>
<td>None</td>
<td>None</td>
<td>Child care not guaranteed. Private nursery school system exists. It is not subsidized. Many rural communities developed center cooperatives. Currently, local government sponsors are beginning to support these centers.</td>
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<td>Netherlands</td>
<td>16 weeks of maternity leave with 100% wage replacement up to $154 per day, U.S. Parental leave is unpaid and provided up to 13 weeks available until child’s 8th birthday.</td>
<td>Children’s Tax Credit for low-income families. Single Parents Tax Credit and a Combination Tax credit exist as well.</td>
<td>Child benefit is universal and paid per child under 18 each quarter. Amount varies by number of children and age.</td>
<td>Child support not guaranteed.</td>
<td>Child care not guaranteed. 4 year olds attend pre-school a minimum number of hours. Subsidized care is available for younger children. Subsidy is means tested.</td>
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<tr>
<td>Norway</td>
<td>Parental Paid Leave covers maternity and parental periods. Parents share 52 weeks at 80% of wages or 42 weeks at 100%. Benefits capped at $26,876 per year, U.S.</td>
<td>Tax system includes two groups; both consider family size. Additional deductions for childcare expense incurred by single parents and those with children under 12 years.</td>
<td>Cash benefit is non-income related and paid to all mothers or lone fathers with children under 18 years. Additional rate is paid for children under 3.</td>
<td>Child maintenance is not guaranteed.</td>
<td>Does not guarantee for children under the statutory school age level. Rates vary locally and municipalities have subsidies for low-income families.</td>
</tr>
<tr>
<td>Portugal</td>
<td>There are no allowances or credits for parents. Tax rates do vary based upon family size and number of dependent children.</td>
<td>Child benefit is income related. The benefit amount depends on the number of children and their ages. Amounts also vary based upon the income levels.</td>
<td>Not guaranteed. Support can be given if the government established responsible parent’s inability to pay.</td>
<td>Obligation for children before the minimum school age, however network system is of questionable quality. Cost of care is subsidized by the state.</td>
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<td>Spain</td>
<td>Taxpayers who are married with children enjoy a reduction in their tax base. Eligibility is means tested. The tax allowance varies by number of children.</td>
<td>Child benefit is income related. Amount is not variable and is given for each child under 18.</td>
<td>Child support is not guaranteed.</td>
<td>Care below the minimum school age exists but varies region to region and is not subsidized.</td>
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</tr>
<tr>
<td>Sweden</td>
<td>Paid Leave: Parents share 65 weeks of leave. Benefit is 80% of earning for 52 weeks, and a flat rate for remaining weeks. Available until child’s 8th birthday</td>
<td>No family related tax benefits.</td>
<td>Child benefit is not income related but paid directly for each child under 16 years of age, or 18 if a f/t student.</td>
<td>Child maintenance is guaranteed.</td>
<td>Guarantees child care for children below the statutory school age. Minimum of 15 hours per week for unemployed parents. Municipally financed care is available at subsidized rates.</td>
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<td>United Kingdom</td>
<td>Statutory maternity pay for 6 weeks at 90% of wages plus 12 weeks more at a flat rate equal to $92 per week, U.S.</td>
<td>Working Families tax credit including an adult credit, child credit, and child care tax credit. The amount paid is based on family’s income. Child care cost can be added to the family's entitlement.</td>
<td>There is a non-income related monthly payment for each child under the age of 16 or 18 if in full-time education program. Cash payments are made on a monthly basis.</td>
<td>Child support is not guaranteed.</td>
<td>State doesn’t guarantee child care for children below the minimum school age. Free nursery school education is available for four year olds. No subsidies exist for early childhood education outside of the Working Family Tax Credit.</td>
</tr>
<tr>
<td>United States</td>
<td>No national policy. Five States have partial pay leave systems under TDI: HI, NJ, NY, CA, and RI. FMLA: Federal policy for unpaid leave. Up to 12 weeks for family and medical leave (employers with 50 or more employees must comply). States extend leave in various ways. California initiated paid leave system at 55% replacement rate.</td>
<td>Child Tax Credit: available for each qualifying child under 17 years of age. It doesn’t vary by income. The refundable portion of credit decreases as family income increases. Earned Income Tax Credit: provides refundable tax credit for low-income workers.</td>
<td>TANF: provides cash assistance to low income families with children who qualify. Strong work requirements exist and it has a five-year lifetime limit for recipients. States administer funding.</td>
<td>Not guaranteed.</td>
<td>Child Care Block Grant provides funding to states that administer a variety of programs. These services vary, are means tested and generally serve low-income families. Universal Pre-school exists in some states providing pre-school for 4 year olds in part- or full-time care.</td>
</tr>
</tbody>
</table>
a job and a life

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Designed for union leaders, activists, negotiating teams and organizers, this step by step guide provides the tools needed to advance a successful work and family agenda.

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