



SLOAN WORK AND FAMILY  
RESEARCH NETWORK  
BOSTON COLLEGE

## Work-Family Curriculum Guide

### Module 4: Work-Family Policy in the United States

A Teaching Module Developed by the  
Curriculum Task Force of the Sloan Work and Family Research Network  
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## Workplace Flexibility 2010

### Module 4: Work-Family Policy in the United States

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**Note:** This module should be used in conjunction with:

1) Overview of Work-Family Policies in the United States (PowerPoint), 2) Exercise: Talking with your Senator (PowerPoint), 3) State Policy Making (PowerPoint), 4) Examples of State Policies (PowerPoint), 5) Exercise: Identifying State and Federal Bills and Statutes (PowerPoint), 6) Finding Legislation: Using State Capitol Software (PowerPoint), and 7) State Capitol Software Instructions (MS Word)

## Module 4: Overview of Work-Family Issues in the United States

### Section I: Goals and Learning Objectives

#### Goals and Focus

Public policy affects the experiences of workers and their families, both directly and indirectly. For example, employment-focused statutes such as the Fair Labor Standards Act (FLSA), the Employment Retirement and Income Security Act, the Occupational Health and Safety Act, and the Age Discrimination in Employment Act establish frameworks for employer-employee relationships and clarify the types of protections mandated for specific groups of employees. Other legislation, principally the Pregnancy Discrimination Act and Family and Medical Leave Act, address some of the priorities of employees who have specific types of family responsibilities.

This module provides students with a conceptual framework for understanding the relevance of public policies to work-family issues and introduces the students to selected public policies.

The module's contents address the following topics:

- An overview of public policy in the United States
- Work-family policy in the United States at the state level
- Work-family policy in the United States at the federal level

The contents of the module are appropriate for 3-4 sessions of a wide range of courses that might examine work and/or family policy, such as a family policy course or a human resource course in a school of management.



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Although the contents of this module have been developed with an “intellectually sophisticated and academically talented undergraduate student” in mind, the module could be adapted for a graduate course.

As prepared, the content of this module could be covered in a three, one-hour class sessions or two 90-minute class sessions. The assignments could be completed at any time.

### **Student Learning Objectives**

Students will:

- ▶ Understand the relevance of public policy to a range of work-family issues experienced by employers and employees.
- ▶ Be familiar with some of the significant U.S. employment and work-family policies.
- ▶ Be able to use databases to identify work-family bills and statutes at the federal and state levels.

## **Module 4: Work-Family Policy in the United States**

### **Section II: Class Sessions**

### **Introduction**

The content of this module has been divided into three class sessions.

The first class session introduces the students to:

1. Public policies as factors that affect the resources/demands placed on working families and the choices/constraints of employers.
2. Characteristics of “work-family policies.”
3. U.S. public policy promulgated at the federal, state and municipal levels within each branch of government.
4. Roles that the governments can assume with regard to work-family policy.

The second class session focuses on state policy-making.

The third class session explores federal policy-making.

### **Class 1: Overview of Work-Family Public Policies in the United States**



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### ▲ Class Lecture Topics

The topics covered in Class 1 address four basic questions:

1. How does public policy affect work-family issues?
2. What are the key characteristics of work-family policies?
3. What types of policies are promulgated by federal, state, and municipal governments?  
What are the decision-making responsibilities of the legislative, executive, and judicial branches of government?
4. What types of roles can the government/governmental leaders assume with regard to work-family issues?

### ▲ Key Concepts

Three key concepts are introduced in this class:

1. Public policies as the context for work-family experiences, at work and at home
2. Work-family policy
3. Perspectives about the roles of government relative to work-family experiences

### ▲ Teaching Notes

**Note:** The content of the lectures outlined below correspond to PowerPoint slides: **Overview of Work-Family Policies in the United States**

### How does public policy affect work-family issues?

Key Points	Suggestions for Faculty
<ul style="list-style-type: none"> <li>▪ Systems theories provide one way to understand how working families and employers respond to work-family issues. Systems theory suggests that public policies are part of the “environment” within which both families and workplaces function.</li> <li>▪ One of the challenges confronting working families is to identify strategies and tactics for managing two sets of responsibilities:</li> </ul>	<p>Faculty might introduce students to some of the basic tenets of systems theory including the propositions that social systems:</p> <ul style="list-style-type: none"> <li>✓ Serve social purposes (or have goals), which can be either explicit or tacit.</li> <li>✓ Are comprised of interdependent components. Change in one part of the system may affect (directly or indirectly)</li> </ul>



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Key Points	Suggestions for Faculty
<p>responsibilities associated with taking care of families and responsibilities at work. The “person-in-environment” perspective suggests that families adapt to these demands by using the resources in the environment – formal and informal resources that might be present at home, in the community or at work. Public policies are one of the factors that influence the “demands” of the workplace and the “resources” available to working families.</p> <ul style="list-style-type: none"> <li>▪ In a similar way, employers that want to respond to the work-family priorities of their employees find that public policies affect the choices that employers may have and also affect the resources available to them.</li> <li>▪ Therefore, public policies – which can be viewed as important factors in the environments in which families and workplaces function – can act as either facilitators or constraints with regard to the options and the resources that can be accessed by working families and/or by their employers.</li> </ul>	<p>the other components.</p> <ul style="list-style-type: none"> <li>✓ Respond to internal and external pressures.</li> <li>✓ Adapt to their environments.</li> <li>✓ Draw resources from their environments.</li> <li>✓ Have an impact on their environments.</li> <li>✓ Adapt so that they system achieves an overall state of equilibrium over time (even when that state is different from a previous state).</li> </ul> <p>Many social science texts include information about systems theories. See also: Klir, G. (1989). General systems theory. In A. Kuper &amp; J. Kuper (Eds.), <i>The social science encyclopedia</i> (pp. 329-331). New York, NY: Routledge.</p> <p>The person-in-environment perspective posits that the experiences, decisions, and behaviors of individuals can be understood if the circumstances of individuals are placed into the context of the demands and resources of their social and physical environments.</p> <p>Pitt-Catsoupes, M. &amp; Swanberg, J. (2006). Connecting social work perspectives to work-family research and practice. In M. Pitt-Catsoupes, E. E. Kossek, &amp; S. Sweet (Eds.), <i>The work and family handbook: Multi-disciplinary perspectives, methods and approaches</i> (pp. 327-359). Mahwah, N.J.: Lawrence Erlbaum Associates,</p>



Key Points	Suggestions for Faculty
<ul style="list-style-type: none"> <li>▪ Throughout the 20<sup>th</sup> century, there has been recognition that public policy does/could have an impact on the well-being of working families. For instance, support for legislation such as increases in minimum wage/establishment of living wage is often framed from a perspective of the well-being of working families.</li> <li>▪ As discussed by Pitt-Catsoupes &amp; Shulkin (2006), there are several reasons for examining work-family issues from a public policy perspective:           <p>First, a number of existing public policies have already established the parameters of certain responses to work-family issues. For example, specific tax regulations and laws such, as the Family and Medical Leave Act, the Fair Labor Standards Act, and the Age Discrimination in Employment Act frame some of the decisions made by employers and working families.</p> <p>Secondly, the demands on working families (particularly families with either excessive dependent care responsibilities or those with limited resources) often exceed their abilities to ensure the quality of life of all family members. There are a number of precedents in the United States where the government either provides supplemental resources or helps families (and/or employers) to retain and use some of their own resources so that they can meet the needs of family members.</p> <p>Third, many of the work-family supports available to working families are provided on a voluntary basis by employers at the workplace. However, since a minority of business</p> </li> </ul>	<p>Publishers.</p> <p>Pitt-Catsoupes, M. &amp; Shulkin, S. (In progress). <i>The state of the states: trends in policies for working families.</i></p>



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Key Points	Suggestions for Faculty
<p>establishments has developed robust and comprehensive work-family policies and programs, these workplace-based supports are available to a small percentage of employees. Government policies could increase the equitable access of working families to important choices and programs.</p> <p>Fourth, using the power of “carrots” and “sticks,” the government can be a catalyst for change by stimulating increased responsiveness of the private and voluntary sectors to the needs and priorities of working families with incentives and mandates.</p>	
<ul style="list-style-type: none"> <li>▪ What are the purposes of work-family policy?</li> </ul> <p>Recognizing that demands on working families might exceed the resources they can access, one of the purposes of public policies for working families is to increase their access to critical resources, such as: tangible services and supports, monetary resources, and non-work time that is aligned with family needs without jeopardizing job security. In addition, work-family policy could also focus on building the capacity of decision-makers in all three sectors (public, private for profit, and nonprofit) to respond to the priority needs of working families.</p>	

### What are the key characteristics of work-family policies?

Key Points	Suggestions for Faculty
<ul style="list-style-type: none"> <li>▪ The first step in the examination of work-family policy in the United States is to gain a basic understanding about U.S. approaches to “family policy” and “employment/work policy.”</li> </ul> <p><b>Family Policy</b></p>	<p>Definition of Employer of Choice: “Any employer of any size in the public, private, or not-for-profit sector that attracts, optimizes, and holds top talent for long tenure ... because the employees choose to be there.” (pp. xi)</p>





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Key Points	Suggestions for Faculty
<ul style="list-style-type: none"> <li>▪ There has been a tradition in the United States that the well-being of families is both a private and a public interest.</li> <li>▪ On the one hand, the U.S. culture of “rugged individualism” supports the ideology that, in general, families are expected to take care of a broad range of family members’ needs, including providing for their economic, physical, and emotional needs. In part, this “private” perspective reflects a philosophy that families may be in “the best position” to understand the priorities and needs of their own family members, within the context of the values adopted by the family and the available resources. This private perspective of family issues reflects values that prioritize the importance of family privacy.</li> <li>▪ On the other hand, there are different ideological perspectives acknowledging that the well-being of families is in the “common good” of society; that is, society benefits when the well-being of families is enhanced and society is “weakened” when the well-being of families is decreased. This public perspective of family well-being suggests that public policy could be used as a way to promote healthy families and/or to intervene in those situations where the well-being of families is either at risk or has been compromised.</li> <li>▪ In the United States, three sectors share the “public” responsibilities for families: nonprofit organizations, employers, and the government. This 3-pronged strategy makes it complicated to map the family policy landscape.</li> <li>▪ Nonprofit social service organizations provide a range of programs and supports to families,</li> </ul>	<p>Herman, R.E. &amp; Gioia, J.L. (2000). <i>How to become an employer of choice</i>. Naperville, IL: Oak Hill Publishing Company.</p> <p>Kettl, D.F. (2000). The transformation of governance: Globalization, devolution, and the role of government. <i>Public Administration Review</i>, 60(6): 488-497.</p>



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Key Points	Suggestions for Faculty
<p>including health/mental health, education, recreation, cultural, and caregiving programs. Although many nonprofits focus on families determined to be “most in need” (oftentimes defined as those families unable to purchase needed services in the private market), this is, by no means, always the case. Some nonprofits receive financial support from the public sector and/or the private sector, in addition to other sources (such as donations and fees for services).</p> <ul style="list-style-type: none"> <li>▪ Employers are mandated to provide some minimum benefits that support the well-being of workers and working families, such as employer contributions to unemployment insurance, workers compensation, and social security. There are normative expectations that “employers of choice” will also provide supports that are important to the well-being of families, such as access to health insurance – although these benefits may not be mandated. The government can offer incentives as well as impose penalties in an effort to promote employers’ responsiveness to the needs of their employees.</li> <li>▪ It has often been observed that the United States is the only industrialized country without an explicit national family policy. Despite the lack of coherent family policy, policies that affect families have been enacted by the federal, state, and municipal governments. As discussed below, in the United States, the government has assumed a variety of different roles related to family policy. Some policies, such as tax policies, are designed to enable families to retain access to additional financial resources. Other policies create programs, such as Headstart, that support the well-being of family members.</li> </ul>	



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Key Points	Suggestions for Faculty
<p><b>Employment and Labor Policy</b></p> <ul style="list-style-type: none"> <li>▪ Employment policies in the United States are established by the government as well as by individual employers.</li> <li>▪ Employment and labor policies established by the government include laws that prohibit discrimination, establish protections for certain groups of workers, set standards for safety at the workplace, and require minimum compensation levels. The government also provides supports for the training and re-training of some labor force participants, typically focusing on individuals who face challenges securing employment.</li> <li>▪ Employer-sponsored policies are policies other than those mandated by the government. Employer-sponsored policies range from flexible work options (such as reduced hours work schedules), leaves of absence that are not mandated by law or regulation (such as paid time off for either vacation or sick days), and on-the-job training.</li> </ul>	
<p><b>Work-Family Policy</b></p> <ul style="list-style-type: none"> <li>▪ The operationalization of “work-family policy” requires the definition of “family,” “work,” as well as “work-family.”</li> <li>▪ As discussed in Module 1, each of these terms has been (and continue to be) socially constructed. As a consequence, different public policies have adopted different definitions of families.</li> <li>▪ Given the diversity of family composition and family roles, it is possible for work-family</li> </ul>	<p>Ask the student:</p> <ul style="list-style-type: none"> <li>-How do they define “family?”</li> <li>-How do they define “work?”</li> <li>- Is there a difference between a “work-family policy,” an “employment policy” and a “family” policy?”</li> </ul>



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Key Points	Suggestions for Faculty
<p>policy to address families without any dependents; however, in practice most family-oriented public policies focus on families with caregiving responsibilities (including the care of dependent elders, and adults with disabilities as well as children). The underlying ideology for this focus is the expectation that promoting the well-being of dependents is in the common good (even though prevailing norms expect families to assume some or most of the responsibility for those dependents).</p> <ul style="list-style-type: none"> <li>▪ As discussed in Module 1, the definition of “work” is often interpreted to refer to paid employment. However, some definitions of work include unpaid work (particularly the giving of care to dependents). In practice, most of the public policy discourse in the U.S. has focused on adults who are either in the labor force or want to enter (re-enter) the labor force.</li> <li>▪ “Work-family policies” or “policies for working families” acknowledge (at least implicitly) that the experiences of working families could be different from other types of families (presumably “non-working” families). Similarly, work-family policies would imply that the experiences of employees who assume family roles and responsibilities could be different from employees who do have those roles and responsibilities.</li> <li>▪ Therefore, it could be proposed that, work-family policies are likely to be those that focus on the experiences and needs of families that meet three criteria: 1) families with some responsibilities for a dependent (whether or not that dependent resides in the same household with the adult); 2) families where each of the adults in the family (whether one or more) has at least some labor force attachment (at least at</li> </ul>	<p>Faculty might want to explore with the class how different public policies have interpreted the definition of “family.” Students could discuss the implications of the definition of families in situations such as: adoptive families where the birth parent(s) and the adoptive parents are engaged in the lives of dependent children; grandparents seeking to gain custody of grandchildren because the grandparents question the parenting competencies of the grandchildren’s parent(s); or surrogate mothers who are paid to carry a pregnancy but who decide they want to claim parental rights for the baby.</p>



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Key Points	Suggestions for Faculty
<p>some point in their adult years); and 3) none of the non-dependent family member adults are at home on a full-time basis (for the duration of the adults years).</p> <ul style="list-style-type: none"> <li>▪ Unfortunately, these criteria do not eliminate all ambiguities. For example, would policies which address families where an adult has exited the labor force in order to be at home on a full-time basis to meet the family's caregiving demands (at least for some period of time) be considered to be work-family policies since there is at least one adult at home (and, therefore, not in the labor force)? These families, which have used labor force entries and exits as a strategy for managing work-family responsibilities, are often overlooked in the work-family literature in part because these families seem to assume the structure and functions which reflect the single earner/two-adult families that were the modal married couple family in the mid-20<sup>th</sup> century (at least during intense caregiving episodes).</li> </ul>	

**What are the decision-making responsibilities of the legislative, executive, and judicial branches of government? What types of policies are promulgated by federal, state, and municipal governments?**

Key Points	Suggestions for Faculty
<ul style="list-style-type: none"> <li>▪ The role of the public sector in promoting the well-being of families varies significantly depending on the level of government (municipal/county, state, or federal). Similarly, the three branches of government (the executive branch, the legislative branch, and the judicial branch) each have different sets of roles and responsibilities assigned to them.</li> <li>▪ The responsibilities of each branch of government (executive, legislative, judicial) are</li> </ul>	<p>Stein, T.J. (2001). <i>Social policy and policymaking by the branches of government and the public-at-large</i>. New York: Columbia University Press.</p>



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Key Points	Suggestions for Faculty
<p>outlined in the U.S. Constitution and in state constitutions.</p> <ul style="list-style-type: none"> <li>▪ The <b>executive branch</b> has the responsibility for implementing legislation (ordinances at the municipal/county levels). The executive branch structures a portion of its activities in various agencies and departments, some of which have responsibilities either for employment/work (such as the Department of Labor at the federal level) or for specific aspects of family well-being (such as the National Institute for Child Health and Human Development at the federal level). As a result of its responsibilities for implementing legislative decisions, one of the powers delegated to executive agencies are specific rules and regulations related to the implementation of laws. These rules, such as IRS codes, are a form of policy-making that can significantly affect working families. Executive agencies also engage in policy-making when they translate legislative budgets into programmatic and service-oriented budgets. The executive branch can introduce proposals to the legislative branch.</li> <li>▪ The <b>legislative branch</b> focuses its policy attention on the consideration of bills and making decisions about enacting laws. The processes for considering bills reflect legislative committee structures. Legislative committee structures are silo-ed (based on jurisdiction), making it difficult to deal with issues that are cross-disciplinary. Work-family issues involve economic, labor, and employment law as well as issues in childcare, taxes, benefits, and technology. Because the legislative process is structured principally around committee activity, five or six committees may have jurisdiction over work-family issues. Given that each committee has its own Chair, priorities,</li> </ul>	



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<p>and agenda, it is difficult for legislatures to come up with a comprehensive or unified approach to work-family issues. The presence of a work-family committee might alleviate this cross-disciplinary challenge.</p> <ul style="list-style-type: none"> <li>▪ The <b>judicial branch</b> of the government makes policy through its interpretation of existing laws as a result of cases brought to court. The impact of this type of policy-making is very salient to executives and managers at the workplace who have responsibilities for ensuring that their organizations are in compliance with court interpretation of relevant employment laws.</li> <li>▪ In an effort to establish some equity in the country – regardless of the location of a particular workplace – the <b>federal government</b> sets minimum standards with regard to labor relations and employment. (Selected federal labor and employment laws are discussed in the outline for Class Session 3 below.) Although the United States has not adopted a single explicit family policy, <i>per se</i>, family policies are embedded in budgetary allocations for programs that provide services to families, many of which support low-income families or families with extraordinary care-taking responsibilities. These programs include Transitional Assistance for Needy Families, Women-Infants-and Children, Food Stamps, and Fuel Assistance. As a result of the devolution of federal government which began during the Nixon years, many federal programs are implemented at the state level.</li> <li>▪ In turn, the <b>state governments</b> have the option to provide supplementary funds for family programs (such as health care for children), as well as to implement programs using state tax</li> </ul>	



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Key Points	Suggestions for Faculty
<p>dollars. State governments typically assume responsibilities for establishing the programmatic standards and credentialing/certification for programs that serve families and their dependents, such as afterschool programs.</p> <ul style="list-style-type: none"> <li>▪ The roles and responsibilities delegated to <b>county and municipal governments</b> vary significantly from state to state and from local government to local government. Whereas some counties and cities/towns have specific departments established that might help residents to register for employment-related training or to locate programs and services for family members, other local governments do not. The first innovators of publicly supported assistance were municipalities – a reflection of the emphasis placed on local responsibility for individualistic problems. Municipalities were responsible for housing, assisting the poor, orphans, elderly, and tired travelers. Eventually, the state governments assumed more of a lead, and by the end of the 20<sup>th</sup> century, state control prevailed.</li> </ul>	<p>Zimmerman, S.L. (2001). <i>Family policy: Constructed solutions to family problems</i>. Thousand Oaks, CA: Sage Publications.</p>

### What types of roles can the government/public sector leaders assume with regard to work-family issues?

Key Points	Suggestions for Faculty
<ul style="list-style-type: none"> <li>▪ As a result of the authority given to the government to raise taxes, approve budgets, pass &amp; interpret laws, administer programs, and convene public forums, governments at the federal, state and municipal levels can assume a number of different roles to promote the well-being of working families. These roles include raising awareness/educating; expanding the access that working families have to quality resources; mandating/encouraging employer responsiveness to the needs and priorities of</li> </ul>	





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Key Points	Suggestions for Faculty
<p>working families; supporting research; and modeling employer policies and practices that respond to the priorities needs of working families.</p> <ul style="list-style-type: none"> <li>▪ <b>Raising awareness/educating:</b> As part of their public discourse, governmental leaders express their own opinions and convene forums where the views of others are voiced. One consequence (intended or not) of public conversation can be the raising of awareness about issues, such as the needs and priorities of working families and/or the experiences of employers who might have an interest in work-family experiences (particularly as they relate to the workplace). Government agencies and organizations may also provide information to stakeholder groups with an interest in work-family issues. These stakeholder groups include working families, employers and employer associations, as well as community-based organizations. For example, some states provide information about child care (e.g., options for child care, selecting child care, availability of child care slots, etc.) to working families with preschool children. The National Association of Child Care Resource and Referral Agencies reports that: <ul style="list-style-type: none"> <li>• While 6 states have no network of child care resource and referral services,</li> <li>• 8 states have a single statewide program (usually for states with smaller populations or geographic areas),</li> <li>• 13 states have a voluntary network (generally with no state funding),</li> <li>• fourteen states have coordinating networks (i.e., offers services, conducts research, manages grants), and</li> <li>• 10 states have a managing network (same as coordinator <i>plus</i> manages funding for</li> </ul> </li> </ul>	<p>Information about NACCRRRA can be found at: <a href="http://www.naccrra.net">www.naccrra.net</a>.</p> <p>To locate the State Networks Brochure, please visit:  <a href="http://www.naccrra.net/docs/About_State_Networks_Brochure.pdf">http://www.naccrra.net/docs/About_State_Networks_Brochure.pdf</a></p>



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Key Points	Suggestions for Faculty
<p>state child care administrators, tracks performance through evaluation, and determines range of services to be offered).</p> <ul style="list-style-type: none"> <li>▪ Working families might also look to municipal and county governments for information about a range of family support programs such as elder care services, summer camps, summer internships and employment for high school students, and nursing homes.</li> <li>▪ The government might also provide information to employers interested in establishing/expanding the types of work/life policies and programs offered at the workplace. This type of information is offered by the Women's Bureau in the Department of Labor. (Redmond, WA is one municipal government that has developed resources for employers in that municipality.) In 2004, the Women's Bureau released a report, <i>Win-win workplace practices: Improved organizational results and improved quality of life</i>, which seeks to illustrate how employers can meet their goals (the bottom line) and the goals of their employees (quality of life) concurrently.</li> <li>▪ <b>Expanding Resources, Improving Quality, and Increasing Programs &amp; Services:</b> Governments can increase the access that working families have to quality resources either by: 1) enabling them to gain additional financial resources to purchase needed services (for example, either by tax credits or by subsidies), 2) setting standards that improve the quality of care provided to dependents, or 3) delivering programs (for example, direct services such as before school breakfast programs or indirect services through training for home day care providers).</li> </ul>	<p>See:  <a href="http://www.dol.gov/wb/childcare/child3.pdf">http://www.dol.gov/wb/childcare/child3.pdf</a></p> <p>To view the report, <i>Win-win workplace practices: Improved organizational results and improved quality of life</i>, please click:  <a href="http://www.choose2lead.org/Publications/Study%20on%20Win-Win%20Workplace%20Practices.pdf">http://www.choose2lead.org/Publications/Study%20on%20Win-Win%20Workplace%20Practices.pdf</a></p>



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Key Points	Suggestions for Faculty
<ul style="list-style-type: none"> <li data-bbox="240 373 849 1245"> <p>▪ <b>Mandating/Encouraging Employer Responsiveness:</b> The government attempts to support employees' quality of life either by requiring or incenting employers to respond to employees' work-family experiences. Mandates require that employers "follow rules," such as contributing to Social Security. Governments may also encourage employers to respond to specific work-family issues, oftentimes by offering reductions in the taxes assessed. The federal government, for example, allows employers to slightly reduce their contributions to only mandated taxes (such as FICA) if they allow employees to use Dependent Care Account Programs as a result of the recalculation of the level of employees' pre-tax earnings. Municipal governments have offered different types of incentives to employers, such as approval of building plans if they include an onsite child care center. Government agencies, such as the Women's Bureau, have also used awards and recognition to encourage employers to respond to their employees' work-family priorities.</p> </li> <li data-bbox="240 1287 849 1539"> <p>▪ <b>Supporting Research:</b> Governments can support research which provides evidence of the outcomes of work-family interventions at the workplace. In 2005, the National Institute of Child Health and Human Development collaborated with other federal agencies to fund work-family intervention research.</p> </li> <li data-bbox="240 1581 849 1864"> <p>▪ <b>Modeling "Good Employer" Policy and Practices:</b> Governments at all levels often employ significant numbers of employees. As a consequence, when governments demonstrate the effectiveness of progressive policies and programs designed to address employees' work-family concerns, these best practices can encourage employers in the private and non-</p> </li> </ul>	<p data-bbox="873 1833 1344 1864">Bardach, E. (2000). <i>A practical guide for</i></p>



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Key Points	Suggestions for Faculty
<p>profit sectors to do the same. In the early 1980s, for example, the federal government was an early adopter of flextime policies which eventually cascaded to the private sector.</p> <ul style="list-style-type: none"> <li>▪ In his book, "A Practical Guide for Policy Analysis: The Eightfold to More Effective Problem Solving," Eugene Bardach identifies eleven "Things Governments Do." These include: taxes, regulation, subsidies and grants, services, budgets, information, modification of structure or private rights, modification of framework of economic activity, education and consultation, financing and contracting, and bureaucratic and political reforms.</li> </ul>	<p><i>policy analysis: the eightfold path to more effective problem solving.</i> New York, NY: Seven Bridges Press.</p>

#### ▲ Suggestions for Reading Assignments

For supplemental readings, faculty and students can search the online database of Work-Family Literature created and maintained by the Sloan Work and Family Research Network: [http://libtest.bc.edu/F?func=find-b-0&local\\_base=BCL\\_WF](http://libtest.bc.edu/F?func=find-b-0&local_base=BCL_WF).

As of April 2006, there were citations and annotations entered for more than 7,100 scholarly work-family publications.

Faculty may be interested in the video *2001 Barnard Summit on the Future of the Family*. Available online at: <http://www.barnard.columbia.edu/newnews/news031703.html>

#### Selected Classic Publications

Bogenschneider, K. (2002). *Family policy matters: How policymaking affects families and what professionals can do*. Mahwah, NJ: Lawrence Erlbaum.

Dunn, W.N. (1994). *Public policy analysis: An introduction*. Englewood Cliffs, NJ: Prentice-Hall.

Kingdon, J.W. (1995). *Agendas, alternatives, and public policies*. NY, NY: HarperCollins College Publishers.

Zimmerman, S.L. (1995). *Understanding family policy: Theories and applications* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Sage Publications.



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### Selected Publications Suggested for Undergraduate & Graduate Students

- Family Friendly Workplace Tool Kit*. (1996). Redmond, WA: City of Redmond.
- Bardach, E. (2000). *A practical guide for policy analysis: The eightfold path to more effective problem solving*. New York, NY: Seven Bridges Press.
- Bogenschneider, K. (2002). *Family policy matters: How policymaking affects families and what professionals can do*. Mahwah, NJ: Lawrence Erlbaum.
- City of Redmond. (1996). *Family friendly workplace tool kit*. Redmond, WA: City of Redmond.
- DiNitto, D.M. (2005) *Social welfare: Politics and public policy*. 6th ed. Needham: Allyn and Bacon.
- Feldblum, C.R. & Appleberry, R. (2006). Legislatures, agencies, courts and advocates: How laws are made, interpreted, and modified. In M. Pitt-Catsoupes, E. E. Kossek, & S. Sweet (Eds.), *The work and family handbook: Multi-disciplinary perspectives, methods and approaches* (pp. 627-650). Mahwah, N.J.: Lawrence Erlbaum Associates, Publishers.
- Halpern, D. (2004). *Public policy, work, and families: The report of the APA Presidential Initiative on Work and Families*. Washington, DC: American Psychological Association. Retrieved April 19, 2006, from <http://www.apa.org/work-family>.
- Jansson, B. (2003). *Becoming an effective policy advocate* (4<sup>th</sup> ed.). Belmont, CA: Brooks/Cole.
- Lightfoot, E. (2003). The policy transfer model: A tool to help social workers engage in successful policy making. *The Social Policy Journal*, 2(1), 21-33.
- Ortiz, L.P., Wirz, C., Semion, K., & Rodriguez, C.D. (2004). Legislative casework: Where policy and practice intersect. *Journal of Sociology and Social Welfare*, 31(2), 49-69.
- Pitt-Catsoupes, M. & Swanberg, J. (2006). Connecting social work perspectives to work-family research and practice. In M. Pitt-Catsoupes, E. E. Kossek, & S. Sweet (Eds.), *The work and family handbook: Multi-disciplinary perspectives, methods and approaches* (pp. 327-359). Mahwah, N.J.: Lawrence Erlbaum Associates, Publishers.
- Pitt-Catsoupes, M. & Shulkin, S. (2006). *The State of the States: Trends in Policies for Working Families (Panel Presentation)*. Boston, MA: Social Inequalities in a New Century.



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Zimmerman, S. (2001). *Family policy: Constructed solutions to family problems*. Thousand Oaks, CA: Sage Publications.

### **Selected Publications Suggested for Graduate Students**

Lobel, O. (2004). The renew deal: The fall of regulation and the rise of governance in contemporary legal thought. *Minnesota Law Review*, 89, 342-470.

Mercer, K. L. (1998). A content analysis of judicial decision-making: How judges use the primary caretaker standard to make a custody determination. *William & Mary Journal of Women and Law*, 5, 1-150.

Williams, M.S. (2004). Policy component analysis: A method for identifying problems in policy implementation. *Journal of Social Service Research*, 30(4), 1-18.

### **Websites**

Corporate Voices for Working Families: "[Corporate Voices For Working Families](http://www.cvworkingfamilies.org/) is a non-partisan, non-profit corporate membership organization created to bring the private sector voice into the public dialogue on issues affecting working families." <http://www.cvworkingfamilies.org/>

Department of Labor: "The Department of Labor fosters and promotes the welfare of the job seekers, wage earners, and retirees of the United States by improving their working conditions, advancing their opportunities for profitable employment, protecting their retirement and health care benefits, helping employers find workers, strengthening free collective bargaining, and tracking changes in employment, prices, and other national economic measurements. In carrying out this mission, the Department administers a variety of Federal labor laws including those that guarantee workers' rights to safe and healthful working conditions; a minimum hourly wage and overtime pay; freedom from employment discrimination; unemployment insurance; and other income support." <http://www.dol.gov/>

Women's Bureau: "To promote the well being of wage-earning women, improve their working conditions, increase their efficiency, and advance their opportunities for profitable employment." <http://www.dol.gov/wb/>

Labor Project for Working Families: "Since 1992, the Labor Project for Working Families has worked with unions, union members, community groups, organizations and other activists on work and family issues across the country." <http://www.laborproject.org/>



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National Council on Family Relations: "The National Council on Family Relations (NCFR) provides a forum for family researchers, educators, and practitioners to share in the development and dissemination of knowledge about families and family relationships, establishes professional standards, and works to promote family well-being."  
<http://www.ncfr.org/>

Public Policy: "NCFR's family policy activities provide non-partisan research and educational information to policy makers or to those working with them. NCFR also works with other organizations and coalitions to formulate family-friendly policies."  
[http://www.ncfr.org/about\\_us/a\\_p\\_p\\_public\\_policy.asp](http://www.ncfr.org/about_us/a_p_p_public_policy.asp)

National Partnership for Women & Families: "The National Partnership for Women & Families is a nonprofit, nonpartisan organization that uses public education and advocacy to promote fairness in the workplace, quality health care, and policies that help women and men meet the dual demands of work and family." <http://www.nationalpartnership.org/>

Workplace Flexibility 2010: "Workplace Flexibility 2010 is a campaign to support the development of a comprehensive national policy on workplace flexibility at the federal, state and local levels. The vision of Workplace Flexibility 2010 is an American workplace where viable flexibility options, benefiting employers and employees alike, are the standard."  
[www.workplaceflexibility2010.org](http://www.workplaceflexibility2010.org)

### ^ Suggestions for Class Activities and Assignments

Optional In-Class Discussion: The in-class discussion outlined in the PowerPoint slides encourages students to think about the challenges of establishing public policies that respond to the diverse situations of working families.

**Note:** The steps below correspond to PowerPoint Slides:  
**Exercise: Talking with your Senator**

**Step 1:** Elicit students' points of view about the role of public policy-making vis a vis working families.

**Step 2:** Talk to them about the value that legislators (particularly state legislators) often place on their communications with constituents.

**Step 3:** Assign a scenario to small groups of students (with three or four students per group).

**Step 4:** Give each group ten minutes to prepare a short outline of the conversation with the legislator.



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**Step 5:** Have each group first report their policy recommendation. Ask the rest of the class to “guess” the characteristics of different groups of working families that might benefit from the suggested policy change.

## Class 2: Work-Family Policies at the State Level

### ⤴ Class Lecture Topics

Class 2 addresses the following questions:

1. Why are state policies important?
2. What factors influence state policy making?
3. What are some examples of work-family state policy-making?
4. How can you get information about the “state of your state” with regard to work-family issues?

### ⤴ Key Concepts

Two key concepts are explored during Class 2.

1. Innovation in public policy-making
2. State policy influencers

### ⤴ Teaching Notes

**Note:** The content of the lectures outlined below correspond to PowerPoint slides: **1) State Policy Making, 2) Examples of State Policies, 3) Finding Legislation: Using State Capitol Software (PowerPoint)**, and MS Word document: **State Capitol Software Instructions (MS Word)**

## Why are state policies important?

Key Points	Suggestions for Faculty
<ul style="list-style-type: none"> <li>▪ Several characteristics of state policy-making make the states unique forums.</li> </ul> <ol style="list-style-type: none"> <li>1. In contrast to elected officials at the federal level, state leaders are often</li> </ol>	





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Key Points	Suggestions for Faculty
<p>considered to be “closer” and more accessible to their constituents, which may mean that they have different opportunities to develop policies that reflect their constituents’ needs and preferences.</p> <ol style="list-style-type: none"> <li>2. Innovation in policy-making often emerges at the state level (sometimes, being later considered at the federal level). For example, two important federal work-family laws—the Pregnancy Discrimination Act and the Family and Medical Leave Act—both had their origins in state laws.</li> <li>3. States have the option of exceeding minimum standards detailed in federal laws. The higher standards adopted by states can have the effect of “raising the bar.”</li> </ol>	<p>Kochan, T.A. (2005) <i>Restoring the American dream: A working families’ agenda for America</i>. Cambridge, MA: The MIT Press.</p>

### What factors influence state policy making?

Key Points	Suggestions for Faculty
<ul style="list-style-type: none"> <li>▪ A number of models have been proposed to explain variations in policy making, in general, and state policy-making, specifically. Kaskie et al. (2001) outline three different models. <ol style="list-style-type: none"> <li>1. Iron Triangle: According to this model, policy making is an “open system,” and three groups have the most influence on the outcomes of policy making: efficacy of the activities of interest groups, the expertise of government agents/officials; and the number of supportive elected representatives.</li> <li>2. Structure of the Policy System: This model views the policy making system as a system in the environment. According to the Policy System Model, the rules (and structures), competencies of</li> </ol> </li> </ul>	<p>Kaskie, B., Knight, B., &amp; Liebig, P. (2001). State legislation concerning individuals with dementia: An evaluation of three theoretical models of policy formation. <i>The Gerontologist</i>, 41, 383-393.</p>



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Key Points	Suggestions for Faculty
<p>legislators/staffs, and the ideology of state governments are among the most powerful factors that explain variation in policy-making output. Key environmental factors, such as resources in the state and characteristics of the population (e.g., % of dual earner couples among all married couple households), also have an impact on the Policy System.</p> <p>3. Integrated Model of Policy Formation: This model recognizes the importance of leadership within the policy system – leaders who operate within the structures associated with policy-making, leaders who are aware of trends in policy-making, and leaders who are affected by “pressures” from the environments.</p> <ul style="list-style-type: none"> <li>▪ Information: Academics have devoted a significant amount of attention to identifying the types of information and the sources of information that are used by and influence state policy makers (Jackson-Elmoore, 2005; Bogenschneider, 2000; Nelson et al., 1987; Gutson, 1997; Webber, 1987). In general, these studies have concluded that legislators value information that is evidence-based, and presented in a short and concise format. Furthermore, legislators appear to pay particular attention to information provided to them through: trusted organizations (such as the National Conference of State Legislators of the Family Impact Seminar Series); informed advocates and lobbyists; the media; constituents; as well as from academics. These insights suggest that academics who are attempting to gain the attention of state policy makers might consider partnering with other organizations that have already established relationships with elected officials. For example, in 2005 the Sloan Work and Family</li> </ul>	<p>Students interested in articles about factors that influence state policymakers might be interested in reading:</p> <p>Jackson-Elmoore, C. (2005). Informing state policymakers: Opportunities for social workers. <i>Social Work, 50</i>(3), 251-261.</p> <p>Bogenschieder, K., Olson, J., Linney, K., &amp; Mills, J. (2000). Connecting research and policy making: Implications for theory and practice from the Family Impact Seminars. <i>Family Relations, 49</i>(3), 327-339.</p> <p>Nelson, C.E., Roberts, J., Maederer, C., Wertheimer, B., &amp; Johnson, B. (1987). The utilization of social science information by policy makers. <i>American Behavioral Scientist, 30</i>(6), 569-577.</p> <p>Gutson, D.H., Jones, M., &amp; Branscomb, L.M. (Fall 1997). The demand for and supply of technical information and analysis in state legislatures. <i>Policy Studies Journal, 25</i>(3), 451-469.</p> <p>Webber, D. (1987). Legislators' Use of Policy</p>



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Key Points	Suggestions for Faculty
<p>Research Network partnered with the National Conference of State Legislators to publish and disseminate information about the importance of work-family issues for state policy makers. <a href="http://wfnetwork.bc.edu/pdfs/policy_makers.pdf">http://wfnetwork.bc.edu/pdfs/policy_makers.pdf</a></p> <ul style="list-style-type: none"> <li>▪ Benchmarking with other states: There are indications that some policy-making at the state level proceeds without a significant amount of environmental scanning undertaken to find out what other states might be doing with regard to specific issues. However, state elected officials often turn to their professional associations, such as the National Governors Association, the National Conference of State Legislators, the Center for Policy Alternatives, and the American Legislative Exchange Council, for summaries of policy-making activities in other states. In some situations, this benchmarking could have an impact on the perspectives adopted by elected officials in other states.</li> </ul>	<p>Information. <i>American Behavioral Scientists</i>, 30(6), 612-631.</p>

### What are some examples of work-family state policy-making?

Key Points	Suggestions for Faculty
<ul style="list-style-type: none"> <li>▪ In 2005, the Sloan Work and Family Research Network began to identify bills and statutes that could be considered as being relevant to work-family policy making. The searches focused on bills and statutes that might directly or indirectly affect the resources available to working families, including the resources of time, services, and money. As of spring 2006, the topics searched by the Network included: flexible work schedules, phased retirement, telework, part-time work, afterschool care, shift work, and family leave.</li> <li>▪ Flexible work schedules: 29 Bills and 40 Statutes</li> </ul>	<p>A component of the website of the Sloan Work and Family Research Network is dedicated to work-family policy.</p> <p>To view the research on these bills, statutes, policy briefs, etc., go to: <a href="http://wfnetwork.bc.edu/policy.php">http://wfnetwork.bc.edu/policy.php</a></p>



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Key Points	Suggestions for Faculty
<p>Flexible work schedule bills were related to: state employees, tax incentives, environmental factors, recruitment, and employee protection.</p> <ul style="list-style-type: none"> <li>▪ Phased retirement: 17 Bills and 15 Statutes Phased retirement bills specified retirement plans for educators, state employees, and early retirement incentives.</li> <li>▪ Telework: 31 Bills and 38 Statutes Telework bills were related to several themes, including: the environment, financial benefits to employers, financial benefits to employees, state employees, traffic, and government structure (i.e., commissions).</li> <li>▪ Part-time work: 9 Bills and 109 Statutes Part-time bills were related to: collective bargaining, death benefits, disability benefits, health benefits and insurance, retirement benefits, state employment, taxes, teacher retirement, and unemployment.</li> <li>▪ Afterschool care: 42 Bills and 115 Statutes Afterschool bills followed themes such as: the creation of task forces and committees, appropriations, promoting afterschool care programs, and call centers for resources and referral.</li> <li>▪ Shift work: 10 Bills and 36 Statutes Shift work bills had themes such as: health care workers, employee protection and compensation, and definitions of shift work.</li> <li>▪ Family leave:</li> </ul>	



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Key Points	Suggestions for Faculty
52 Bills and 134 Statutes Family leave bills specified: state alterations to the Family and Medical Leave Act, employee protections and use of benefits, employer incentives, using leave for personal/family/school purposes, and tax credits.	

**How can you get information about the “state of your state” with regard to work-family issues?**

Key Points	Suggestions for Faculty
<ul style="list-style-type: none"> <li>▪ Universities often have access to databases that make it possible to search for bills and statutes at the state, as well as the federal, level. These databases include State Capitol/LexisNexis and Westlaw.</li> <li>▪ Each of these databases has unique fields and search processes. In general, however, students can use the following process to identify bills and statutes:               <ul style="list-style-type: none"> <li>▪ <b>Step 1:</b> Identify topic</li> <li>▪ <b>Step 2:</b> Create search terms</li> <li>▪ <b>Step 3:</b> Enter search terms in database</li> <li>▪ <b>Step 4:</b> Print out text of bills and statutes</li> <li>▪ <b>Step 5:</b> Summarize the output</li> <li>▪ <b>Step 6:</b> Prepare a summary sheet</li> </ul> </li> </ul>	See assignment option for Class 2 below and PowerPoint slides, <b>Exercise: Identifying State and Federal Bills and Statutes.</b>

### ⤴ Suggestions for Reading Assignments

Academic literature in the work-family area of study is both rich and expansive. The authors of this module have selected just a few publications for this class session.

For supplemental readings, faculty and students can search the online database of Work-Family Literature created and maintained by the Sloan Work & Family Research Network: [http://libtest.bc.edu/F?func=find-b-0&local\\_base=BCL\\_WF](http://libtest.bc.edu/F?func=find-b-0&local_base=BCL_WF).

As of the April 2006, there are citations and annotations entered for more than 7,100 scholarly work-family publications.



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## Reference Resources

For legislative referencing, faculty and students can search the online database of Work-Family bills and statutes created and maintained by the Sloan Work & Family Research Network: <http://wfnetwork.bc.edu/bills.php?area=policy>.

## Selected Publications Suggested for Undergraduate & Graduate Students

Caiazza, A., Shaw, A., & Werschkul, M. (2004). *Women's economic status in the states: Wide disparities by race, ethnicity, and region*. Washington, DC: Institute for Women's Policy Research. Retrieved April 19, 2006, from <http://www.iwpr.org>.

Lovell, V. (2006). *Paid sick days improve public health by reducing the spread of disease*. Washington, DC: Institute for Women's Policy Research. Retrieved April 19, 2006, from <http://www.iwpr.org>.

Fogg, N., Harrington, P., & Kochan, T.A. (2004). *The state of working families in Massachusetts*. Cambridge, MA: MIT Workplace Center. Retrieved April 19, 2006, from <http://web.mit.edu/workplacecenter/>.

Hoefer, R. (2005). Altering state policy: Interest group effectiveness among state-level advocacy groups. *Social Work, 50*(3), 219-227.

Jackson-Elmoore, C. (2005). Informing state policymakers: Opportunities for social workers. *Social Work, 50*(3), 251-261.

Schneider, R. (2002). Influencing "state" policy: Social work arena for the 21<sup>st</sup> century. *Social Policy Journal, 1*(1), 113-116.

Phillips, K.R. (2004). State policies that affect working families. *Discussion papers: Assessing the New Federalism*. Washington, DC: The Urban Institute.

Pitt-Catsoupes, M. & Shulkin, S. (2006). *Policy Leadership Series: Part-time work*. Boston College: Sloan Work and Family Research Network. Retrieved April 23, 2006, from [http://wfnetwork.bc.edu/pdfs/policy\\_makers4.pdf](http://wfnetwork.bc.edu/pdfs/policy_makers4.pdf).

Pitt-Catsoupes, M. & Shulkin, S. (2006). *Policy Leadership Series: Afterschool care*. Boston College: Sloan Work and Family Research Network. Retrieved April 23, 2006, from [http://wfnetwork.bc.edu/pdfs/policy\\_makers5.pdf](http://wfnetwork.bc.edu/pdfs/policy_makers5.pdf).



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Pitt-Catsoupes, M. & Shulkin, S. (2005). *Policy Leadership Series: Flexible work schedules*. Boston College: Sloan Work and Family Research Network. Retrieved April 23, 2006, from [http://wfnetwork.bc.edu/pdfs/policy\\_makers1.pdf](http://wfnetwork.bc.edu/pdfs/policy_makers1.pdf).

Pitt-Catsoupes, M. & Shulkin, S. (2005). *Policy Leadership Series: Phased retirement*. Boston College: Sloan Work and Family Research Network. Retrieved April 23, 2006, from [http://wfnetwork.bc.edu/pdfs/policy\\_makers2.pdf](http://wfnetwork.bc.edu/pdfs/policy_makers2.pdf).

Pitt-Catsoupes, M. & Shulkin, S. (2005). *Policy Leadership Series: Telecommuting*. Boston College: Sloan Work and Family Research Network. Retrieved April 23, 2006, from [http://wfnetwork.bc.edu/pdfs/policy\\_makers3.pdf](http://wfnetwork.bc.edu/pdfs/policy_makers3.pdf).

### **Selected Publications Suggested for Graduate Students**

Feinberg, L., & Newman, S. (2004). A study of 10 states since passage of the National Family Caregiver Support Program: Policies, perceptions, and program development. *The Gerontologist*, 44(4), 760-769.

Kaskie, B., Knight, B., & Liebig, P. (2001). State legislation concerning individuals with dementia: An evaluation of three theoretical models of policy formation. *The Gerontologist*, 41, 383-393.

Kochan, T.A. (2005) *Restoring the American Dream: A Working Families' Agenda for America*. Cambridge, MA: The MIT Press.

Meyers, M., Gornick, J., & Peck, L. (2001). Packaging support for low-income families: Policy variation across the United States. *Journal of Policy Analysis and Management*, 20(3), 457-483.

### **Websites**

American Legislative Exchange Council: "More than a quarter century ago, a small group of state legislators and conservative policy advocates met in Chicago to implement a vision: A bipartisan membership association for conservative state lawmakers who shared a common belief in limited government, free markets, federalism, and individual liberty." [www.alec.org](http://www.alec.org)

The Center for Policy Alternatives: "The Center for Policy Alternatives (CPA) empowers state legislators by simultaneously working at three levels: providing values-based leadership development programs to make legislators into more effective advocates for progressive policy; developing user-friendly policy tools on a wide variety of issues, making it easy for legislators to introduce and argue for progressive legislation; and building a strong,



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coordinated network of legislators across the states, enabling them to support one another as they take on the often-scary and sometimes-lonely job of leading the fight for progressive change." [www.cfpa.org](http://www.cfpa.org)

The Policy Institute for Family Impact Seminars: "Because ideas are powerful political tools and because research produces policy-relevant ideas, the Policy Institute for Family Impact Seminars aims to strengthen connections between research and state policymaking. The Institute has assumed the mission of the Family Impact Seminar founded in 1976 to build capacity for family-centered policymaking. The Institute has resources for researchers, policymakers, practitioners, and those who work to connect research and policymaking." <http://familyimpactseminars.org/>

Institute for Women's Policy Research: "IWPR focuses on issues of poverty and welfare, employment and earnings, work and family issues, health and safety, and women's civic and political participation. The Institute works with policymakers, scholars, and public interest groups around the country to design, execute, and disseminate research that illuminates economics and social policy issues affecting women and families, and to build a network of individuals and organizations that conduct and use women-oriented policy research." [www.iwpr.org](http://www.iwpr.org)

The National Conference of State Legislatures: "The National Conference of State Legislatures was founded in 1975 with the conviction that legislative service is one of democracy's worthiest pursuits. NCSL is a bipartisan organization that serves the legislators and staffs of the nation's 50 states, its commonwealths and territories. NCSL provides research, technical assistance and opportunities for policymakers to exchange ideas on the most pressing state issues. NCSL is an effective and respected advocate for the interests of state governments before Congress and federal agencies." [www.ncsl.org](http://www.ncsl.org)

National Governors Association: "The National Governors Association (NGA) is the collective voice of the nation's governors and one of Washington, D.C.'s, most respected public policy organizations. NGA provides governors and their senior staff members with services that range from representing states on Capitol Hill and before the Administration on key federal issues to developing policy reports on innovative state programs and hosting networking seminars for state government executive branch officials." [www.nga.org](http://www.nga.org)

The Working Families Party: "The WFP is a grassroots, community and labor based political party with chapters throughout New York State. The goal of the Working Families Party is to more forcefully inject the issues of working-class, middle-class, and poor people—like jobs, health care, education, and housing—into the public debate, and hold candidates and elected officials accountable on those issues." <http://www.workingfamiliesparty.org>





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## ^ Suggestions for Class Activities and Assignments

### Identifying State Bills and Statutes

This assignment asks students to use a database to identify work-family bills and statutes.

**Note:** The steps below correspond to PowerPoint Slides: **Exercise: Identifying State and Federal Bills and Statutes.**

**Step 1:** Identify a relevant work-family topic.

**Step 2:** Make a list of possible search terms, including synonyms.

**Step 3:** Select a database of state bills and statutes. Enter the search terms according to the directions for that database.

**Step 4:** Print out the text of bills and statutes.

**Step 5:** Summarize the output. How many states have considered bills related to your topic? How many statutes related to your topic have been passed? Are there any themes or trends in the bills and statutes?

**Step 6:** Prepare a summary sheet for elected officials in your state. What are the important points you would want to make? What policy action would you recommend? (Issues of the Policy Leadership Series prepared by the Sloan Work and Family Research Network can be used as a model.)

### Class 3: Policy Making at the Federal Level

#### ^ Class Lecture Topics

Class 3 addresses the following questions:

1. Why are federal policies important?
2. What factors influence federal policy making?
3. What are some examples of work-family federal policy-making?
4. How can you get information about federal work-family policies?

#### ^ Key Concepts

The key concepts explored during Class 3 include:

- What does federal work-family policy look like?
- Civil rights and employment
- Labor law



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## ▲ Teaching Notes

Key Points	Suggestions for Faculty
<ul style="list-style-type: none"> <li>▪ The federal government has responsibilities for minimum labor standards as well as the protection of civil rights, including civil rights at the workplace.</li> <li>▪ The Department of Labor has additional responsibilities to lawmakers at both the court and legislative levels.</li> <li>▪ Since the induction of the Constitution, the Federal Government has provided regulations and parameters for the nation's citizens.</li> <li>▪ The Federal Government has established several bodies of law that focus on the needs of working individuals and families.</li> <li>▪ Elaine L. Chao, Secretary of Labor at the Department of Labor states that, "...workers are best protected when employers, employees, and the government work together to protect wages, benefits, pensions, safety, and health."</li> <li>▪ Working families could benefit from a cultural shift that supports their ability to care for their family. Federal legislation is an indicator of movements in support of working families.</li> <li>▪ Of course, there are many relevant federal laws which address work-family issues. For the purposes of this module, we have selected four major acts of federal legislation for discussion. This is not to suggest that the ADA, Title VII, NLRA, COBRA, ERISA, and other federal rules are not relevant; rather, that the four discussed below provide a foundation for most federal policy conversations.</li> </ul>	<p>The Department of Labor administers and enforces over 180 federal laws. To view information on these laws, go to:  <a href="http://www.dol.gov/opa/aboutdol/lawsprog.htm">http://www.dol.gov/opa/aboutdol/lawsprog.htm</a></p> <p>For more detail on federal work-family policy, please go to:  <a href="http://www.workplaceflexibility2010.org">www.workplaceflexibility2010.org</a></p>



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Key Points	Suggestions for Faculty

Key Points	Suggestions for Faculty
<p>Fair Labor Standards Act (FLSA)</p> <p>The FLSA of 1938 provides a basic framework of federal law governing the payment of minimum wage, the establishment of a standard work week, the permissible forms of compensation for overtime, and the minimum age requirement for work.</p> <p>As noted by Nowicki (2002):</p> <p>The Fair Labor Standards Act of 1938, as amended, ("FLSA"), is a federal statute that mandates the payment of a national minimum wage, as set by Congress, and states the requirement for payment of overtime wages of time and a half, after forty hours of work per week. Additionally, the FLSA sets minimum age standards for workers, limits the type of work those between the ages of 14 and 18 can perform and specifically prohibits anyone under the age of 18 from working in hazardous jobs. The FLSA is administered by the United States Department of Labor ("DOL"). The statute can be found at 29 U.S.C. Sections 201-260 <a href="http://www.dol.gov">www.dol.gov</a>. Accompanying regulations can be found at 29 CFR et. seq. The statute has threshold financial and jurisdictional requirements that must be met before employees at a workplace are covered by the statute. There are extensive DOL regulations that must be consulted in deciding whether employees are covered by the provisions of the FLSA. Employees who are determined to be executive, administrative, or professional employees are exempt from the overtime requirement. The question of whether an employee actually is exempt under the statute turns on the actual work performed by the employee and the authority of</p>	



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Key Points	Suggestions for Faculty
<p>that employee, and not simply the title given to the employee. Recent cases have involved questions of whether workers such as computer programmers, as well as those designated as managers at certain fast food restaurants are exempt or covered employees.</p> <p>Some states have state statutes which require a higher minimum wage than the federal minimum wage and states may mandate overtime after eight hours of work a day, rather than after forty hours of work a week. In these instances, the state law rather than the federal FLSA must be followed in those individual states. (Nowicki, 2002).</p> <p>Expectations for employers include:</p> <ul style="list-style-type: none"> <li>• payment of the minimum wage</li> <li>• overtime pay for time worked over 40 hours in a workweek</li> <li>• restrictions on the employment of children</li> <li>• recordkeeping</li> </ul> <p>Examples of case law include:</p> <ul style="list-style-type: none"> <li>• Garcia v. San Antonio Metropolitan Transit Authority, 469 US 528 (1985)</li> <li>• Mortensen v. County of Sacramento, 368 F.3d 1082 (9<sup>th</sup> Cir. 2004)</li> <li>• Christensen v. Harris County, 120 S.Ct. 1655 (2000)</li> <li>• Beck v. City of Cleveland, Ohio, 390 F.3d 912 (6<sup>th</sup> Cir. 2004)</li> </ul>	<p>Nowicki, C. (2002). Fair Labor Standards Act. In M. Pitt-Catsoupes, E. Kossek, &amp; P. Raskin (Eds.), <i>Sloan Work and Family Encyclopedia</i>. Chestnut Hill, MA: Sloan Work and Family Research Network. Retrieved April 19, 2006, from <a href="http://wfnetwork.bc.edu/encyclopedia_entry.php?id=230&amp;area=academics">http://wfnetwork.bc.edu/encyclopedia_entry.php?id=230&amp;area=academics</a>.</p>

Key Points	Suggestions for Faculty
<p>Pregnancy Discrimination Act (PDA)</p> <p>The PDA of 1978 is an amendment to the 1964 Civil Rights Act. Discrimination against women on the basis of pregnancy, childbirth, or related medical conditions constitutes unlawful sex discrimination.</p>	



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Key Points	Suggestions for Faculty
<p>As described by Thornton (2005):</p> <p>.....Title VII of the 1964 Civil Rights Act outlawed discrimination based on sex in all terms and conditions of employment (not solely in compensation, as in the 1963 Equal Pay Act). The term "sex" was added to the list of prohibited bases for discrimination shortly before the bill's passage....The EEOC's first official statement on the legality of pregnancy discrimination under Title VII was made in 1966. In a ruling on the legality of differential treatment of pregnancy-related medical disabilities from other non-work-related medical disabilities, the EEOC's General Counsel opined that it would be legal under Title VII to treat pregnant workers differently (and less favorably) than other workers....</p> <p>.....[I]n Title 29, Code of Federal Regulations, Section 1604.10, the EEOC reversed its previous position and classified pregnancy discrimination as illegal sex discrimination under Title VII (Williams, 1993)..... in 1978 Congress overrode the Supreme Court's decision in the Gilbert case by adopting the Pregnancy Discrimination Act, as an amendment to Title VII of the 1964 Civil Rights Act.</p> <p>The PDA expands the definition of "sex" in Title VII as follows:</p> <p>"The terms 'because of sex' or 'on the basis of sex' include but are not limited to, 'because of' or 'on the basis of pregnancy, childbirth, or related medical conditions'; and women affected by pregnancy, childbirth, or related medical conditions shall be treated the same for all employment related purposes, including the receipt of benefits under fringe benefit programs, as other persons not so affected but similar in their ability or inability to work."</p>	



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Key Points	Suggestions for Faculty
<p>The language of the PDA clarifies that pregnancy-related employment discrimination is one type of illegal sex discrimination. It prohibits discrimination in all terms and conditions of employment, including, hiring, discharge, pay, and fringe benefits. When the PDA became effective, in 1979, for the first time in U.S. history, discrimination against women employees based on pregnancy became illegal throughout the U.S.</p> <p>Although there are areas of overlap between the PDA and the 1993 Family and Medical Leave Act (FMLA), the PDA was not a precursor to the FMLA. Statutes prohibiting discrimination based on a specific characteristic (i.e., civil rights laws) and statutes mandating specific entitlements can be viewed as representing different types of laws (Williams, 1993). The PDA was a reaction to a specific Supreme Court ruling that curtailed the civil rights of women who became (or might become) pregnant. As civil rights law, the PDA merely circumscribes the behavior of employers towards their female employees affected by pregnancy</p> <ul style="list-style-type: none"> <li>•prohibiting those behaviors that are designated as discriminatory. But, the PDA does not mandate that employers take any specific positive actions in the treatment of those employees.</li> </ul> <p>In contrast, the FMLA was passed, in part, to provide minimal maternity leave rights not guaranteed by Title VII as amended by the PDA. Unlike the PDA, the FMLA does mandate positive action in the form of a very specific entitlement for both men and women working for employers covered by the law, to unpaid, job-protected leave for qualifying reasons that include birth or adoption of a child, and serious health condition of the employee, and of the employee's parent, spouse, or child. ... Thornton (2005).</p>	<p>Thornton, S. (2005). Pregnancy Discrimination Act. In M. Pitt-Catsouphes, E.</p>



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Key Points	Suggestions for Faculty
<p>Expectations for employers include</p> <ul style="list-style-type: none"> <li>• employees must be covered if there are &gt;15 employees</li> <li>• cannot refuse to hire pregnant women as long as they can perform their jobs</li> </ul> <p>Intended benefits for workers include: The PDA is intended to decrease gender discrimination against women as child bearers.</p>	<p>Kossek, &amp; P. Raskin (Eds.), <i>Sloan Work and Family Encyclopedia</i>. Chestnut Hill, MA: Sloan Work and Family Research Network. Retrieved April 19, 2006, from <a href="http://wfnetwork.bc.edu/encyclopedia_entry.php?id=272&amp;area=academics">http://wfnetwork.bc.edu/encyclopedia_entry.php?id=272&amp;area=academics</a></p>

Key Points	Suggestions for Faculty
<p>Family and Medical Leave Act (FMLA)</p> <p>BASICS: The FMLA provides covered employees with access to 12 weeks of unpaid, job-protected, benefit-given leave in a year.</p> <p>Nowicki offers the following summary of the FMLA: The Family and Medical Leave Act ("FMLA") of 1993 (29 U.S.C. section 2601 et. seq.) guarantees eligible employees who work for covered employers, 12 weeks of unpaid leave in a 12-month period: (1) for the birth of a child or the placement of a child with the employee for adoption or foster care; (2) if the employee is needed to care for a spouse, child, or parent with a serious health condition; (3) if the employee's own serious health condition renders the employee unable to do his/her job. During the mandatory 12 week period, the employer must maintain the employee's group health coverage. If requested in the case of the illness of an employee or a family member of an employee, the employer must grant eligible employees leave on an intermittent or part-time basis. Intermittent leave may be taken in the smallest interval of time an employer uses in its payroll system to track absences or leaves. Upon the employee's timely return, the employer must reinstate the employee</p>	



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Key Points	Suggestions for Faculty
<p>to his or her former position or an equivalent.</p> <p>Employers who interfere with the exercise of an eligible employee's rights under the FMLA are liable for monetary damages and equitable relief.</p> <p>Regulations implementing the FMLA are found at 29 CFR 825 et. seq. The federal statute is enforced by the U.S. Department of Labor. Many states have leave laws that provide more generous benefits than those afforded under the federal FMLA and/or cover employees who are not covered under the federal FMLA. In such instances, the employee is entitled to the more generous rights afforded under the respective statute.</p> <p>Covered employers are local, state and federal agencies, local education agencies such as schools, and private employers who: (1) employ 50 or more employees in the United States or its territories, (2) at a single worksite or within a 75-mile radius (3) for each working day in 20 or more calendar weeks of the current or preceding calendar year. The 20 calendar weeks do not have to be successive. The week must be counted if the employee's name appears on the payroll. Weeks are not carried over from year to year, but are counted anew with the beginning of the calendar year. ....</p> <p>Eligible employees are those who have worked for a covered employer for a total of 12 months, have worked at least 1,250 hours (which excludes other paid or unpaid leave, such as sick leave or vacation), during the previous 12 months.</p> <p>In the event of (1) the birth of a child, (2) placement of a child with an employee for adoption or foster care or (3) for care of that child after placement, or to (4) care for an employee's parent with a serious health condition, if a husband and wife who are eligible for FMLA, both work for the same covered employer, the employer may limit the employees to a combined total of 12 weeks of leave during a 12 month period (29 CFR 825.202). However, where</p>	





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Key Points	Suggestions for Faculty
<p>both husband and wife each use a part of the 12 week FMLA leave for one of the above purposes, each employee would be entitled to the difference between the amount that specific employee has taken and the balance remaining of the 12 weeks FMLA leave. As explained in 29 CFR 825.202(c), if each spouse took 6 weeks of leave to care for a newborn, each employee could use an additional 6 weeks to care for their own serious health condition or a child's serious health condition. As in all cases, involving the FMLA, state statutes should be consulted, as some states do provide for paid disability leave before and after the birth of the child.</p> <p>Entitlement for the 12 week leave expires 12 months after the birth of the child. The 12 week leave may be taken intermittently only with the permission of the employer.</p> <p>Serious health condition can mean a physical or mental condition that involves incapacity requiring inpatient care, or involves an absence from work of more than three days, incapacity due to pregnancy or prenatal care, incapacity due to a chronic illness such as diabetes, incapacity that is permanent or long-term for which treatment may not be effective, such as Alzheimer's and any absences to receive multiple treatments (and the subsequent recovery time) from a health care provider that likely would result in incapacity of more than three consecutive days if left untreated, such as physical therapy. Leave may be taken for a few hours, such as to take a parent for medical treatment, or in any event when medically necessary, in the smallest increment that the employer's payroll system allows (29 CFR 825.203).</p> <p>Medical certification may be requested of an employee only in the following circumstances: when the employee seeks leave for their own serious</p>	



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Key Points	Suggestions for Faculty
<p>health condition or the serious health condition of an immediate family member. The employer may require and the employee must provide a second medical opinion from a doctor selected and paid for by the employer...</p> <p>Notice: The statute requires that when the need for leave is foreseeable, employees must give 30 days notice to employers of the intent to take FMLA leave. If the need is not foreseeable, employees are expected to give reasonable notice. If the leave is foreseeable and 30 days notice is not given, employers may delay the start of the FMLA leave for 30 days from the day the employee gives notice of the intent to take FMLA leave.</p> <p>Parents of an employee include the biological parent of an employee or an individual who stood in loco parentis to an employee when the employee was a son or daughter as defined in the FMLA. Those who are "in loco parentis" to an employee are those who acted as parents when the employee Has a son or daughter.... Nowicki (2003).</p> <p>Expectations for employers include:</p> <ul style="list-style-type: none"> <li>• post FMLA poster</li> <li>• revise employee handbook</li> <li>• update collective bargaining agreement</li> <li>• notify employee of eligibility</li> <li>• provide written notice when employee requests leave</li> <li>• notify employees of changes to law</li> <li>• maintain health benefits during leave</li> <li>• protect and restore job positions</li> <li>• recordkeeping</li> </ul> <p>Intended Benefits for Workers include:</p> <p>The FMLA is intended to help employees balance their work and family responsibilities. By using the leave, employees of both genders can attend to</p>	<p>Nowicki, C. (2002). Fair Labor Standards Act. In M. Pitt-Catsoupes, E. Kossek, &amp; P. Raskin (Eds.), <i>Sloan Work and Family Encyclopedia</i>. Chestnut Hill, MA: Sloan Work and Family Research Network. Retrieved April 19, 2006, from <a href="http://wfnetwork.bc.edu/encyclopedia_entry.php?id=230&amp;area=academics">http://wfnetwork.bc.edu/encyclopedia_entry.php?id=230&amp;area=academics</a>.</p>



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Key Points	Suggestions for Faculty
family and medical needs in the allotted time-period.	

Key Points	Suggestions for Faculty
<p>Age Discrimination in Employment Act (ADEA)</p> <p>BASICS:</p> <p>The ADEA of 1975 prohibits employment discrimination against people over 40 years old in terms of hiring, firing, promotion, layoff, compensation, benefits, job assignments, and training. The ADEA protections apply to both employees and job applicants.</p> <p>As stated by Workplace Flexibility 2010, The Age Discrimination in Employment Act (“ADEA”) prohibits employers with more than 20 employees from discriminating against any worker with respect to compensation or the terms, conditions, or privileges of employment because he or she is age 40 or over.</p> <p>The ADEA is primarily a civil rights law, but it was amended by the Older Workers Benefit Protection Act of 1990 specifically to prohibit employers from denying benefits to older workers. The ADEA does not require employers to provide workers with benefits, but benefit plans may not discriminate on the basis of age. In limited circumstances, an employer may be permitted to reduce benefits based on age, as long as the cost of providing the reduced benefits to older workers is the same as the cost of providing benefits to younger workers.</p> <p>As stated by AARP, The Age Discrimination in Employment Act (ADEA) is an individual’s first defense against age discrimination. There has to be a lawful reason - not connected to age - for almost</p>	<p>For more information on federal equal employment opportunity laws, see: <a href="http://www.eeoc.gov/">www.eeoc.gov/</a></p>



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Key Points	Suggestions for Faculty
<p>all employment decisions.</p> <p>Who Is Covered by the ADEA?</p> <ul style="list-style-type: none"> <li>• The law covers workers and job applicants age 40 and over.</li> <li>• The ADEA applies to employers with 20 or more employees. This includes local and state governments and the federal government. It also includes employment agencies and labor unions.</li> <li>• The ADEA does not apply to independent contractors or elected officials. It does not usually cover police and fire workers, certain federal employees in air traffic control or law enforcement, or certain highly paid executives. While persons in these positions could be retired on a mandatory basis, they cannot be denied a promotion or training base on age.</li> <li>• There are exceptions to the ADEA when age is a necessary part of a job. For example, an employer can hire a young person to play the role of a 12-year-old in a play.</li> <li>• Most states have anti-age discrimination laws that apply to employers with fewer than 20 employees.</li> </ul> <p>What does the ADEA forbid?</p> <ul style="list-style-type: none"> <li>• Job ads or recruitment materials cannot mention age or say that a certain age is preferred.</li> <li>• Programs cannot set age limits for their trainees.</li> <li>• Age can not be a factor in making any decisions about workers. This includes decisions about hiring, pay, promotions, or layoffs.</li> <li>• Employers cannot take action against workers who file a charge of age</li> </ul>	



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Key Points	Suggestions for Faculty
<p>discrimination or who participate in any ADEA process.</p> <ul style="list-style-type: none"> <li>• With a few exceptions, employers cannot force employees to retire at a certain age.</li> </ul> <p>Employers may offer voluntary early retirement without violating the ADEA. However, these offers often require employees to give up their right to make a claim under the ADEA. That requirement may be legal, but only if it follows strict rules.</p> <ul style="list-style-type: none"> <li>• Expectations for employers include           <ul style="list-style-type: none"> <li>- do not indicate age preference or limitations on hiring materials</li> <li>- maintain older workers' benefits (see Older Workers Benefit Protection Act of 1990 which amended the ADEA)</li> <li>- must set out explicit details if the employer is requesting a waiver of ADEA rights from an employee</li> </ul> </li> </ul>	

#### ▲ Suggestions for Reading Assignments

Academic literature in the work-family area of study is both rich and expansive. The authors of this module have selected just a few publications for this class session.

For supplemental readings, faculty and students can search the online database of Work-Family Literature created and maintained by the Sloan Work & Family Research Network. [http://libtest.bc.edu/F?func=find-b-0&local\\_base=BCL\\_WF](http://libtest.bc.edu/F?func=find-b-0&local_base=BCL_WF).

As of the April 2006, there are citations and annotations entered for more than 7,100 scholarly work-family publications.

#### Selected Publications Suggested for Undergraduate & Graduate Students

Aitchison, W. (2003). *The FMLA: Understanding the Family and Medical Leave Act*. Portland, OR: Labor Relations Information Systems.



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- Barnes, N.M. & Good, J.A. (2005). The three headed monster: ADA, FMLA, and workers' compensation: how employers can ensure compliance. *Employee Relations Law Journal*, 31(3), 48-55.
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- Decker, K. H. (2000). *Family and medical leave in a nutshell*. St. Paul, Minn.: West Group.
- Hofferth, S.L. & Curtin, S.C. (2006). Parental leave statutes and maternal return to work after childbirth in the United States. *Work and Occupations* 33(1); 73-105.
- Kochan, T.A. (2005) *Restoring the American dream: A working families' agenda for America*. Cambridge, MA: The MIT Press.
- Lenhoff, D. & Bell, L. (n.d.) Government support for working families and communities: Family and Medical Leave as a case study. Retrieved April 19, 2006, from [http://www.johnsonfdn.org/images/work\\_family\\_democracy.pdf](http://www.johnsonfdn.org/images/work_family_democracy.pdf)
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- Rudd, E. (2004). Family leave: A policy concept made in America. In M. Pitt-Catsouphes, E. Kossek, & P. Raskin (Eds.), *Sloan Work and Family Encyclopedia*. Chestnut Hill, MA: Sloan Work and Family Research Network. Retrieved April 19, 2006, from [http://wfnetwork.bc.edu/encyclopedia\\_entry.php?id=233&area=academics](http://wfnetwork.bc.edu/encyclopedia_entry.php?id=233&area=academics)
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- Wisensale, S. (2001). *Family Leave Policy: The political economy of work and family in America*. Armonk, NY: M.E. Sharpe.



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Weisendale, S. (2001). Two steps forward, one step back: the Family and Medical Leave Act as retrenchment policy. *Review of Policy Research*, 20(1), 135-151.

Wisensale, Steven K. (1997). The White House and Congress on child care and family leave policy: from Carter to Clinton. *Policy Studies Journal*, 25(1), 75-87.

### **Selected Publications Suggested for Graduate Students**

Baird, C.L. & Reynolds, J.R. (2004). Employee awareness of family leave benefits: The effects of family, work, and gender. *The Sociological Quarterly*, 45(2), 325-353.

Budd, J.W. & Brey, A.M. (2003). Unions and Family Leave: Early experience under the Family and Medical Leave Act. *Labor Studies Journal*, 28(3), 85-105.

Campion, W.J. & Dill, J.C. (2000) An investigation of the impact on higher education of the Family and Medical Leave Act of 1993. *Public Personnel Management*, 29(1), 147-56

Dorman, P. (2002). FMLA, PDA and maternity leave in Idaho: a comparison study of survey data 1992-1993 and 1998. *The Social Science Journal*, 39(3): 451-464.

Gerstel, N. & McGonagle, K. (1999). Job leaves and the limits of the Family and Medical Leave Act: The effects of gender, race, and family. *Work and Occupations*, 26(4), 510-534.

Hedge, J.W., Borman, W.C., & Lammlein, S.E. (2006). Age stereotyping and age discrimination. In Hedge, J.W., Borman, W.C., & Lammlein, S.E. (Eds.), *The aging workforce: Realities, myths, and implications for organizations* (pp. 27-48). Washington, DC: American Psychological Association.

Kelly, E. & Dobbin, F. (1999). Civil rights law at work: Sex discrimination and the rise of maternity leave policies. *American Journal of Sociology*, 105(2), 455-492.

Mutari, E. (2004). Brothers and breadwinners: Legislating living wages in the Fair Labor Standards Act of 1938. *Review of Social Economy*, 62(2): 129-148.

Waldfoegel, J. (2001). Family and medical leave: Evidence from the 2000 surveys. *Monthly Labor Review*, 124(9), 17-23.

### **^ Suggestions for Class Activities and Assignments**

#### **Assignment Options**



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### **Option 1: Getting the Legislators' Attention**

This assignment will be to create an influential written product for state legislators on a family policy topic of your choosing, related to your field placement. Policymakers are strapped for time and resources; how can the class, as experts and advocates, assist policymakers and their staff in receiving critical research and information?

This product may include:

- a brief history of the issue/problem
- research and statistics regarding the effect on constituents
- summary of the relevant legislation
- global indicators or implications
- resources
- other materials that may be of interest to your target policymaker.

Keep in mind how you will send this information, to whom, when, and in what format. Thoroughly develop a plan for distribution of the product, and prepare to select who to send it to. You will be asked to distribute at least one copy of your product.

### **Option 2: A Policy Defense**

This assignment will be to defend both a "yea" and a "nay" position on a family policy of your choice. Through the course you will research the alternative positions, and prepare an issue brief containing both positions. The page limit for each position is 7 pages. References must be included.

At the end of the semester, you will be asked to present in defense of one of the positions in a ten minute oral argument. You will not know beforehand which position you will be defending, rather, one of the positions will be chosen for you on the day of your presentation. Your classmates will evaluate your oral presentation based on its persuasiveness, relevance, and style. The paper is due one week after your defense.





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## Module 4: Work-Family Policy in the United States

### Section III: Module Summary

This module has introduced students to:

- Characteristics of “work-family policies,”
- Work-family policy on the state-level, and
- Work-family policy on the federal-level.

Faculty and students interested in exploring these and other work-family issues in more depth might consider other teaching modules prepared by the Curriculum Task Force of the Sloan Work and Family Research Network.

## Module 4: Work-Family Policy in the United States

### Section IV: Suggested Resources

#### Online References

There are several online resources that could be of assistance. As appropriate, each of the Work-Family Curriculum Modules suggests specific online resources. In addition, we recommend that you consider using the resources posted on the website of the Sloan Work and Family Research Network ([www.bc.edu/wfnetwork](http://www.bc.edu/wfnetwork)).

- **Database of academic work-family literature.** Citations for over 7,000 work-family publications are in this database. You (and your students) can get access to full-text articles published in some of the journals that often publish work-family manuscripts. (Contact the Sloan Network at [wfnet@bc.edu](mailto:wfnet@bc.edu) for a password to access full texts of articles). The Network’s database of work-family literature can be accessed at: [http://libtest.bc.edu/F?func=find-b-0&local\\_base=BCL\\_WF](http://libtest.bc.edu/F?func=find-b-0&local_base=BCL_WF).
- **Class activities.** Academics around the country have developed a wide variety of teaching activities and assignments that you can use. The list of these activities is available at: <http://wfnetwork.bc.edu/activities.php>.



[www.bc.edu/wfnetwork](http://www.bc.edu/wfnetwork)

- **Work-Family Encyclopedia.** Scholars from around the world have written nearly 60 articles which have been accepted to the peer-reviewed *Work-Family Encyclopedia*. The entries present overviews for a wide range of topics. The contents of the *Encyclopedia* can be accessed at: <http://wfnetwork.bc.edu/encyclopedia.php?mode=nav>.
- **Sample course syllabi.** A number of faculty members have kindly shared their course syllabi. These can be accessed at: <http://wfnetwork.bc.edu/template.php?name=syllabi>.

## Publications

In addition to the publications suggested in the Work-Family Curriculum Modules, the following publications can be used as teaching reference materials.

- **Teaching Reference Publications.** The following work-family references that are particularly appropriate for teaching are available in hard-copy.
  1. Friedman, S., DeGroot, J., & Christensen, P. (Eds.). (1998). *Integrating work and life. The Wharton Resource Guide*. San Francisco, CA: Jossey-Bass/Pfeiffer. [The Wharton Resource Guide contains information appropriate for a range of work-family topics. Ideas for exercises are included.]
  2. Pitt-Catsouphes, M., Kossek, E., & Sweet, S. (Eds.). (2006). *Work and family handbook: Multi-disciplinary perspectives and approaches*. Mahwah, NJ: Erlbaum Publishers. [This handbook provides an overview of different disciplinary perspectives about work and family issues, includes chapters on a range of methodological approaches to the study of work and family experiences, and considers the implications of linking scholarship, practice, and policy.]
  3. Stebbins, L.F. (2001). *Work and family in America*. Santa Barbara, CA: ABC-CLIO, Inc. [As noted by the publishers, "... *Work and Family in America* examines the changing cultures of the workplace, family, and home. This extensive overview of this burgeoning field includes everything from a detailed history and statistics comparing trends in the United States and abroad to key legislation and legal cases."]