

WORKING DRAFT

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**ASSESSING THE E-ADVOCACY TECHNIQUES OF THREE
NATIONAL ORGANIZATIONS WORKING FOR CHILDREN**

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Assessing the E-Advocacy Techniques of Three National Organizations Working for Children

Jeff Krehely and Maria Montilla

This paper assesses the e-advocacy techniques of national organizations that work with children's issues, based on reviews of their Web sites. The organizations include the Children's Defense Fund, the National Association for the Education of Young Children, and the Families and Work Institute. On-site interviews with officials from The Children's Defense Fund and the National Association for the Education of Young Children will be conducted in February 2001 to answer questions regarding perceived e-advocacy costs and effectiveness, as well as how the "digital divide" impacts an organization's decision to use e-advocacy techniques. The authors will report on these interviews at the Spring Research Forum.

INTRODUCTION

Advocacy is frequently lauded as one of the nonprofit sector's most vital functions. Salamon (1995) lists several of these proclamations by researchers and nonprofit leaders, including Brian O'Connell, Ralph Kramer, and Michael O'Neill. Salamon himself states, "Of all the functions of the nonprofit sector, few are more critical than that of advocacy, of representing alternative perspectives and pressing them on public and private decisionmakers." Advocacy on behalf of children is an especially critical function of the nonprofit sector, since young people do not have access to many of the resources that a constituency needs to be an organized and effective player in the political process. Our paper assesses the impact relatively new technologies — such as the Internet and e-mail — have had on how three nonprofit organizations represent the interests of children.

Our paper first provides a brief overview of the missions, programs, and activities of three 501(c)(3) nonprofit organizations that work with issues related to children: the Families and Work Institute (FWI), the Children's Defense Fund (CDF), and the National Association for the Education of Young Children (NAEYC). We chose these organizations because they

represent three different prototypes of nonprofit organizations: CDF is a direct advocacy organization for children; FWI is a research organization that studies the impact of parental employment on family and child well being; and NAEYC is a membership organization that provides accreditation services to early childhood education programs.

Following the overviews, we review the organizations' use of the Internet and other technologies to conduct their advocacy-related work. Next, we evaluate these "e-advocacy" activities considering that a noticeable "digital divide" remains in our nation, leaving many poor people without the resources needed to access and use computers, e-mail programs, and the Internet. Finally, we list several questions that will be asked of representatives from CDF and NAEYC in an effort to assess the full impact new technologies have had on their abilities to represent all children, rich and poor alike. Interviews are scheduled for February 2001 and will be reported on during the Spring Research Forum in March. Attachments 1, 2, and 3 follow the paper's bibliography, and include detailed overviews of the three organizations' programs and their advocacy activities (based on our review of their Web sites).

ORGANIZATION OVERVIEWS

Among the three organizations that we studied, CDF — not surprisingly — does the most advocacy work. CDF's mission is to "Leave No Child Behind, and to ensure every child a Healthy Start, a Head Start, a Fair Start, a Safe Start, and a Moral Start in life and successful passage to adulthood with the help of caring families and communities." The organization strives to educate the public and policymakers about the needs of children, especially those who are either poor, members of a minority group, or have disabilities. To achieve its goals, CDF provides training and technical assistance to state and local child advocacy organizations;

conducts and disseminates research on public policy issues related to children; monitors Congressional activity on these issues; and helps and encourages members of the public to contact their representatives in Congress with their thoughts on particular pieces of legislation.

Unlike CDF, advocacy is not the primary activity of NAEYC, which “exists for the purpose of leading and consolidating the efforts of individuals and groups working to achieve healthy development and constructive education for all young children.” NAEYC has 100,000 individual members — primarily early childhood educators — and a network of 450 state, local, and regional affiliates. One of the primary functions of NAEYC is providing accreditation services to child care centers, kindergarten programs, and pre-schools, in an attempt to help parents make good decisions when choosing these services for their children. The organization also conducts advocacy on issues and legislation related to young children, such as nutrition, child care, early elementary education, and the national Head Start program.

FWI is a research organization and does not regularly advocate on particular pieces of legislation. It works to address “the changing nature of work and family life,” and is “committed to finding research-based strategies that foster mutually supportive connections among workplaces, families, and communities.” Much of its research focuses on how children are impacted by their parents’ work schedules, and attempts to provide a voice for children within the work-family context. Using this research, FWI occasionally provides testimony before Congress, as it did in the early 1990s when the Family and Medical Leave Act was in Committee.

In general, these three organizations use the following broad strategies to influence policy changes and reforms on behalf of children:

Public education strategies: These strategies directly influence public opinion about a general problem or concern. To inform the public about issues affecting children and their families, the organizations in our study conduct and disseminate research, organize media campaigns, and convene seminars and conferences.

Strategies to influence the policy process: These strategies influence congressional constituencies to support or oppose particular pieces of legislation¹. We found that CDF and NAEYC use direct tactics to encourage people to express their views on legislation affecting children, by providing the public with legislators' names, contact information, and positions on child-related issues, as well as guidelines for communicating with lawmakers. Directly presenting research findings to lawmakers is another way that groups attempt to influence the policy process.

Election-related strategies: Unlike lobbying strategies that endorse or oppose specific legislation, election-related strategies are used to endorse or oppose the election of a particular candidate. By federal law, 501(c)(3) organizations are not allowed to participate in any political campaign on behalf of or in opposition to candidates for public office. However, other types of nonprofit organizations, such as 501(c)(4) social advocacy groups, are allowed to engage more broadly in political and electoral activities (see Smucker, 1999 for more information on these regulations). Some child advocacy organizations have created 501(c)(4)s to implement lobbying and political activities beyond those allowed under the rules for 501(c)(3)s. CDF, for example, has created the CDF Action Council, a 501(c)(4), to implement its more overt political advocacy activities.

¹ Under federal law, there are limits to the amount of money that 501(c)(3) tax-exempt organizations can spend on lobbying. See Alliance for Justice, 2000 (a and b) for more information.

E-ADVOCACY TECHNIQUES

The technological revolution that took place in the 1990s impacted many aspects of society, from how people listen to music to how they do scholarly research. The nonprofit sector was no exception, as e-mail and Internet access became standard tools for many organizations. For example, a 1996 survey conducted by the National Council of Nonprofit Associations found that 45 percent of the 1,500 respondents used e-mail and 31 percent used the World Wide Web to communicate. A more recent study of 2,100 nonprofit organizations, conducted in July 2000 by Gifts In Kind International, found that nearly 90 percent of the organizations surveyed used the Internet and had e-mail access (Greene 2001).

Anecdotal evidence shows that advocates are using the Internet and other new technologies to further their causes and push for social and political changes. For example, recent protests at the World Trade Organization meeting in Seattle and the International Monetary Fund/World Bank meeting in Washington, DC were largely organized over the Internet. Everything from protest strategies to finding housing for out of town protestors was done on-line. These events and the e-organizing that led to them demonstrate why the Internet has been called “an agitator’s dream: fast, cheap, and far-reaching” (Kauffman 2000).

In general, e-advocacy techniques help organizations communicate more effectively and efficiently with people who have the resources and know-how to access the Internet and related technologies. Large, national organizations can use e-mail and listservs to interact with people at the local level, while smaller local groups can use the same tools to communicate with policymakers in state capitals and Washington, DC (Demko 1998). Also, Web sites can be used to quickly disseminate research findings and reports to a broad audience, without any postage or printing costs for the organization.

The organizations we studied use a variety of the e-advocacy techniques that are currently available to nonprofit organizations. Below is a brief review of each organization's use of e-advocacy, based on our examination of their Web sites in November 2000. As mentioned earlier, more complete information can be found in Attachments 1, 2, and 3, which include a content analysis of each organization's Web site, as well as general information on the organizations.

Children's Defense Fund — CDF uses its Web site and other e-techniques rather extensively to further its advocacy efforts. All of the organization's major advocacy-related programs, as listed on its latest Form 990 filing with the IRS, are in some way developed or presented on its Web site. Most of the organization's publications and data are available to the public for either downloading or ordering. A variety of e-mail listservs are also available, each on a different topic related to children, which users can subscribe to free of charge. Overall, the main CDF Web site does a thorough job of helping the public to become more informed about the issues that are important to the organization and children.

CDF has an affiliated organization called the CDF Action Council, which is a 501(c)(4) social advocacy organization, as classified by the IRS. Users can link to the CDF Action Council Web site from the main CDF page. At the Action Council's page, users can find voting records for all members of the United States Congress on legislation related to children's issues. Rankings of the "Best and Worst Members of Congress" are also available. Finally, the Action Council's Web site helps users compose electronic and hard copy letters to members of Congress, so they can express their opinions to their representatives on particular pieces of legislation.

National Association for the Education of Young Children — NAEYC uses several e-advocacy techniques to educate the general public and influence the policy process. These techniques have been gradually added to the Web site, most of them in the last few months.

To influence public opinion, NAEYC uses its Web site to present its position on issues affecting children and child care professionals. NAEYC, for example, has been a pioneer in helping the public to understand the importance of high-quality early childhood programs. Today, many policymakers, child advocates, and members of the child care industry know that quality curriculum, equitable compensation for staff, and affordable services for families are three basic components of high-quality child care programs. These three concepts are discussed and analyzed in several publications on NAEYC's Web site.

NAEYC also uses e-advocacy techniques to influence legislation. For example, the association uses its Web site to inform the public about relevant activities in Congress as well as to update users on passed or rejected legislation. Users can also sign up to receive e-mail messages with regular updates and action alerts on important issues that are being discussed in Congress. Finally, NAEYC has incorporated into its Web site e-mail links that allow users to send messages from the web to the e-mail addresses of their representatives in Congress.

Families and Work Institute — The main e-advocacy technique that FWI uses is related to public education. More specifically, FWI uses its Web site to disseminate its research findings and to sell its products, many of which advocate for the well being of children in working families.

At the time of our review of FWI's Web site, a section called "Community Mobilization Forums" was still under construction. Each forum is designed to give people the tools and information they need to "begin or enhance community mobilization efforts to improve the

quality of life for children and families.” If FWI develops this resource, it could be used by state and local advocates to communicate with each other and become “cyber-trained” in child advocacy practices.

THE “DIGITAL DIVIDE” & ITS IMPLICATIONS FOR ADVOCATES

The three organizations we studied use a variety of e-advocacy techniques to influence public opinion and introduce policy changes and reforms on behalf of children. These techniques have several advantages for the organizations that use them; in general, they allow these groups to communicate quickly and inexpensively with a diverse audience, including the general public, state and local organizations, and policymakers. But not everyone has access to these new technologies, either because of a lack of skills, financial resources, or both. It is important to ask, then, how these organizations ensure that they are not neglecting constituencies that fall into the digital divide.

The term ‘digital divide’ is used to describe the gap that exists between people who have the resources and skills that allow them to participate in the technological revolution and those who do not. To assess the magnitude of the digital divide, the Department of Commerce, through the National Telecommunications and Information Agency (NTIA), has been analyzing data from the Census Bureau’s Current Population Survey and the Survey of Income and Program Participation. Some of the NTIA’s most recent analysis (2000) shows that the United States is moving from a digital divide to “digital inclusion.”

For example, between December 1998 and August 2000 the percentage of all households with a computer increased from 42 percent to 51 percent. The percentage of individuals using the Internet also increased during the period, from 33 percent to 44 percent. Further, people who

traditionally have been technology “have nots” — such as those living in rural areas and from low income backgrounds — have increased their rates of Internet access. The number of schools, libraries, and other public access centers offering free or low-cost computer and Internet access is also increasing.

Despite the gains that have been made overall and among specific groups of people, a digital divide still exists in the United States. NTIA estimates that 67 percent of Asian Americans and Pacific Islanders and 56 percent of whites in the United States have a computer. But only 33 percent of African Americans and 34 percent of Hispanics have one. A racial digital divide is also found when assessing who has access to the Internet at home. The NTIA analysis reveals that Asian Americans and Pacific Islanders are most likely to have home Internet access (57 percent), followed by whites (46 percent). Only 24 percent of African Americans and Hispanics, however, have similar access.

Disparities also exist across income groups, with low income individuals — not surprisingly — being much less likely to have a computer or Internet access at home. Only 19 percent of households with income less than \$15,000 have a computer; 13 percent of these households have home Internet access. At the other extreme, among households with income greater than \$75,000, 86 percent have a computer at home, and 78 percent have home Internet access.

After reviewing these three organizations’ Web sites, considering that a persistent digital divide exists in our nation, several questions need to be answered. We will pose these questions to leaders from CDF and NAEYC during interviews in February and report on our findings at the Research Forum in March. Below are some of the questions we will be asking during the interviews:

- Has the organization formally measured the costs and benefits of using e-advocacy techniques? If so, how were they measured and what were they?
- How is the overall effectiveness of e-advocacy techniques measured on an ongoing basis?
- Is e-advocacy viewed as a complement to or replacement for more traditional forms of organizing and outreach?
- What efforts, if any, are used to engage people without access to new forms of technology?
- Does the organization coordinate the e-advocacy techniques used by its affiliates and/or related state and local organizations?

Overall, we want to talk to representatives from these organizations to acquire a fuller understanding of their e-advocacy activities. If a parent does not have access to a computer or the Internet due to a lack of skills or financial resources, then he or she will not be able to participate in online activities, or acquire information available only online, that might help his or her child. Further, it is the conditions of the nation's poorest children that most need to be addressed and that have the greatest chance of piquing the interests of lawmakers. A letter to Congress from a parent living in poverty would probably be more effective than one from a middle-class mother whose children are not struggling in life. According to data from the NTIA, there is a good chance a parent in poverty has never even used the Internet. As e-advocacy becomes the norm, we need to know if and how people who are not connected are being reached and helped.

CONCLUSION

Because nonprofit advocacy — in its broadest sense — plays a central role in the policymaking process and can give a voice to underrepresented constituencies, including children, it is important for the nonprofit sector to monitor trends that can enhance or inhibit advocacy activities. The recent technological revolution is, of course, one such trend. As

discussed above, e-advocacy techniques have provided advocates with new ways of educating the public, organizing their constituencies, and communicating with policymakers. But it also presents advocates with an opportunity to overlook and neglect some of their most vulnerable constituents: poor children whose families cannot afford to take part in the revolution.

Our initial review of CDF's, NAEYC's, and FWI's Web sites raises questions regarding the effectiveness of e-advocacy and, especially, whether or not it is an equitable way for organizations to do their political work. As e-advocacy techniques become standard tools of nonprofit organizations working for social and political changes, the answers to these questions become increasingly important.

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Attachment 1

Children's Defense Fund
25 E Street, NW
Washington, DC 20001
www.childrensdefense.org

Organization Overview

The Children's Defense Fund (CDF), a 501(c)(3) organization, was founded in 1973 by Marian Wright Edelman. Its mission is to "Leave No Child Behind, and to ensure every child a Healthy Start, a Head Start, a Fair Start, a Safe Start, and a Moral Start in life and successful passage to adulthood with the help of caring families and communities." CDF represents the interests of the nation's children, with a particular emphasis on those who are poor, members of a minority group, or have disabilities. The organization strives to educate the public and lawmakers about children's needs, and "encourages preventive investment before they get sick or into trouble, drop out of school, or suffer family breakdown."

Advocacy Activities

CDF primarily engages in advocacy-related work. According to CDF's 1998 Form 990, the organization spent \$11,301,446 on four main program areas. They include:

- **Leadership Development and Community Capacity Building** — This program provides technical assistance and training to state and local child advocacy leaders and organizations (\$4,569,979);
- **Policy and Program Development and Implementation** — This program collects and analyzes data on a variety of issues related to child well being (\$3,083,526);
- **Public Education and Publications** — This program educates the general public on the needs of children through reports, publications, and media campaigns (\$1,766,158); and
- **Black Community Crusade for Children** — This program organizes and trains leaders in the African American community to serve as advocates for children (\$1,881,783).

Also according to CDF's 1998 Form 990, the organization spent \$175,214 on lobbying that year (\$97,206 for grassroots lobbying; \$78,008 for direct lobbying).

CDF uses its Web site to conduct and advance many of these advocacy-related activities. Most of the organization's publications and data are available for downloading or ordering through its Web site. Users can sign up for a free weekly newsletter for advocates working on issues related to early childhood and school-aged children. This newsletter provides information on current legislative issues at the state and national levels, as well as research findings and strategies for

advocacy action. Users can also subscribe to six free e-mail listservs, covering topics such as child care, health, and violence prevention. The Black Community Crusade for Children has a rather large presence within the organization's Web site. Many links to the Web sites of related organizations and causes are also available.

The Web site also contains a "Take Action" area, which provides users with a list of key child-related legislative issues. Each issue is described in detail and its projected impact on children and programs for children is discussed. From the "Take Action" area, users can link to a page that helps them compose messages to their representatives in Congress, via either electronic or traditional mail. The site also provides users with their representatives' positions on child-related issues, as well as a listing of what political action committees contribute to their representatives' campaigns.

Technically, the actual letter writing services — as well as the other political services — are conducted through the Web site of the CDF Action Council, a 501(c)(4) social advocacy organization that is related to the main charitable entity. The Web site for the CDF Action Council is more overtly political than is the site for CDF itself, and contains voting records for all members of Congress, including a ranking of "The Best and Worst Members of Congress for Children." Similar rankings are also available for "The Best and Worst States for Children," based on several key indicators of infant and child well being, including infant mortality rates and child immunization rates.

The CDF Action Council's Web site also features a "2000 Child Campaign" page, which provides voters with statistics on child well-being, as well as questions related to children's issues for them to ask of candidates for public office. At the time of this writing, shortly after the 2000 elections, it is difficult to judge how often and to what extent this part of the CDF Action Council's Web site is maintained and updated.

Conclusion

The Children's Defense Fund's basic mission is to serve as an advocate — in the broadest sense of the word — for children. Because the Internal Revenue Service restricts the amount of legislative advocacy 501(c)(3) charitable organizations may engage in, it is not surprising that the CDF has created a 501(c)(4) organization, the CDF Action Council, that is not held to such restrictions. Because the IRS — and no other regulatory body — can restrict activities related to public education, it is also not surprising that CDF handles this type of advocacy, while the Action Council is more political and legislative specific. Taken together, both organizations' Web sites present a detailed picture of e-advocacy techniques.

Attachment 2

National Association for the Education of Young Children
1509 16th Street, NW
Washington, DC 20036
www.naeyc.org

Organization Overview

The National Association for the Education of Young Children (NAEYC) was founded in 1926 to promote high-quality early learning for children from birth through age eight. NAEYC works with parents, teachers, business leaders, and policymakers to implement its programs. Approximately 100,000 individuals are members of the association and nearly 450 local, state, and regional organizations are part of its national network of affiliates. The association focuses its work in three main areas:

High-quality care and education programs: NAEYC, through the *National Academy of Early Childhood Programs*, administers a national accreditation system for all types of preschools, kindergartens, child care centers, and school-age child care programs. NAEYC trains volunteers who visit the centers, assesses the quality of programs and services, and grants accreditation to programs, all in an effort to help parents make informed choices. The accreditation system is sustained by fees paid by the early childhood programs that seek accreditation.

Professional development: NAEYC organizes several conferences to discuss the latest developments in early childhood education. The association also organizes workshops to train teachers and provides guidelines for appropriate education strategies.

Advocacy activities: By implementing a wide range of advocacy strategies, such as public education, grassroots lobbying, and direct lobbying, NAEYC works to increase public understanding of, and support and funding for, high-quality, early childhood education.

Advocacy Activities

One of NAEYC's main goals is to increase public support for high quality child care programs. The organization listed four broad program service accomplishments on its Form 990, but does not list specific outcomes. The four accomplishments (and program service expenses devoted to them) are: Membership Services (\$3,378,956), the Center Accreditation Project (\$1,306,650), the Annual National Conference (\$1,004,444), and programs for educational purposes in rural and other areas (\$1,004,444).

According to the organization's 1998 Form 990 filed with the IRS, the organization only incurred about \$30,000 of lobbying expenditures that year, which is less than 1% of the total program service expenses (\$5,920,805).

According to information presented in the Goals and Strategies section of the organization's Web site, NAEYC implements three advocacy strategies: public education, grassroots lobbying, and direct lobbying. NAEYC develops public education strategies to inform the general public about current issues that affect or help sustain high quality early childhood programs. Likewise, the association provides training and support to individual members and affiliates to take action to improve the quality of life of the children in their communities. Finally, NAEYC influences public policies that affect the provision of childhood services. To do so, the association uses the following e-advocacy techniques:

- On-line NAEYC Position Statements on issues that affect both children (from birth through age eight) and early childhood professionals. Some of these statements endorse or reject specific pieces of legislation;
- On-line research reports on issues critical to early childhood education;
- On-line reports on state legislative trends and policies affecting early childhood programs;
- On-line updates of Congressional activity;
- An on-line "Action Center" allows users to write to their legislators on behalf of children. However, this section does not ask users to take action on particular legislation. By typing in their zip code, users find their member of Congress, bring up a profile of the member, and can compose an e-mail or a printed letter to the congressional member with their personal concerns;
- Users can sign up for e-mail action alerts on policy and regulatory issues that impact young children.

Conclusion

Advocacy is a regular part of the NAEYC's activities. The association is dedicated to improving the quality of educational programs for children, particularly by setting standards and guidelines for early childhood education centers. Its accreditation program is now known nationwide and, in some states, it is part of the requirements that childhood centers need to meet to receive state funding. Likewise, the association's positions on the quality, affordability, and accessibility of early childhood programs have been part of the agendas of many child advocates in the past. Until recently, NAEYC did not use many e-advocacy techniques. But by the end of 2000, the association noticeably improved its use of the Internet as a vehicle for its advocacy activities.

Attachment 3

**Families and Work Institute
330 Seventh Avenue, 14th Floor
New York, NY 10001
www.familiesandwork.org**

Organization Overview

Families and Work Institute (FWI), a 501(c)(3) organization, was founded in 1989 by Dana Friedman and Ellen Galinsky. It works to address “the changing nature of work and family life,” and is “committed to finding research-based strategies that foster mutually supportive connections among workplaces, families and communities.” Much of the organization’s work focuses on educating parents about the needs of children as mothers and fathers pursue careers. Specifically, according to its Web site, FWI strives to:

- Identify emerging work-life issues, considering the entire life cycle, from prenatal and child care to issues of the aging workforce, and all levels of employees, from managers to assembly-line workers, at all types of organizations.
- Benchmark solutions to work-life problems across all sectors of society – business, education, community, and government – and serve as broker to build connections among these sectors.
- Evaluate the impact of solutions on employees, their families, their communities, and on the productivity of employers.

Advocacy Activities

Political advocacy does not appear to be a central activity of FWI. On its 1998 Form 990, on file with the IRS, the organization lists four broad program service accomplishments, but does not list specific outcomes. The four accomplishments (and program service expenses devoted to them) are: Community Life Programs (\$723,267), Family Programs (\$28,587), Work Life Programs (\$882,834), and Information Services (\$195,376). The latter category might involve the most advocacy activity, primarily in the form of educating the public on issues on which the organization conducts research. Also, FWI reports no legislative expenses on Form 990’s Schedule A.

Due to this limited advocacy agenda, it is not surprising that, based on our review of the organization’s Web site, we conclude that the organization has not made an extensive effort to use e-advocacy techniques. Which is not to say that no e-advocacy is taking place. For example, FWI uses the web to disseminate and advertise its research results as well as to provide local activists with a model for organizing at the community level.

Research Dissemination/Advertising — FWI’s homepage contains information on *Ask the Children*, written by FWI president Ellen Galinsky. This book provides working parents with tips on balancing work and home life, as well as how to help children understand why parents want and need to work. It is based on extensive discussions and interviews with children, and expresses what their needs are within the work-family context.

The Web site contains other information on FWI publications, including the work the organization has done through its “Fatherhood Project,” which is designed to help fathers become better and more active participants in their children’s lives. Several publications are summarized on the Web site; ordering information is also provided.

Community Organizing — FWI’s Community Mobilizations Forums (CMF) are designed to give people the tools and information they need to “begin or enhance community mobilization efforts to improve the quality of life for children and families.” There are currently 11 components to the CMF program:

- Getting Started
- Assessing Community Needs
- Involving Families
- Collaboration
- Governance
- Improving Program Quality
- Maintaining Momentum
- Financing
- Public Engagement
- Measuring Progress and Results
- Fatherhood

Each of these areas has a section on FWI’s Web site, and is divided into four areas: a main overview page; a “library” on related readings; a bulletin board for electronic discussions; and a download section that contains various documents providing tips related to the specific component. Much of these areas and sections were still under construction at the time of this writing, so it is difficult to assess their quality and popularity among cyber activists.

Conclusion

The Families and Work Institute is not specifically a child advocacy organization. But its efforts to promote the well being of working families — including children — lead us to include FWI in our child advocacy universe. Its Community Mobilization Forums have the potential to develop into a useful tool for child advocates around the world. But for now, educating the public on issues important to children in today’s working families appears to be FWI’s primary e-advocacy activity.