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ABSTRACT

This resource guide includes information to help advocates for children be more effective, whether they work at education and research or in direct action with media and legislators. The guide begins with a one-page description of the Indiana Youth Institute (IYI), listing the kinds of youth-related research materials and services it provides. The section titled "Facts" is a three-page listing of various statistics on social problems affecting families, children, and youth in Indiana. The "Strategies" section lists 60 ways to be an advocate; gives advice on how to use mass media; offers pointers on coalition-building; and tells how to work with elected officials and how to find out about federal and state rules for lobbying for nonprofit organizations. The "Information" section lists addresses and phone numbers of statewide child advocacy organizations according to focus (General, Abuse, Diversity, Economics, Education, Employment, Families, Health, Legal and Juvenile Justice, Religion). The section also provides a 22-item bibliography of books on youth advocacy, a list of 7 periodicals, and 1 audiovisual resource about the Indiana State General Assembly. Several excerpts from the books and periodicals are included. The guide ends with an order form for publications sold by IYI, a list of bibliographies available free of charge from IYI, and a feedback survey form for reader reactions on the guide. (ME)

A Guide to Resources on ADVOCACY

Facts, Strategies, and Information

The Indiana Youth Institute
Working with adults who care about youth

A Guide to Resources
on

ADVOCACY

Facts, Strategies,
and Information

Prepared by Kelli Webb,
Barbara Ludlow and Becky Ristow

DECEMBER 1992

The Indiana Youth Institute was established in 1988 as an independent, nonprofit center. IYI is an intermediary agency serving the youth of Indiana by supporting adults who care about youth--both youth-serving professionals and policy makers--with research, training, and advocacy. IYI recommends, but does not endorse, the resources and information provided in this guide. This is only a sampling of materials and information available on advocacy. For further information, please contact your local libraries.

Indiana Youth Institute • 333 N. Alabama Street • Suite 200 • Indianapolis • Indiana • 46204 • (317) 634-4222 • (800) 343-7060

THE RESOURCE CENTER

Through its Resource Center, the Indiana Youth Institute provides a wealth of information on a broad range of issues that affect young people, creates a strong communication network, and serves as a state and national resource for information about Indiana's efforts on behalf of its young people.

Accurate and comprehensive information gives youth-serving professionals the tools to know whether they have made a difference. Through its noncirculating collection, the IYI Resource Center promotes linkages between statewide efforts on behalf of youth.

The IYI Resource Center provides:

- information from books, journals, videos, and ephemeral materials on issues affecting children, adolescents, parents, and youth workers;
- program information from statewide agencies and selected national agencies;
- resource bibliographies;
- annotated guides to resources that provide in-depth information on specific topics related to youth;
- access to on-line searches for demographic and bibliographic data;
- the names, addresses, and phone numbers of program/agency contact people in Indiana and the United States.

Please call the Resource Center staff with your requests or inquiries at (317) 634-4222 or (800) 343-7060. Our fax number is (317) 685-2264.

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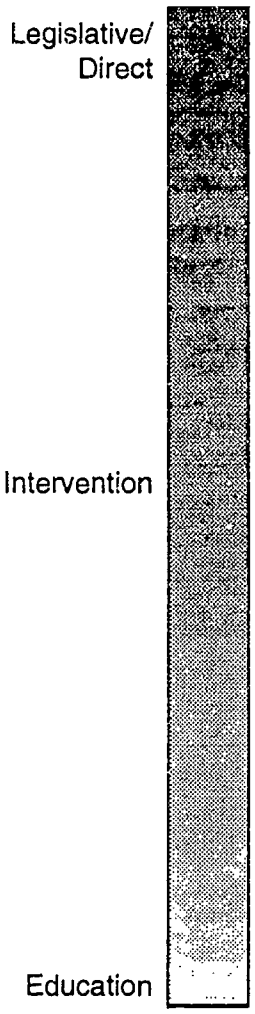
INTRODUCTION

Advocacy is speaking out on behalf of a cause. Youth or child advocacy is the process by which caring adults and young people speak out on behalf of youth. Advocates can either work individually or together in groups or coalitions.

This Guide includes information to help advocates be effective whether they work at education and research or in direct action with the media and legislators.

Advocacy Continuum

Advocacy includes both direct action such as lobbying and less direct adtivities such as work-shops, or research. This range is represented as a continuum.



Specifically, this Guide contains

- facts to use in proposals, articles, or speeches;
- techniques used successfully by other advocates;
- sources for information about organizations and programs;
- brief key articles on advocacy; and
- book lists and publications available from IYI.

This Guide is designed to help you

- develop and maintain coalitions and networks,
- speak and write with greater authority on advocacy,
- use successful techniques from other advocates,
- work effectively with the media,and
- get examples of creative ideas for change, and improve fund raising skills.

No single Guide could include everything. In putting this Guide together we responded to requests from a variety of *advocates.* Your comments are always welcome. (We include an easy-to-use form at the end of the Guide for your convenience.) Please let us hear from you.

Indiana Youth Institute Resource Center
333 N. Alabama Street, Suite 200
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(317) 634-4222
(800) 343-7060

At the Indiana Youth Institute we believe that information is power. The information in this Guide is one of the ways that IYI works to support the adults who care about youth. The Resource Center is an ongoing source of information for advocates throughout Indiana. Call or stop by the next time you need a answer.

"It is not enough just to have heart. An advocate has to be both a good strategist and be armed with information."

—Becky Pryor, Executive Director
Indiana Advocates for Children, Inc.

FACTS

MOMENTS IN INDIANA

Every 35 minutes an infant is born into poverty.

Every 10 hours an infant dies.

Every 98 minutes an infant is born too small to be healthy.

Every 2 hours an infant is born to a mother who received late or no prenatal care.

Every 28 minutes an infant is born to an unmarried mother.

Every 46 minutes an infant is born to a teenaged mother.

Every 7 days another child is murdered.

SOURCE

Children's Defense Fund. **Leave No Child Behind Campaign.** Washington, DC: Children's Defense Fund, 1992.

ONE DAY IN THE LIVES OF AMERICAN CHILDREN

17,051	women get pregnant.
2,795	of them are teenagers.
1,106	teenagers have abortions.
372	teenagers miscarry.
1,295	teenagers give birth.
689	babies are born to women who have had inadequate prenatal care.
719	babies are born at low birthweight (less than 5 pounds, 8 ounces).
129	babies are born at very low birthweight (less than 3 pounds, 5 ounces).
67	babies die before one month of life.
105	babies die before their first birthday.
27	children die from poverty.
10	children die from guns.
30	children are wounded by guns.
6	teenagers commit suicide.
135,000	children bring a gun to school.
7,742	teens become sexually active.
623	teenagers get syphilis or gonorrhea.
211	children are arrested for drug abuse.
437	children are arrested for drinking or drunken driving.
1,512	teenagers drop out of school.
1,849	children are abused or neglected.
3,288	children run away from home.
1,629	children are in adult jails.
2,556	children are born out of wedlock.
2,989	see their parents divorced.
34,285	people lose jobs.

SOURCE

Children's Defense Fund. **One Day in the Lives of American Children.** CDF Reports 11 (February/March 1990): 14.

INDIANA STATISTICS ON FAMILIES, CHILDREN, AND YOUTH

An important tool in the advocate's arsenal is information. Many of the issues dealing with children and families today are complex and require careful study. We include here some facts that make a good starting point for discussion. Use these facts in speeches, presentations, reports, proposals, and conversations. Numbers alone can't tell the whole story, but they can help people begin to appreciate the scope and urgency of the problems.

ECONOMICS

- Poverty in Indiana is increasing faster than for the nation as a whole.
  17.9% of all American children under the age of 18 lived below poverty level in 1989. That same year, 13.9% of all Hoosiers under age 18 lived below poverty level; of those under age five, 16.8% lived below poverty level.
  Source: U.S. Bureau of the Census

- During the 1991-92 school year, 21.5% of Indiana's children attending school full days were certified as eligible for free school lunches, up from 18.6% just a year earlier. To qualify for a free lunch, a student must come from a family with income less than 130% of the poverty level (equal to $18,135 in 1992, for a family of four).
  Source: Indiana Department of Education, School Food and Nutrition Programs

- In Fiscal Year 1992, 9.7% of Indiana children under age 18 received AFDC support, up from 7.5% of all Hoosier children in 1990.
  Source: Indiana Department of Public Welfare, Annual Reports FY 1990; FY 1992 (forthcoming)

- The income gap between Indiana and the nation is increasing. The median income for Indiana families with children averaged $31,433 for the period 1979-1983. This was $1,506 less than the $32,939 median income for all U.S. families with children. In the more recent period 1986-1990, the median income of Hoosier families with children was nearly the same, at $31,811, while the corresponding national figure rose to $34,705. The income gap between Indiana and the U.S. increased to $2,894.
  Source: 1992 Kids Count Data Book

EDUCATION

- The annual drop-out rate in Indiana has fallen rapidly from 48.2 per thousand students in grades 7-12 in 1988-89 to 31.9 in 1991-92.

- More Indiana students dropped out of grade 9 in the 1991-92 school year than dropped out of any other grade. In 1988-89, more dropouts occurred in grade 11 than in any other. The pattern varies greatly by school corporation, suggesting that local retention policies may be a contributing factor.
  Source: Indiana Department of Education

FAMILIES

- The out of wedlock birthrate for Indiana teens increased by 29% between 1980 and 1989, more than twice the 14% increase experienced by the nation as a whole. This is alarming because so many teen moms and their children are condemned to life-long poverty.

- The proportion of Hoosier children living in single-parent families also has increased more rapidly than for the nation. For the period 1987-91, an average of 23% of Hoosier children lived with only one parent, up from 19.4% during the 1980-84 period. This is an 18% increase.
  Source: 1992 Kids Count Data Book

HEALTH

- In 1990, the percentage of all Hoosier babies born at low birth weight (less than 2,500 grams) fell for the first time since 1984, to 6.1%. In 1989, one in 10 babies born to a teen under age 15 was low birth weight; the figure for teens ages 15-19 was only slightly lower, 8.9%. Of the babies born to women age 20 and over, only 6.6% were low birth weight.
  Source: Indiana State Department of Health, Maternal and Child Health Services

- Although infant mortality rate has fallen, Indiana still ranked 34th in 1989. Between 1980 and 1989, the Indiana infant mortality rate fell from 11.9 to 10.2. Data for 1990 show a further decline in the infant mortality rate to 9.6 per 1000 live births.
  Source: Indiana State Department of Health, Public Health Statistics

- An estimated 17.8% of Hoosier children are without health insurance.
  Source: 1992 Kids Count Data Book

VIOLENCE AND JUVENILE DELINQUENCY

- Indiana ranks 41st among the 50 states and DC with its juvenile custody rate of 204 per 100,000 youths between ages 10 to 15.

- The death rate among Indiana's children ages 1-14 has decreased. The child death rate declined 12% from 37.9 per 100,000 in 1980 to 33.4 in 1989. However, Indiana's child death rate is above the national average of 32.4 per 100,000.

- The 1989 violent death rate (from murder, suicide and accidents) of 57.3 per 100,000 Indiana teens ages 15-19 was virtually unchanged from the 1984 rate, 57.1.
  Source: 1992 Kids Count Data Book

MINORITY

- According to the 1990 U.S. Census, 194,193 Hoosier young people under age 18 (13.3%) are minorities. Of these,
  74.0% are African-American
  18.9% are Hispanic/Latino
  5.3% are Asian-American
  1.9% are Native American
  8.4% are "other"
  Source: 1992 Kids Count Data Book

- Although the 1990 U.S. Census found families of color living in all 92 Indiana counties in 1990, 83.1% of the African-American young people under age 18 lived in the state's five largest counties, while 65.7% of the Hispanic/Latino youth lived in these counties.
  Source: State of the Child in Indiana, 1993

ABUSE AND NEGLECT

- The rate of substantiated and indicated cases of abuse and neglect of Indiana's children has risen from 12.5 per 1000 children under 18 in FY 1989 to 22.2 per 1000 in FY 1991.

- Between FY 1989 and FY 1990, the number of child deaths in Indiana increased 79% from 29 to 52. In 1991 and 1992, 48 deaths were reported each year.
  Source: Indiana Department of Welfare, Annual Reports, 1989-1991; Report of the Commission on Abused and Neglected Children and their Families, 1992.

SOURCES

Erickson, Judith. **The State of the Child in Indiana, 1993**. Indianapolis, IN: Indiana Youth Institute, 1993.

The Center for the Study of Social Policy. **1992 Kids Count Data Book**. Washington, DC: Center for the Study of Social Policy, 1992.

Indiana Department of Public Welfare. **Creating a System that Works for Everyone: Annual Reports 1989-1991.** Indianapolis, IN: Indiana Department of Public Welfare, 1990.

Commission on Abused and Neglected Children and their Families. **Child Abuse and Neglect: Indiana's Emergency (draft)**. Indianapolis, IN: Commission on Abused and Neglected Children and their Families, 1992.

STRATEGIES

"In your own way, in your own circle, continue to make your issue visible. We cannot count on others to take care of our children."

—Dr. Patricia Keener, Medical Director
Indianapolis Campaign for Healthy Babies

60 WAYS TO BE AN ADVOCATE

Being an **ADVOCATE** doesn't necessarily mean demonstrating for (or against) an issue or testifying before congress. There are many behind-the-scenes and grass roots activities that you can do to work toward making positive changes for young people. **HERE ARE SOME IDEAS!**

- ✓ **Stay** informed and **Vote**.
  Register others to vote.
  Work the election.
  Campaign for a candidate.

- ✓ **Pick** a cause you believe in.
  Get others interested in your cause.
  Meet with other advocates who share your same interests.

- ✓ **Encourage** a young person to get involved.
  Get the facts so you can be persuasive.
  Contact the IYI Resource Center.

- ✓ **Read** the newspaper.
  Clip articles that you've seen and send them to friends.
  Listen to the radio.

- ✓ **Write** a letter to the editor or station manager.
  Talk to the media.
  Participate in a telethon.
  Develop action plans and discuss them with policy makers.

- ✓ **Attend** a public meeting.
  Organize a meeting or rally.
  Wear a button.
  Attract public attention through a strike or demonstration.

- ✓ **Display** a bumper sticker on your car.
  Sign a petition.
  Start a petition.
  Put a sign in your yard.

- ✓ **Find** out what the other side really thinks.
  Talk to a neighbor, friend, or colleague.
  Find "common ground" with the other side.

- ✓ **Write** a letter to your state or local elected officials.
  Use the fax machine to send "legislative updates".
  Set up a telephone tree or participate in one.

- ✓ **Call** your legislators or mayor.
  Host a candidate's coffee or luncheon.
  Testify at a hearing.
  Speak to service clubs, PTOs, etc.

- ✓ **Pass** out information door-to-door, at the grocery, or the mall.
  Volunteer for an advocacy organization.
  Attend and **monitor** board and committee meetings.

- ✓ **Stuff** envelopes or answer phones.
  Attend an advocacy organization's national meeting or conference.
  Serve on a task force to work for change.

- ✓ **Produce** a flyer or newsletter.
  Support a cause financially.
  Help an organization raise money.

- ✓ **Plan** a fundraiser.
  Design a new message for your personalized holiday cards.
  Include an "advocacy thought for the day" on your meeting agenda.

✓ **Lead** a discussion group at your place of worship.
Add a youthfacts column to your church bulletin or to your organization's newsletter.
Don't patronize vendors who sell alcohol or cigarettes to young people.

✓ **Find** a service project that the whole family can do together.
Take someone else's kid to lunch and find out how his/her life is going.
Help a young person find ways to make a difference.

✓ **Encourage** your bookstores and libraries to carry materials on children.

✓ **Form** a small group study around an issue.
Develop action plans and discuss them with policy makers.
Join a coalition of others concerned with your issue.

✓ **Call** the Indiana Youth Institute for information about young people in your county.

Does this list seem overwhelming?

TRY THIS: Select **ONE** activity (or two) from this list or make your own and commit to it for the next year. Each year, add another activity. Before you know it, you'll be an **EXPERT ADVOCATE!**

MEDIA TACTICS THAT GET RESULTS

Advocates know that favorable attention from newspaper, radio or television is important. It can provide good publicity to an organization, draw attention to problems that are in need of reform, and ultimately create changes in government policies. Here are some tips to aid you in working with various types of media.

The following tips are excerpted from **An Advocate's Guide to the Media**, Children's Defense Fund.

TELEVISION

- Advocates who want the television news story to focus on their issues must remember to do two things: **1) Be succinct.** Be able to describe the one or two big ideas of your story briefly and with only essential detail. **2) Have one** or **two** picture ideas that can illustrate the story clearly and forcefully.

- If you have a story idea, or if you are soliciting coverage for a news event and you have some lead time, write a letter to the appropriate person in the news department. Usually this letter is directed to the assignment editor. The letter should be **short** and should explain persuasively:

  •why the story would be of interest to viewers,
  •why it is news,
  •who the people involved are,
  •when and where the event will take place or
  •when the story idea will be especially timely, and
  •how this story idea could be covered.
  •A letter to an assignment editor or a specific reporter or producer can be used to initiate discussion about the possibility of a special segment.
  •Include a short list of people who could be interviewed on the subject.
  •Include suggestions for locations that would help to illustrate your story.
  •Make yourself available to provide information, contacts and guidance.

  "Being professional in working with the media doesn't have to mean you get paid. It just means you get results."
  Children's Defense Fund

- Follow up your letter with a phone call.

RADIO

Radio newsrooms are often one- or two- person operations where reporters cover several local stories at once, with little time to concentrate on the details of any particular story. Radio news reporters need local experts and advocates to turn to for background and on-air comments. They have little time to research a story and need quick access to facts and figures.

If you are seeking radio exposure:

- **Introduce yourself.** Send a letter or information packet to the radio news director describing your organization and its work in the community.

- **Be a source.** Look for opportunities to call the radio newsroom with timely and accurate local information about your issue.

- **Be prepared** to go on the air with a comment whenever you call a radio newsroom with information. It is especially important to be brief and to the point.

NEWSPAPER

- Convince the editor or reporter that his readers who have never heard of you, your organization, or much about your issue can learn something from the news story, feature, or editorial idea you are proposing.

- Find ways to connect your issue to broader public interest. For example, if you are advocating for increased prenatal care funding, stress its connection to preventing infant deaths.

- A Letter to the Editor is subject to being shortened, so try to make your point with fewer than 250 words. If you have more to say, ask to submit an opinion editorial.

- Write, but don't wear out your welcome. Get other advocates to write as well.

- If you are not used to writing, get one or two friends to read your article before submitting it to make sure the points you want to make are clear.

The following tips are excerpted from **Children in the News: A Manual for Child Advocates**, National Institute on Children, Youth and Families, Inc.

MEDIA TIPS

- Choose a spokesperson. You will find it easier to establish a working relationship with the media if **ONE** person is identified as a primary spokesperson.
- Know your single overriding communications objective or your "SOCO." Know what you want to accomplish and know why you are trying to get publicity. Without a SOCO, you will have a tendency to be unfocused and unorganized.
- Know the five W's (who, what, where, when, and why) of your story. Are all the details accurate?
- Respect deadlines. Give reporters your top priority whenever possible. Return their calls promptly and make available requested information as soon as possible. When you miss a reporter's deadline, you run the risk of your perspective or information being left out of a story.
- Don't forget about the rural media in your state. Have you created a list of rural reporters and editors and do you send your media releases to them?
- Use radio effectively with public service announcements (PSAs) or paid advertisements.
- Have "television clothes" (solid, bright colors) handy in case of impromptu interviews on TV.
- Practice answering questions in short, quotable phrases for television interviews.
- Minimize nervousness about television or radio interviews by being fully prepared.

SOURCES

Duncan, Claude. **An Advocate's Guide to the Media.** Washington, DC: Children's Defense Fund, 1990.

Gall-Clayton, Nancy. **Children in the News: A Manual for Child Advocates.** Boston, MA: National Institute on Children, Youth and Families, Inc., 1989.

WORKING WITH THE MEDIA

by Evan Davis, editorial writer
The Journal-Gazette, Fort Wayne, Indiana
Indiana Youth Institute Leadership Associate

Back when I was a cub editorial writer in Illinois, the peskiest person in my life was the PR chief for the local blood drives. This irrepressible individual would show up once or twice a year, borrow my ear for an hour and preach the Red Cross gospel. Result: not only did I write inspirational editorials for blood drives, but I became a regular donor.

Flash forward to Fort Wayne and five years of writing about children's issues. The community is much larger, and the issue is much broader, but I can think of only one person I'd call a regular advocate with the news media on behalf of children.

Indiana's children need media advocates. The public needs to know about child maltreatment, health gaps, early education gaps, early delinquency and poverty -- and their long-term impact on society. Maybe even more, it needs to know about the effective but starving programs across Indiana that could help turn the tide for children if given a fair chance.

Child advocates are right that the news media ought to be covering more of these stories on our own initiative, but I guarantee you that if you don't take the lead, the job won't get done.

Here are a few tips for the bashful among you.

1. If you can face a skeptical family court judge or a drunken father, you can face the hardest-bitten journalist who ever lived. Sure, don't be obnoxious, but don't be afraid. Find out which editors or writers can help you, make an appointment and go meet them. (If you get brush offs, then barge in one day--just not on deadline!)

2. Bring along a colleague; you'll feel more comfortable, and you'll look more like a delegation.

3. Prepare a to-the-point presentation on your issue, complete with written materials, and be prepared to answer questions.

4. Combine data with human interest case histories.

5. Think in terms of visuals for newspapers (charts and still photos) and television (kids in motion).

6. If you have a legitimate announcement, hold a press conference. Keep the main event short, but have experts available for follow-up.

7. Find prominent allies--ministers, legislators, doctors, educators--and bring them into play with the media.

8. Write letters to the editor, preferably little more than a page of double-spaced type.

9. Build on real, ongoing issues, not just fund-raisers, local tragedies and "other events." The long-range goal should be to get journalists to consider issues affecting families and children as routinely as they explore most other news beats.

10. Hang in there. You may strike out more often than you get on base, but remember: At least, finally, someone will be playing the game on the children's side.

HOW TO BUILD A COALITION

The following information is excerpted from **Youthwork Coalitions**, National Youthworker Project.

WHY BUILD A COALITION?

Those who advocate on behalf of youth usually work long hours, assume tremendous responsibilities, and receive low pay. The burn-out rate of youth-serving staff is higher than any of the other human services. Therefore, they need support for themselves and their organizations.

Coalitions and collaborative efforts among agencies offer relief from some of the pressures of youthwork. It is important to engage in collaborative efforts not only for support, but also for purposes of funding. Funding sources often require proof of collaboration of services among agencies to prove that excessive competition is not detracting from the services being offered to the community.

There are at least four reasons for building a coalition. These are:

1. To find and provide support to ourselves personally;

2. To further an ideal--send out a message;

3. To pressure for a needed social change to remedy an undesirable situation;

4. To economize the tasks needed to complete the services that will serve our constituency.

The following information is excerpted from **The Nonprofit Lobbying Guide: Advocating Your Cause and Getting Results**, Children's Defense Fund.

HOW TO ORGANIZE A COALITION

1. Describe the problem as your organization sees it.

2. Invite groups to send representatives to a meeting. Have a person whom all or most attendees know and respect chair the first meeting.

3. After several meetings, select a permanent leader.

4. Set goals for the coalition. Determine how it will target its efforts and how the undertaking will be financed.

5. Appoint a small "secretariat" made up of the coalition's leaders. Effective coalitions have leaders who recognize that the strength of the coalition, and therefore its ultimate success, rests with the coalition's members, not with its leaders.

6. Every coalition must have an organization that serves as a clearinghouse.

7. Get members involved immediately! Give them specific tasks and hold them accountable by asking them to report regularly at coalition meetings.

8. When a coalition effort is successful, make certain that all members are aware of the important role they played in the success.

HOW COALITIONS AFFECT LEGISLATION

1. Remember that almost all major legislation is enacted as a result of coalition efforts. Although coalitions are always fragile, they have a potentially enormous influence over legislation.

2. Major legislation is enacted most often through the combined efforts of a number of groups working in a coalition, rather than through the efforts of a single organization. With rare exceptions, only a coalition can produce contacts varied a. 1 influential enough to achieve success on a major policy issue.

3. Lobbying requires accurate, brief, clear, and timely information on which to take action.

4. In making contacts with legislators, it is particularly helpful for coalition members to use the names of their individual organizations. Chances are that the legislator will be much more familiar with them than with the name of the coalition.

At their best, coalitions coordinate and focus the resources of many groups that have a common interest in a legislative issue. A coalition may be formed for an effort that will take only several months, or the effort may take years. The time frame for the coalition depends on the significance of the changes sought. Although coalitions have the potential to garner enormous legislative strength, they remain fragile. They are always subject to the danger that some members will become dissatisfied with the direction being taken and will unilaterally attempt to arrange a legislative compromise not supported by the majority. Despite that inherent weakness, the risk is worth taking to gain the strength that comes from a broad base.

MORE ABOUT BUILDING COALITIONS

The Ohio Center for Action on Coalition Development has developed an excellent series of sixteen fact sheets on building coalitions with youth-serving organizations. The fact sheets provide an understanding of terms and reasons for building and maintaining coalitions as well as an in-depth discussion of ways to manage a coalition. At the end of each fact sheet is a reference list for additional reading. Topics covered by the fact sheets are construction of coalitions, networking, needs assessments, goal setting, working with diverse cultures, turf issues, mobilizing the community, fundraising and grantwriting, evaluation, and problem solving.

For more information, call IYI Resource Center or contact Dr. Richard Clark, Director of the Ohio Center for Action on Coalition Development at (614) 292-0202. Dr. Clark is also available for consulting and training on the topic of coalition building.

SOURCES

National Youthworker Education Project. **Youthwork Coalitions.** Minneapolis, MN: Center for Youth Development and Research, University of Minnesota, 1978.

Smucker, Bob. **The Nonprofit Lobbying Guide: Advocating Your Cause and Getting Results.** Washington, DC: The Independent Sector, 1991.

WORKING WITH YOUR LEGISLATORS AND OTHER ELECTED OFFICIALS

To influence those who make decisions about children and youth, it is important to establish and maintain an ongoing relationship with your legislators and elected officials. In developing this relationship you can: 1) **B**ecome familiar with the committees they serve on and what positions they have taken in the past; 2) **K**eep a written log of the votes that your legislators have cast pertaining to children and refer to that log before presenting your case for the next vote; 3) **P**rovide them with current information to help make that critical decision on a specific piece of legislation; and 4) **B**ecome the expert to whom they turn when looking for information about children and youth.

Maintaining frequent contact with your legislators is critical, especially when the legislature is in session. Here are some tips to help ensure that your contact is **effective** and **efficient.**

BY MAIL

- Keep your legislators' addresses close at hand so you are ready to write. Address lists of the current legislators' are available by writing or calling:

STATE
Indiana Chamber of Commerce
One North Capitol, Suite 200
Indianapolis, IN 46204
(317) 264-3110

FEDERAL
Senator Richard Lugar and Dan Coats
1180 Market Tower
10 West Market Street
Indianapolis, IN 46204
(317) 226-5555

- Write about only one issue or bill at a time.
- Keep your letter short (one page or less is preferable) and avoid jargon.
- Make your purpose known in the first paragraph.
- Ask your legislator to take a specific action and respond to your letter.
- Encourage others to write on the same issue, but avoid form letters.
- Include your name on both the letter and the envelope.

BY TELEPHONE

- When the Indiana legislature is in session, you can reach the Senate and House by calling:

  House Switchboard (R) (800) 382-9841
  House Switchboard (D) (800) 382-9842

  Senate Switchboard (R,D) (800) 382-9467

- Telephoning is most effective during the 48 hours preceding a big vote.
- Keep a list of your legislators' telephone numbers close at hand, so you'll be ready to make the call.
- Identify yourself as a constituent and/or an advocate concerned with children's issues.
- Ask specifically that your legislators support your position.
- Ask if you can provide them with any additional information.
- If you're unable to speak to your legislator or legislative assistant directly, leave your name, phone number, address and a brief, but specific message, for example "vote yes on H.R. XX."
- After the vote, call or write to thank your legislator for voting as you had requested.
- An effective way to get the word out quickly to other advocates is by using a **telephone tree**. These are used primarily when a specific bill is due for a vote and there is little time to send letters requesting action. Telephone trees are most effective when arranged by congressional district so that specific messages can be given for specific legislators.
- **Here's How a Telephone Tree Works:** 1) A chairperson invites volunteers to join the tree and then develops a flow chart. (The flow chart is literally the map of who is to call whom). 2) The chairperson then calls the telephone tree's chair of each congressional district and provides him/her with an update on the status of a bill. At the same time, he/she can request that a particular action be taken. 3) The chair of each district then calls three to five advocates with the same information. 4) They, in turn, call three to five more. This continues until the entire tree has been notified. Each person is also responsible for calling his/her legislator to ask for specific action for the bill in question.
- A telephone tree is a perfect activity for volunteers who want to get involved but don't have a lot of time to give. It's also a great way to involve young people in your organization's advocacy efforts.

PERSONAL CONTACT

- Make an appointment with your legislator by telephone.
- If you're a part of a small delegation, assign one member to be the spokesperson. Your group should meet briefly beforehand so that you are sure to communicate your key points effectively to your legislator.
- Prepare an agenda.
- Stay calm, even when you feel nervous or angry.
- Know the facts and be ready to discuss them.
- Ask your legislator to take specific action.
- If your legislator can't meet with you, meet with a senior staffer. Don't miss the opportunity to get your ideas across.
- Follow-up immediately with a thank you letter. Include a reminder of any agreements that you reached and include any information that you promised to provide.

LOBBYING: WHAT YOU CAN AND CAN'T DO

- There are very specific federal and state rules for lobbying by nonprofit organizations with a 501 (c)(3) or a 501 (c)(4) status. These organizations are allowed to lobby at the direct and grass roots levels, however the Internal Revenue Service (IRS) imposes limits on the amount and kinds of lobbying that can be done. Please call the IRS at (800) 829-3676 for specific regulations. A comprehensive resource for more information is **An Advocate's Guide to Lobbying & Political Activity for Nonprofits: What You Can (and Can't) Do**, available for $5.95 plus shipping, from Children's Defense Fund, 25 E Street, N.W., Washington, DC 20001, (202) 628-8787.
- In Indiana, lobbyists must register only if they expend or receive $500 per calendar year for lobbying activities. Registered lobbyists must keep a log of expenses and complete two reports each year. For more information or to request a copy of Indiana's registered lobbyists, please contact the Legislative Ethics Commission, 1 North Capitol Street, Suite 480, Indianapolis, IN 46204, (317) 232-9598.

The following is taken from **An Advocate's Guide to Lobbying & Political Activity for Nonprofits: What You Can (and Can't Do)**, Children's Defense Fund.

Lobbying is any attempt to influence local, state, or federal legislation by contacting any member of a legislature, legislative staff, or government employee to persuade him or her to propose, support, oppose, change, or otherwise influence legislation. It doesn't matter if the legislation is pending or if it is a specific legislative proposal that has not been introduced yet. Direct lobbying can take a number of forms, all directed to legislators and their staff as opposed to the general public, including:

- Writing and sending letters or postcards to members of the legislature;
- Making telephone calls to a member or an employee of the legislature;
- Having face-to-face meetings with a legislative member or staff person;
- Giving reports, fact sheets, and other analyses to a legislative member or staff person supporting or opposing a specific legislative proposal (unless they fall within the exception for balanced, nonpartisan material);
- Presenting testimony on legislation to a committee or subcommittee (unless it falls within the exception for requested technical assistance); and
- Giving a legislator or staff member advice and information about legislation or a specific legislative proposal if a view for or against the measure is expressed.

SOURCES

Goffin, Stacie G. and Joan Lombardi. **Speaking Out: Early Childhood Advocacy.** Washington, DC: National Association for the Education of Young Children, 1988.

Smucker, Bob. **The Nonprofit Lobbying Guide: Advocating Your Cause and Getting Results.** San Francisco, CA: Jossey-Bass Publishers, 1991.

Trister, Michael B. and James D. Weill. **An Advocate's Guide to Lobbying & Political Activity for Nonprofits: What You Can (and Can't) Do.** Washington, DC: Children's Defense Fund, 1991.

Child Welfare League of America. **Washington Workbook for Advocates 1991--102nd Congress.** Washington, DC: Child Welfare League of America, 1991.

"Many people are working hard to help young people. These youthworkers need to feel that they are part of a community that freely shares information and ideas."

—Phyllis Kincaid, Executive Director
Youth Resources of Southwestern Indiana

INFORMATION

ADVOCACY ORGANIZATIONS

Below are organizations that serve a statewide or national audience. There are many local organizations, but we chose to include those that reached a broader audience. Call the IYI Resource Center for information on organizations in your area.

The organizations are grouped by the focus of their advocacy efforts, which are listed in alphabetical order (General, Abuse, Diversity, Economics, Education, Employment, Families, Health, Legal/Juvenile Justice, Religion).

GENERAL ADVOCACY ORGANIZATIONS FOR CHILDREN

American Association of University Women
2401 Virginia Avenue, NW
Washington, DC 20037
(202) 735-7715

Association of Junior Leagues
660 First Avenue
New York, NY 10016
(212) 638-1515

Child Advocacy Resource Center
2024 Woodford Place
Louisville, KY 40205
(502) 456-2140

Children's Defense Fund
25 E Street NW
Washington, DC 20001
(202) 628-8787

Indiana Youth Institute
333 N. Alabama Street
Suite 200
Indianapolis, IN 46220
(317) 634-4222

League of Women Voters
740 East 52nd Street, Suite 3
Indianapolis, IN 46205
(317) 925-8683

The Association of Child Advocates
3615 Superior Avenue
Building 31, #2B
Cleveland, OH 44114
(216) 881-2225

Center for the Study of Social Policy
1250 Eye Street, NW
Suite 503
Washington, DC 20005
(202) 311-1565

Child Welfare League of America
440 First Street, NW
Suite 310
Washington, DC 20001
(202) 638-2952

Coalition on Human Needs
1000 Wisconsin Avenue, NW
Washington, DC 20007
(202) 342-0726

Indiana Youth Services Association
2611 Waterfront Parkway East Drive
Indianapolis, IN 46214
(317) 297-9639

Parent Action
2 Hopkins Plaza
Suite 2100
Baltimore MD 21201
(410) 752-1790

ABUSE AND NEGLECT

American Association for Protecting Children
9725 E. Hampden
Denver, CO 80231
(303) 695-0811

Children's Rights of America, Inc.
12551 Indiana Rocks Road
Suite 9
Largo, FL 34644
(813) 593-0090

National Center for Missing and Exploited Children
1835 K Street NW Suite 600
Washington, DC 20006
(202) 634-9827

National Committee for Prevention of Child Abuse
332 S. Michigan Avenue
Suite 1600
Chicago, IL 60604
(312) 663-3520

National Council on Child Abuse and Family Violence
1155 Connecticut Avenue NW, Ste. 300
Washington, DC 20036
(800) 222-2000

C.Henry Kempe National Center For the Prevention and Treatment of Child Abuse and Neglect
1205 Oneida Street
Denver, CO 80220
(303) 321-3963

National Association of Black Social Workers
642 Beckwith Circle SW
Atlanta, GA 30314
(404) 584-7967

National Children's Advocacy Center
106 Lincoln Street
Huntsville, AL 35804
(205) 533-KIDS

Prevention of Child Abuse Indiana Chapter of the National Committee
1 Virginia Avenue
Suite 401
Indianapolis, IN 46204
(317) 634-9292

National Network of Runaway and Youth Services, Inc.
1400 I Street NW, Suite 330
Washington, DC 20005
(202) 682-4114

DIVERSITY

ASPIRA Association
1112 16th Street, NW, Suite 340
Washington, DC 20036
(202) 835-3600

B'nai B'rith International
1640 Rhode Island Avenue, NW
Washington, DC 20036
(202) 857-6600

Gender Fairness Coalition
PO Box 2512
Indianapolis, IN 46206
(317) 849-0846

Association of American Indian Affairs, Inc.
95 Madison Avenue, Suite 1407
New York, NY 10016
(212) 689-8720

Congressional Hispanic Caucus
House Annex 2
Room 557
U.S. House of Representatives
Washington, DC 20515
(202) 226-3430

League of United Latin American Citizens (LULAC)
400 First Street NW, Suite 721
Washington, DC 20001
(202) 628-8516

National Association for the Advancement of Colored People
4805 Mount Hope Drive
Baltimore, MD 21215
(212) 481-4100

National Council of Jewish Women
53 West 23rd Street
New York, NY 10010
(212) 645-4048

National Urban League
500 East 62nd Street
New York, NY 10021
(212) 310-9000

EDUCATION

National Rural Education Association
Colorado State University
Fort Collins, OH 80523
(303) 491-7022

Indiana Department of Education
Room 229, State House
Indianapolis, IN 46204-2798
(317) 232-9100

National Coalition of Advocates for Students
100 Boylston Street, Suite 737
Boston, MA 02116
(617) 357-8507

National Education Association
1201 16th Street, NW
Washington, DC 20036
(202) 822-7700

EMPLOYMENT

National Collaboration for Youth
1319 F Street NW Suite 601
Washington, DC 20004
(202) 347-2080

National Black Child Development Institute, Inc.
1463 Rhode Island Avenue, NW
Washington, DC 20005
(202) 387-1281

National Council of La Raza
810 First Street NE
Washington, DC 20002-4205
(202) 289-1380

ECONOMICS

National Center for Children in Poverty
Columbia University
154 Haven Avenue, 3rd Floor
New York, NY 10032
(212) 927-8793

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Education Commission of the States
1860 Lincoln Street, Suite 300
Denver, CO 80295
(303) 830-3600

National Association for the Education of Young Children
1834 Connecticut Avenue NW
Washington, DC 20009-5786
(202) 232-8777

National Dropout Prevention Center
Clemson University
Clemson, SC 29634-5111
(803) 656-2599

National PTA
1201 16th Street, NW
Washington DC 20036
(202) 822-7878

National Youth Employment Coalition
1501 Broadway, Room 1111
New York, NY 10036
(212) 840-1834

FAMILIES

Alliance for Better Child Care
122 C Street, NW, Suite 400
Washington, DC 20001
(202) 628-8787

American Foster Care Resource, Inc.
P.O. Box 271
King George, VA 22485
(703) 775-7410

Child Care Action Campaign
99 Hudson Street, #1233
New York, NY 10013
(212) 334-9595

Family Service America
11700 West Lake Park Drive
Milwaukee, WI 53224
(800) 221-2681

National Foster Parent Association
226 Kilts Drive
Houston, TX 77024
(713) 467-1850

Indiana Alliance for Better Child Care
P.O. Box 88474
Indianapolis, IN 46208

American Home Economics Association
1555 King Street
Alexandria, VA 22314
(703) 706-4600

Family Resource Coalition
200 S. Michigan, Suite 1520
Chicago, IL 60604
(312) 341-9361

National Association of Social Workers
7981 Eastern Avenue
Silver Springs, MD 20910
(301) 565-0333

National Organization on Adolescent Pregnancy and Parenting
4421-A East-West Highway
Bethesday, MD 20814
(301) 913-0378

HEALTH

American Medical Association
515 North State Street
Chicago, IL 60610
(312) 464-5000

Mental Health Association National Headquarters
1021 Prince Street
Alexandria, VA 22314
(703) 684-7722

National Crime Prevention Council
733 15th Street, NW, Suite 540
Washington, DC 20005
(202) 393-7141

American National Red Cross
17th and D Streets, NW
Washington, DC 20006
(202) 737-8300

National Child Safety Council
4065 Page Avenue
PO Box 1368
Jackson, MI 49204
(517) 764-6070

LEGAL/JUVENILE JUSTICE

American Bar Association
The National Legal Resource Center for Child Advocacy and Protection
1800 M Street, NW, Suite 200 South
Washington, DC 20036
(202) 331-2250

Indiana Advocates for Children, Inc.
9135 North Meridian Street, Suite 1-9
Indianapolis, IN 46260
(317) 844-7769

Indiana Guardian Ad Litem/ Court Appointed Special Advocate Association
404 West 92nd Street
Indianapolis, IN 46260
(317) 844-7769

Indiana Juvenile Justice Task Force
3050 North Meridian
Indianapolis, IN 46208
(317) 926-6100

National Association of Counsel for Children
1205 Oneida Street
Denver, CO 80220
(303) 321-3963

National CASA Association
2722 East Lake Avenue, Suite 220
Seattle, WA 98102
(206) 328-8588

National Center for Youth Law
1663 Mission Street, 5th Floor
San Francisco, CA 94103
(415) 543-3307

National Institute for Citizen Education in Law
25 E Street, NW, Suite 400
Washington, DC 20001
(202) 662-9620

National Legal Resource Center for Child Advocacy and Protection
1800 M Street NW
Washington, DC 20036
(202) 331-2250

Youth Law Center
1663 Mission Street 5th Floor
San Francisco, CA 94103
(415) 543-3379

Youth Policy Institute
1221 Massachusetts Ave, NW, Suite B
Washington, DC 200005
(202) 638-2144

RELIGION

Church Women United
110 Maryland Avenue, NE
Washington, DC 20002
(202) 544-8747

Churches' Center for Theology & Public Policy
4500 Massachusetts Avenue, NW
Washington, DC 20016
(202) 885-9100

Interfaith Impact for Justice & Peace
100 Maryland Avenue, NE
Washington, DC 20002
(202) 544-8636

National Council of Churches
110 Maryland Avenue, NE
Washington, DC 20002
(202) 544-2350

The Indiana Youth Institute

Working with adults who care about youth

Advocacy Bibliography

of resources at the Indiana Youth Institute Resource Center

BOOKS

These materials can be found in the IYI Resource Center or at your local library.

Bush, Malcolm. **A Children's Agenda: Into the '90s.** Chicago, IL: Voices for Illinois Children, 1989. A set of strategies and recommendations for improving the lives of young children and families. Although statistics are specific to Illinois, the information and activities can be transferred to work in Indiana.

Child Welfare League of America. **Washington Workbook for Child Advocates 1991—102nd Congress.** Washington, DC: Child Welfare League of America, 1991. This handy guide is full of information on how to work with your legislators in Congress. Each legislator is identified with a photo and description including address, phone and fax numbers, staff people, district office location, and committee assignments. A guide like this is a must for all who work closely with Congress.

Dicker, Sheryl. **Stepping Stones: Successful Advocacy for Children.** New York, NY: The Foundation for Child Development, 1990. Case studies that show successes and frustrations of child advocates in five projects around the country. Includes bibliography and index.

Duncan, Claude, Douglas Rivlin, and Maggie Williams. **An Advocate's Guide to the Media.** Washington, DC: Children's Defense Fund, 1990. An easy-to-use handbook that gives guidelines for effectively using the media to further your cause. Recommends developing an overall strategy and makes suggestions on using radio, television and newspapers to meet your objectives.

Fine, Glenda Z. **How to Organize Self Help/Advocacy Groups for Parents of Children and Adolescents with Severe Emotional Problems.** National Mental Health Association, 1987. Produced as part of the Invisible Children Project, this guide includes tips on how to facilitate a meeting, how to publicize a group, and how to evaluate a program. Includes special needs of rural areas.

Goffin, Stacie G., and Joan Lombardi. **Speaking Out: Early Childhood Advocacy.** Washington, DC: National Association for the Education of Young Children, 1988. An excellent handbook with ideas on coalition building and working with your elected officials, a glossary, a chart showing the legislative process. Includes "Advocates in Action," a section in each chapter describing successful programs.

Guy, Kathleen A. **Welcome the Child: A Child Advocacy Guide for Churches.** Washington, DC: Children's Defense Fund, 1991. A hands-on reference to encourage religious organizations to get involved in advocacy efforts. Sections include assessing interests, needs, and resources, organizing a Children's Sabbath, and model programs. Also gives sample announcements for church bulletins and passages from the Bible that are about children.

Gall-Clayton, Nancy. **Children in the News: A Manual for Child Advocates.** Louisville, KY: The Child Advocacy Resource Center, 1989. This guide is excellent for those who want to mount a media campaign using radio, television, or the newspaper. It includes tips on everything from establishing objectives to releasing a major report to writing public service announcements and holding press conferences.

Halperin, Samuel. **A Guide for the Powerless—and those Who Don't Know their Own Power.** Washington, DC: Institute for Educational Leadership, 1981. Brief essays, written for educators, on how to break through barriers and work with elected officials.

Hawes, Joseph M. **The Children's Rights Movement: A History of Advocacy and Protection.** Boston, MA: Twayne Publishers, 1991. A comprehensive survey of children's rights in America from the 1640's forward. Chapters include information on government programs, social services, institutions, and child labor.

Haycock, Kati and Denise Alston. **An Advocate's Guide to Improving Education.** Washington, DC: Children's Defense Fund, 1990. Uses the six National Education Goals for the year 2000 as a basis for demonstrating the need for community action for improving student achievement. Describes each goal and defines its objectives with a checklist to be used at the local level.

Hellebust, Lynn. **Resource Guide to Influencing State Legislatures.** Topeka, KS: Government Research Service, 1990. An extensive annotated bibliography identifying materials to assist advocates in working with their elected officials. Includes information on books, manuals, periodicals, and organizations.

Knitzer, Jane. **Unclaimed Children.** Washington, DC: Children's Defense Fund, 1982. A report on the status of mental health services for troubled children and adolescents based on a national survey. Encourages sustained advocacy efforts and give ideas for action.

Lewis, Barbara A. **The Kid's Guide to Social Action: How to Solve the Social Problems you Choose—and Turn Creative Thinking into Positive Action.** Minneapolis, MN: Free Spirit Publishing, Inc., 1991. This is a "how to" book to help young people learn skills enabling them to make positive change. Some of those skills are writing elected officials, fundraising, working with the media, and developing special interest groups. Sample activities and projects are described, but the skills discussed can be used for any social action project.

National Center for Children in Poverty. **Child Welfare Reform.** New York, NY: National Center for Children in Poverty, 1991. Summarizes information presented during a discussion of the child welfare service system at a Congressional Staff Briefing in Washington, DC. Expert panelists described the work of professionals in the system and made recommendations for improving service delivery.

Richart, Davis W., and Stephen R. Bing. **Fairness is a Kid's Game: Children, Public Policy, and Child Advocacy in the States.** Louisville, KY: Kentucky Youth Advocates, 1989. An easy-to-read, classic book on child advocacy. Gives a historical perspective and defines advocacy on a continuum of activities from education and research to direct lobbying.

Ross, Roberta. **An Advocate's Guide to Fund Raising.** Washington, DC: Children's Defense Fund, 1990. Tips on raising money for nonprofit organizations, from developing a strategy to producing the proposal. Includes case studies of successful efforts across the country and other resources.

Salzman, Marian and Teresa Reisgies. **150 Ways Teens Can Make a Difference: A Handbook for Action.** Princeton, NJ: Peterson Guides, 1991. Stories of successful advocacy efforts from young people across the country. Chapters are by topic: peer counseling, the environment, intergenerational programs. Includes advice on how to select a project and lists of associations to contact.

Shea, Donna Mikels. **News Media Handbook for Public Service Organizations.** Indianapolis, IN: United Way/Community Service Council, 1992. A guide for working with the media in Central Indiana. Lists radio and television stations, newsletters, other publications and includes tips for working with the various media.

Smucker, Bob. **The Nonprofit Lobbying Guide: Advocating your Cause—and Getting Results.** San Francisco, CA: Jossey-Bass Publishers, 1991. This handbook is helpful to any advocate, not just those who work on behalf of children. Includes tips on working with legislators, coalition building, and using the media. Also includes technical information on lobbying and IRS regulations.

Trister, Michael B., and James D. Weill. **An Advocate's Guide to Lobbying & Political Activity for Nonprofits. What you Can (and Can't) Do.** Washington, DC: Children's Defense Fund, 1991. Describes spectrum of lobbying activities and defines those that are permitted under federal law and Internal Revenue Service regulations. A must-read for those involved with the legislature at that level.

Westman, Jack C., MD, ed. **Who Speaks for the Children? The Handbook of Individual and Class Child Advocacy.** Sarasota, FL: Professional Resource Exchange, Inc., 1991. A look at advocacy from the system standpoint with chapters on the family, legal , educational, social service and political systems. It encourages the collaboration of members of those disciplines and other special interest groups.

PERIODICALS

Almost every organization listed in the organization section of this ***Guide to Resources on Advocacy*** has a newsletter or journal. Here are some examples of titles you might want to see on a regular basis.

CDF REPORTS. Children's Defense Fund, 25 E Street, N.W., Washington, DC 20001, (202) 628-8787. Monthly, $29.95.

CHILD PROTECTION REPORT. Business Publishers, Inc., 951 Pershing Drive, Silver Spring, MD, 20910-4464, (301) 587-6300. Biweekly, $182.

CHILDREN TODAY. Department of Health and Human Services, Room 348-F, 200 Independence Avenue, S.W., Washington, DC, 20201. Bimonthly, $7.50

CHILDREN'S VOICE. Child Welfare League of America, 440 First Street N.W, Suite 310, Washington, DC, 20001-2085, (202) 638-2952. Quarterly, $35 for individuals, $50 for institutions.

INDIANA ISSUES. 7802 Cannonade Drive, Indianapolis, IN 46217, (317) 887-0970. Semi-monthly, $80.

YOUTH POLICY. Youth Policy Institute, 1221 Massachusetts Avenue, NW, Suite B, Washington, DC, 20005-5333, (202) 638-2144. Monthly, $127, includes a subscription to semimonthly publication YOUTH RECORD and three issues of FUTURE CHOICES.

AUDIOVISUAL

THE INDIANA STATE GENERAL ASSEMBLY. Indiana Department of Education, Gifted/ Talented Education Unit, State House, Room 229, Indianapolis, IN, 46204, (317) 232-6610. $20. Five short segments about the Indiana General Assembly. Topics include how a bill becomes a law, citizen legislature, a tour of the statehouse, legislative decision making, and a two-year legislative calendar.

CHAPTER TWO

THE CHILDREN WE REPRESENT

The Children on Whom We Focus... and the Systems Which Serve Them

No task is more important for a child advocacy organization than to examine carefully the question of which children it is going to represent. Without a clear focus, the possibility of making real, demonstrable progress is remote indeed. There seems to be consensus within the advocacy community that **the most vulnerable children** -- those who come to the attention of the publicly-supported child welfare and human service systems as well as to our public schools -- do so because they cannot purchase the services and goods they need. These children should be the primary constituency for state-based child advocacy organizations. **This population is disproportionately composed of children who are poor, from minority groups, or disabled.** Moreover, these vulnerable children are the least enfranchised of a largely disenfranchised group.

"The advocates proceed on the appropriate premise that however unresponsive the American political system is to the needs of middle-class children, poor children have greater needs and less power."

-Robert H. Mnookin
Stanford Law School
(Mnookin, 1985)

Since many public programs in this country are designed to serve poor, minority, or disabled children, **publicly supported systems of care are the appropriate targets of our advocacy.** Much of advocacy work is predicated on the assumption that if public systems can be made to function properly for vulnerable children, they will function properly for all children. For example, if a public school can be made to operate to meet the twin goals of equity and excellence, every child in the building will benefit. We refer to this philosophy as the "percolation" theory of social reform because changes which benefit children who are poor, disabled, or members of a minority group usually benefit all children.

Issue Selection

Once child advocacy groups define their constituency, issue selection becomes critical. Advocates do not benefit from setting broad and amorphous goals for themselves such as the elimination of poverty, the provision of affordable housing, or total reform of public education. Rather, they must select issues which address some manageable part of these overall concerns. For example, efforts directed at reducing poverty may require advocates to press for some combination of welfare benefits, job training, improved educational

SOURCE

Richart, David W. and Stephen R. Bing. **Fairness is a Kid's Game: Children, Public Policy, and Child Advocacy in the States.** Louisville, KY: Kentucky Youth Advocates, 1989.

opportunities, and adequate preventive health care. Changes of that magnitude are such a large menu that no child advocacy organization could address them in their entirety. Advocacy groups can, however, select from that menu. The reduction of racial disparities in student suspensions from schools, expansion of prenatal care to poor women, or the provision of school meals to low-income children, are examples of attainable goals related to the overarching issues.

Finally, **advocacy organizations must be cautious to keep sight of real problems faced by the children** they represent and avoid the temptation to jump on the bandwagon in pursuit of fashionable or "hot" topics. Some argue that children's issues are so interrelated that working on any one of them is an improvement. Yet, this is not always the case, as discussed more fully later in the Pitfalls Section of this book. Taking one's "eye off the prize" not only can be diversionary but also can produce unintended harmful consequences. For example, an enormous national effort recently has been launched concerning the issue of missing children. In this case, it is now clear that the number of missing children has been grossly exaggerated and that significant financial and human resources have been focused on small numbers of missing children instead of on meeting the more fundamental basic needs of millions of children who drifted into poverty during the 1980's.

Justification for Action

Once an organization's constituency has been selected and systems which affect that population identified, advocates are often asked on what basis they have a right to intervene. The population advocates choose to represent are those children who most need help and who come to the attention, or present themselves, to publicly-supported schools and human service programs. Government traditionally has designed its social policy around a vast array of federal, state, and local entitlements to benefit these children. As tax-paying citizens, advocates have every right to participate in this governmental process to assure that public funds are properly spent and that children actually secure those benefits.

As discussed more fully in Chapter Three, while programs operated by private non-profit organizations who receive no government funds are important, they usually are not the appropriate focus of advocacy groups concerned with implementation of public policy. Private non-profit organizations who contract with government to provide services **are** fair game for the advocate.

Advocacy

Thinking About Policy Advocacy

By Nancy Amidei

The following article is excerpted with permission from So You Want to Make a Difference by Nancy Amidei, © 1991 by OMB Watch. This 61-page booklet can be obtained for $10 from OMB Watch, 1731 Connecticut Ave, NW, Washington, DC 20009-1146, (202) 234-8494.

Many people hesitate to get involved in advocacy because they equate it with activities they aren't comfortable with—like demonstrations on the courthouse steps or public protest. Those are legitimate advocacy strategies, but they are only part of the story. "Advocacy" covers a range of activities broad enough to include just about everyone in just about any kind of setting. And most are things we already do for ourselves, our neighbors, our friends. Policy advocacy just carries it into the policy arena.

It helps to keep a few underlying principles in mind:

- Advocacy assumes that people have rights, and those rights are enforceable.
- Advocacy works best when focused on something specific.
- Advocacy is chiefly concerned with rights or benefits to which someone is already entitled.
- And policy advocacy in particular is concerned with ensuring that institutions work the way they should.

These last two points are related. You have a right to accurate tax bills; your neighbor has a right to his social security. Speaking up to protect such rights isn't unreasonable.

You wouldn't just pay unfair tax bills or give your neighbor a list of soup kitchens and suggest he adjust to life without social security. Instead, you take action to make certain that the government systems involved (the tax office, the social security agency) operate according to the law. That's policy advocacy.

Anyone can be a policy advocate who is willing to

- speak up;
- help others get benefits to which they are entitled;
- challenge government systems when they don't work;
- work for laws, budgets, and policies that do work; and
- be a voice for others (especially those with troubled lives) with policymakers.

Without better public policies, many troubled families won't have what they need to be productive members of their communities. Advocacy can help change that.

Ours is a system that works well for anyone with knowledge of, and access to, the political process. It works less well for those who either don't know how to get involved, or who face problems in getting involved—like children, poor families, and the mentally or physically handicapped.

Six Good Reasons to Get Involved

This is where you come in. As Americans we pride ourselves on having a system that's fair and open to all no matter what their age, or income, or race. But that does not just happen by accident, and neither will last years' prior victories stay won without vigilance.

Left on their own, some groups (e.g., "crack" babies, retarded citizens) tend to be voiceless. How they fare in the political process depends on the role that others are willing to play on their behalf. And when those "others" (i.e., you and me) fail to get involved, too often the voiceless get left out.

Fortunately, when more of us get involved, wonderful things can happen. All of the legislative victories of recent years—civil rights for people with disabilities, child care for working parents, health care for low-income families, more community-based services for the mentally ill, fairer budgets and tax systems, child welfare services and nursing home reforms, and many, many more—are the direct result of advocacy. They represent a tremendous achievement through which millions of Americans have been helped to a better life, and in which millions of ordinary Americans can take pride. Getting involved won't always lead to victory, but not getting involved never does.

Besides, advocacy is fun. There's a tremendous exhilaration in winning, as well as a lot of satisfaction just in trying. But if making your corner of the world a better place and having a good time are not reason enough, here are six more:

Charity is Not Enough

A lot can be accomplished by caring people who offer a helping hand. It's great to volunteer at a shelter, or donate toys to the local hospital. But that won't always be enough.

Donated toys are no substitute for a way to pay the rent, and families with a disabled family member don't need a shelter nearby so much as they need affordable housing and access to home-based care. Volunteers can't answer either of those needs unless they're also working for public policies to ensure the availability of low-cost housing or the home-based services so many families need.

Even the nation's Catholic bishops (no opponents of charity) acknowledged in 1988: *Charitable efforts cannot substitute for public policies that offer real opportunities and dignity.*

That's where policy advocacy comes in. Without better public policies, many troubled families won't have what they need to be productive members of their communities.

Advocacy Has A Role for Everyone

It is possible to be an advocate by

- informing others
- writing or calling a policy-maker
- organizing a grass-roots campaign, or
- helping in the background (e.g., doing the research or writing a check).

Advocates for better social policies can be found anywhere—in public agencies and private; in clinical settings and direct service projects; among volunteers and professionals; on the boards of community agencies and business roundtables; whether voted into office or just voting.

Sometimes individual effort is all that is needed. A Texas social worker with an irregular work schedule used to monitor the weekly city council meetings whenever possible. One day she heard a dog owner complain to the council about the unfairness of making him pay a license fee when cat owners paid none (a differential the council chose to ignore).

Some time later she heard the council consider a proposal to cut services at a mental health clinic, for lack of what seemed a relatively modest sum. During a break, she called the pound and the SPCA, collecting estimates of the number of cats in the area. Then she made a quick calculation to pass on to one of the council members. It showed that if the same fee required of dogs were also applied to all of the cats, there would be enough money to maintain mental health services—and dogs would win "equity" with cats. The council agreed, and the services were saved.

Some Problems Require a Broad Attack

At other times, individual efforts are not enough. For years, women's groups and child health advocates scrambled to line up free health care for individual pregnant women whose incomes were too high for Medicaid in their state, but too low to afford private insurance. Each time an uninsured pregnant woman came to their attention, some one went through heroic efforts to find the care and support she needed. Over time, several (or several dozen) pregnant women per community were helped in that way. But many more equally needy women and babies were not.

That's why advocacy groups across the country decided to attack the bigger problem: state Medicaid limits that excluded too many low-income pregnant women. They worked to persuade governors, state legislatures, and eventually the U.S. Congress to change the rules, and bit by bit they have been winning.

That required a rather sophisticated effort which included knowledge of the laws, the efforts of a group, the help of professional lobbyists and sustained activity over a period of months or even years. (One of those involved, Rae Grad, is a nurse who now heads the National Commission to Prevent Infant Mortality. She began her advocacy "career" by writing and sending out a newsletter from home, while her children were small.)

Each victory along the way meant the involvement of countless ordinary people along with the professionals, but each victory also meant that many more high-risk women and infants would get help—including those in small towns and rural areas where volunteer medical care and advocacy groups are scarce.

Any time we insist on helping only through one-on-one, voluntary activity, we make others dependent on the whims and fashions of charity. And we effectively "write off" everyone who lives where the charity that's needed isn't available.

Government Policies Affect Everyone

There are also self-interested reasons to get involved, whether the people needing advocacy are related or not. Everyone with an interest in the future, for example, has a personal stake in policies for children. Marian Wright Edelman, president of the Children's Defense Fund, once remarked that depending upon what we do now for the children, before long they will either be supporting us, depending on us or shooting us.

Every level of government is important and plays a part. Some examples:

- Local school boards are responsible for the schools.
- County and city governments operate hospitals, mental health clinics and social services.
- State governments decide who gets welfare and whether child care is licensed and affordable.
- Federal laws influence such matters as whether there is housing available at a price that working families can afford, and whether tax policies are supportive of families with low wages.

Some of the more visionary members of the business community understand. They reach out to meet immediate needs by forming partnerships with individual schools, and work through the political process to improve conditions in all the schools. Business leaders in Chicago, for example, lobbied the state legislature on behalf of education reforms, while on the national scene, the business executives who make up the "Committee for Economic Development" have become powerful advocates for greater government investments in prenatal care, child care, and education. ■

'ADVOCACY IS FREQUENTLY AN ORGANIZATION'S BEST SERVICE': ADDITIONAL RESOURCES

The Nonprofit Lobbying Guide. Robert Smucker. Jossey-Bass Publishers, 1992. $22.95 + $2.50 shipping/handling. Order from: INDEPENDENT SECTOR, 1828 L St., NW, Suite 1200, Washington, DC 20036.

More and more, voluntary organizations and their funders are realizing that to fulfill their missions they need to influence public policies and services. For example, when people rally to the hungry or homeless, they begin to look behind the endless lines and ask what can be done to get at systemic causes.

The Nonprofit Lobbying Guide: Advocating Your Cause—And Getting Results by Bob Smucker discusses this role of voluntary organizations and provides how-to guidance. It is divided into two parts: (1) "How to Lobby" and (2) "A Guide to Technical Issues Related to Lobbying." Smucker says in his introduction that he wrote the book for volunteers and staff of nonprofit organizations, "especially new volunteers and staff, to help them take advantage of the new and exceedingly liberal rules for lobbying by nonprofits. These rules now make it possible for nonprofit groups to lobby more freely for their causes and clients."

Foundations and Lobbying: Safe Ways to Affect Public Policy. John A. Edie. Council on Foundations, 1828 L St., NW, 3rd floor, Washington, DC 20036. 1992. $25 + $2 shipping/handling.

There is an attitude that voluntary service is to be applauded and advocacy is to be disdained. *Foundations and Lobbying* offers guidance for those in the funding world who might wonder if advocacy applies to them.

Chapter 5

Increasing Our Numbers and Building Our Strength

It is not enough for a few people to advocate. Part of becoming an advocate is sharing our experiences with others. Strength and power will only happen when we increase our numbers and our effectiveness.

Each of us needs to encourage others to become advocates. When we send the message that early childhood advocacy is important, we legitimize it as an integral part of our training and help others see how to integrate it into their professional responsibilities. We encourage more people to speak out. As Anne Hunt (1988), an advocate in Tennessee, points out,

> [We] must give public policy activities as much emphasis as we do [any other aspect of] professional training. . . . Training and experience are giving us information and confidence. . . . We are feeling support, and on occasion, even power as we unite our efforts. . . . [We] are becoming a network of child advocates . . . evolving from a solo to a chorus--a chorus that blends many voices in harmony but retains the timbre and flavor of each. (p. 26)

The movement on behalf of children, families, and the early childhood profession is building, one person at a time. Through workshops and courses, meetings and contacts, we are encouraging others to join with us.

A supportive advocacy leader, like a good teacher, recognizes the importance of building personal relationships with the people she or he is guiding. Our effectiveness as advocates is not confined to our own ability to cause change. As leaders, we relate to others in ways that help them see that they too can make things happen. We build confidence. We enable emerging advocates to grow into their own role. We serve as models for taking action and speaking out on issues.

Fostering a belief in change

Too often people do not speak out because they think that their actions will not make a difference or that change is impossible. Institutional change is often slow. The problems that early childhood educators face are complex. Many people already put in long hours and receive low salaries for their work. But we must try not to feel overwhelmed by the time and energy it takes to move an issue forward.

It is not always easy to motivate people, to convince them that their actions can effect change. Sometimes we ask people to write letters to legislators and the bills do not pass. Or we ask people to use developmentally appropriate teaching practices and they face resistance from parents and administrators. We ask people to speak out to the business community and they may encounter a lack of interest for investing private money in long-term solutions.

These realities should not force us to give up. Instead, we should reach out and support each other. We can maintain our enthusiasm and continue to foster a belief in change. We can support even small advocacy efforts by showing appreciation for individual and group contributions and by highlighting their successes along the way. We can join forces and overcome our differences to build a stronger voice for change.

Building confidence and skills

Many people lack the confidence to speak out. They resist taking action because they do not believe in their own power to effect change, or they feel that they may not have sufficient knowledge of how our government and other institutions operate.

Early childhood advocates can help overcome these barriers. We can:

1. Promote a positive professional self-concept within the field. We are experts in early childhood education. We have a wealth of information to share.
2. Stress that decision makers need to hear from us to better understand the issues. Although they may be in influential positions, they don't have all the answers. They need our expertise.
3. Provide the tools to help others get involved. Help others understand how policy is made, how institutions work, and how to influence decisions. When training others, demonstrate good teaching practices. Present information in a way that is clearly understood. Speaking "over people's heads" only adds confusion and undermines our effort to recruit more advocates.
4. Define the issues clearly and provide concrete suggestions for action when asking others to speak out. Once people see that the first step is not so difficult, they will probably be willing to take another one.
5. Be available to answer questions, guide people, and serve as an advisor or mentor to emerging advocates. First-time advocates may be intimidated when they speak out, especially if their views are met with opposition. When someone is there to share and listen to their concerns, or to clarify issues, it provides the encouragement to go forward (see Advocates in Action, p. 86).

Allowing people to grow into the advocacy role

Developing any new skill takes time. When we reach out to new advocates, we need to recognize that they may have time constraints. In addition, some people have special areas of interest. We must allow people to take on the jobs that they are most comfortable doing. Some will be speakers, others writers, or planners, or researchers, or envelope stuffers. Each role is valuable and each is important.

Most of our advocacy efforts are done by volunteers, so we must help people to become more aware of the issues, to develop relationships with others involved, and to see that their contribution makes a difference.

SOURCE

Goffin, Stacie G., and Joan Lambardi. **Speaking Out: Early Childhood Advocacy**. Washington, DC: National Association for the Education of Young Children, 1988

Building Coalitions

THE OHIO STATE UNIVERSITY

The Ohio Center For Action On Coalition Development

Introduction

This is the first in a series of fact sheets compiled by The Ohio Center for Action on Coalitions and lays the groundwork for future fact sheets.

Advantages and Disadvantages

Collaboration with other youth-serving organizations can be an effective and rewarding method of reaching young people. But, collaborating with other groups is a double-edged sword with both advantages and disadvantages. Both should be weighed before entering a collaborative effort. If the benefits don't outweigh the costs, collaboration should not take place.

The advantages of entering a collaborative effort may be immediate or long term, direct or indirect. Some partners may benefit more than others. It is essential that each partner recognize that the benefits will outweigh the costs of participation. (Dluhy 1990)

Advantages

The advantages of collaborating most frequently are: more effective and efficient delivery of programs, professional development, improved communication, elimination of duplication, increased use of programs, improved public image, better needs assessment, consistency of information and increased availability of resources.

Collaboration can open a vast complement of resources to the innovative administrator — new staff skills, knowledge, equipment and facilities, and services. These may be available at other

Definitions

- **Alliance** — Individuals or organizations working together in a common effort for a common purpose to make more effective and efficient use of resources, a coalition.
- **Coalition** — Individuals or organizations working together in a common effort for a common purpose to make more effective and efficient use of resources, an alliance.
- **Collaboration** — The process of individuals or organizations sharing resources and responsibilities jointly to plan, implement and evaluate programs to achieve common goals.
- **Cooperation** — Individuals or organizations associating to accomplish a common goal.
- **Coordination** — Individuals or organizations working together to accomplish a common goal.
- **Network** — Individuals or organizations who share information, ideas, resources or goals to accomplish individual or group goals.
- **Networking** — Individuals or organizations sharing information, ideas, resources or services to accomplish individual or group goals.
- **Partner** — An individual or organization working with others to accomplish a common goal with a shared sense of purpose and sharing responsibility for the outcome.
- **Partnership** — Individuals or organizations working together in a side-by-side effort to accomplish a common goal with a shared sense of purpose and a shared responsibility for the outcome.

agencies. Combining the resources of two or more agencies can help to deliver more services for the same money or the same services for less money. The economics of scale, fewer duplicate programs and improved cost-benefit ratios will make the delivery of programs more effective and efficient. (Rossi 1982)

Staff members will grow professionally by meeting with colleagues from other agencies. They will be exposed to new methods and ideas that may benefit them. They may be made aware of new resources that are available and how to obtain them for their programs.

Improved communication between agencies will result in all partners providing more consistent and reliable information to the client. Shared information can mean increased use of programs and more public support. Agencies can share information about policy and legislative issues that effect their clientele groups. A better understanding of work done by others may help when directing clients who need critical information. Better communication between agencies will provide a better evaluation of the total impact of programs.

Coordinated needs assessment can be a benefit of collaboration. Service providers who work together can identify gaps in programs. They also can see critical widespread problems and rate issues for the most efficient use of available resources.

Disadvantages

Some disadvantages of collaborations are: turf protection and mistrust, slow decision-making, limited resources, diverted resources from priority issues, an assumed position contrary to policy and decreased level of cooperation among collaborators during a crisis.

Turf protection and mistrust are complex issues that must be overcome. If a collaborator doesn't trust his or her partners, he or she will not be as open and receptive to new ideas. There will not be a willingness to share resources and burdens.

If the group must reach a consensus to act on an issue, it may take time. Many partners may not be able to go forward without approval of a higher authority or more study. Depending on how well the group communicates or how often it meets, decision by consensus could make acting on a problem slow and ineffective.

Due to limitations of resources, some groups who would be valuable partners are unable to cooperate. Devoting resources to a collaborative effort may take away from other high priority projects.

Sometimes a coalition may take a position that is inconsistent with the policy of one of its partners. This may cause the partner to be uncooperative, ineffective or to withdraw from the coalition.

During a crisis with a partner or the coalition, cooperation among members may decrease. Member organizations are sometimes faced with changes within their organization such as budget cuts, changes in administration or other short-term changes that affect their commitment.

Withdrawal of support by a key member or outside pressures from individuals or groups who disagree with or don't understand the coalition's purpose may cause a crisis. This may strain the partnership.

Summary

This fact sheet provides an understanding of the terms and some reasons for building coalitions. It is intended to help individuals to better use the series of fact sheets developed by the Ohio Center for Action on Coalitions. Comments and ideas for improvement of this series are welcomed.

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The IYI Resource Center has developed many *bibliographies* on subjects related to youth and youthwork. We provide these bibliographies free of charge as a way of helping you find current information about youth. We are not a lending library, but we can help you get the materials found on these lists in your community. To get a booklist on any of the subjects listed below, please call the IYI Resource Center at (800) 343-7060 or (317) 634-4222.

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INDIANA YOUTH INSTITUTE

10 Blueprints for Healthy Development

The Indiana Youth Institute's blueprint for healthy development of all Indiana's children is based on the premise that every child in Indiana—regardless of race, gender, ethnicity, handicapping condition, geographical location or economic status — deserves an equal opportunity to grow up in a safe, healthy, and nurturing environment.

BUILDING A HEALTHY BODY

Indiana's youth will be born at full term and normal birth weight to healthy mothers. They will receive a well-balanced diet in adequate supply to grow strong bodies to acceptable height for their age. They will be provided a balance of physical activity and rest in a safe and caring environment. They and their families will have access to good medical care and educational opportunities that teach them how to abstain from health-endangering activities and engage in health-enhancing activities.

BUILDING POSITIVE RELATIONSHIPS

Indiana's children will experience love and care of parents and other significant adults. They will develop wholesome relationships while learning to work collaboratively with peers and adults.

BUILDING SELF ACCEPTANCE

Indiana's children and youth will perceive themselves as lovable, and capable; they will act with self-confidence, self-reliance, self-direction, and control. They will take pride in their accomplishments. As they develop self-esteem, they will have positive feelings about their own uniqueness as well as that of others.

BUILDING ACTIVE MINDS

Indiana's young people will have stimulating and nurturing environments that build on their individual experiences and expand their knowledge. Each young person will reach his or her own potential, gaining literacy and numeric skills that empower the lifelong process of asking questions, collecting and analyzing information, and formulating valid conclusions.

BUILDING SPIRIT & CHARACTER

Indiana's young people will grow up learning to articulate and inculcate values upon which to make ethical decisions and promote the common good. Within safe boundaries, children and youth will test limits and understand relationships between actions and consequences.

BUILDING CREATIVITY AND JOY

Indiana's young people will have diverse opportunities to develop their talents in creative expression (e.g., music, dance, literature, visual arts, theater); to appreciate the creative talents of others; and to participate in recreational activities that inspire constructive, lifelong satisfaction.

BUILDING A CARING COMMUNITY

Indiana's communities will encourage their young people to see themselves as valued participants in community life. In addition to being recipients of services that express the communities' concerns for their safety and well-being, young citizens will become resources who will improve their surroundings, support the well-being of others, and participate in decisions that affect community life.

BUILDING A GLOBAL PERSPECTIVE

Indiana's children and youth will learn to see themselves as part of the global community, beyond ethnic, religious, state, and national boundaries. In formal and informal educational experiences, they will have opportunities to become familiar with the history, political issues, languages, cultures, and ecosystems that affect global life and future well-being.

BUILDING ECONOMIC INDEPENDENCE

Indiana's young people will be exposed to a variety of educational and employment experiences that will contribute to vocational and career options. Their formal and informal educational experiences will prepare them to make the transition from school to work, to contribute to the labor force, and to participate in an economic environment that will grow increasingly more complex and will require lifelong learning.

BUILDING A HUMANE ENVIRONMENT

All children will have access to a physically safe environment, free from abuse, neglect, exploitation, and other forms of violence. They will have adequate housing and living conditions; safe neighborhoods; clean air, food, and water. Their environment will be free from toxins, drugs, alcohol, and tobacco. All children will have an opportunity to learn how to protect their environment for the future.