

## ***Advocacy through***

# **Field Trips**

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### **The Problem**

*“Earlier today, as we started this tour, someone called us the movers and the shakers of the religious community. After this experience, we are the moved and the shaken.”*

*“To see a two-pound infant struggling for life and know it didn’t have to be that way—it changes my whole perspective.”*

*“Until today, I didn’t know the daily challenges a teen mother faces.”*

These observations of previous field trip participants demonstrate just how enlightening first-hand experiences can be.

We know how to prevent child abuse, yet the statistics on abuse in 25 industrialized countries indicate the problem is increasing.

We have the resources to immunize every child by age two, yet in the United States half of all two-year-olds aren’t fully immunized.

We have the ability to provide good prenatal care, yet millions of babies are born underweight and poorly developed because their mothers didn’t receive prenatal care.

We have precise statistics on the most common ways children are injured and the most effective

prevention strategies, but they are not used.

Why do we let our children suffer?

Perhaps it is because we learn about numbers and not children. Perhaps we would become more involved and demonstrate our compassion if we saw the faces of the children instead of statistics on their needs. Faces are harder to forget or ignore.

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### **The Solution**

**This is the objective of a field trip project for Young Children: Priority One.** It provides club members and other community leaders with an opportunity to understand important children’s issues through the sights, sounds, and struggles that we do not see.

To focus attention and inspire action on an issue, the Young Children committee has to get the club members and community leaders out of their chairs and into the places where children are. The result can be greater community understanding of children’s needs, development of new leaders who work to help children, and inspiration to action by many.

A field trip can be designed to address any young children issue, from child care to infant health. The key to success is careful

design and research.

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### **Field Trip Design**

**A motivating, educational field trip involves four activities. It should:**

- 1. Tell about the problem**—Have an eloquent speaker explain the purpose of the field trip, review statistics, and describe the locations being visited.
- 2. Provide written materials**—Offer additional research and statistics on the problem at the community or local level, provide national information and articles, and details on the sites being visited.
- 3. Show participants**—Take guests to a site that illustrates the problem and another that illustrates the solution. For instance, you might take the group to a pediatric trauma center and intensive care unit to learn about the unintentional injuries of young children. Participants would learn about children injured by not riding in car seats and the common causes of burn injuries in the home. Then, the group would see a safety-seat loan program and a burn-prevention education program.
- 4. Provide an experience**—Involve the group in a “hands-on” activity related to the problem or

solution. For instance, if you were showing how difficult it is for a working parent to get three children to a health clinic for immunizations, you could ask participants to draw up a plan to get to the clinic (providing the clinic hours, work schedule, bus schedule, and restrictions imposed by traveling with three children). Or, you could take the group to the clinic via public transportation.

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## **Planning the Message**

To have the desired impact, the field trip should be more than a series of boring bus trips interspersed with brief, uncomfortable walk-throughs of sites serving children. A message about a community need should be illustrated by the field trip, so planning should begin by defining the message and who needs to hear it.

The committee's first step, therefore, is to conduct a needs analysis on young children's issues in the community. The committee can collect statistics and talk to experts, using the Needs Survey Booklet in the Young Children: Priority One kit and the talking points questions in the back of this bulletin to guide the research. The most eloquent and informative experts should be considered for use as briefers during the field trip.

The committee may find several critical concerns for children. The field trip will have to focus on one—though other issues will be touched upon by the service providers. It may be wise to choose the issue of greatest public concern because it will be easier to recruit participants on a well-known issue. Remember that a successful field trip will provide opportunities for additional trips on other issues. A form for analyzing topics is on page 15.

**Once the committee has identified the issue, the challenge is to identify the message and response you seek from the field trip. The committee needs to answer four questions:**

1. What need will the field trip examine?
2. What can be done to address this need?
3. What resources are needed?
4. Who controls or has access to these resources?

The answers to these questions will guide the design of the field trip and the invitation list.

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## **Field Trip Sites**

**Design the field trip day to introduce the chosen problem and then explore the solutions.**

For instance, if the field trip focused on child abuse, the first stop might be a meeting with the police, district attorneys, and social workers who specialize in investigating and prosecuting child abusers. They would explain the magnitude of the problem and give examples of the kinds of cases they investigate.

To help participants learn about the solutions to this problem, the group might visit a parent who has participated in Parents Anonymous, talk to foster parents and the children they care for, watch a court-appointed special advocate present recommendations to a judge, and visit a respite care shelter.

**Selecting sites will require visits by committee members. During each visit, the committee members should:**

1. Explain the purpose of the field

trip and what participants need to learn.

2. Ask questions about the program and the issues (consult the talking points list on page 5).
3. Ask who would work with the field trip group.
4. Ask what the group could see and do.
5. Explain that a committee will decide which sites are best for the field trip.

**When the committee meets again, the sites should be analyzed in terms of:**

- ☐ **Information that can be delivered**—What parts of the problem does the site address? Does it illustrate the problems and/or the solutions?
- ☐ **Quality of the services**—Centers that offer a variety of social services, work with other providers, and have a clear impact on the community convey important messages about effective structures and the value of their efforts.
- ☐ **Visual impact**—What will people see? Halls and rooms don't communicate any messages. Hearing about what happens isn't as effective as seeing it.
- ☐ **Eloquence and personality of the guide**—The speaker must keep the group involved, answer questions clearly, and address the larger policy issues.
- ☐ **Availability of experts**—Specific questions on programs may be better handled by the people

running those programs.

- **Mix of clients**—Programs serving a variety of ethnic groups and socio-economic groups help to break the stereotypes of services being needed only by “those people.”
- **Location**—Proximity to other sites limits travel time and may keep the discussion focused on a particular neighborhood.
- **Opportunities for interaction**—Field trip participants need to meet and talk to children and parents.
- **Ability to accommodate the group**—If there isn’t enough space, if the tour will disrupt the site, if confidentiality or privacy might be violated, the site cannot be used.

**For each site chosen, plan to have:**

- A one-page description of the program. An example is on page 14. A committee member will need to work with the program to develop this.
- A speaker, such as the program director, who will describe the program, walk the group around, answer questions, and introduce the group to people in the program. The “Talking Points” on pages 5-9 provide material that can be modified to fit the program and provided to the speaker at each site.
- A clear agreement on what the field trip participants will see. This should be discussed with the program

director and then confirmed in a letter.

- A hands-on activity—whenever possible. Have the field trip participants play with children or read to them. Have them help prepare the lunch as they learn about the program. Let them visit with families, walk through the neighborhood as the children do, and see the playground. Have them fill out the forms to qualify for public aid. Have them experience first-hand the daily challenges of the children and families they meet.

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## Constructing the Schedule

**You are asking for three to six hours** out of the participants’ work day, so choose a date and time for the field trip that will be convenient for them.

Construct a schedule for the field trip that keeps the group moving. Start the day with a half-hour registration and introduction. Before your field trip, drive the route the bus or van will follow and note the time required for each trip. Walk through each site with the program representative (reviewing the information to be covered, what participants will see and do, how long a question period to allow, what sort of wish list the center might share with participants) and agree on the length of time the participants will spend at the site. Allow five to ten minutes for boarding the bus.

Utilize policy analysts or other issue experts by having them speak to the group at breakfast, during longer bus rides, or at the concluding discussion.

Plan to have lunch at one of the program sites if this is a full-day field trip. If it is a half-day trip, plan lunch as part of the opening or concluding discussion. The concluding discussion can be scheduled for the site at which everyone registered. Allow an hour for the discussion.

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## Costs

**As with any club project, the key to field trip cost control is to find donors for the basic expenses. The printed materials distributed to participants can include recognition of the donations. The basic needs are:**

1. **Meals**—This might involve breakfast, lunch, and/or a break. Try to arrange for the lunch to be at a site, but don’t assume the site can afford to pay for the lunch.
2. **Printed Materials**—This includes background information, site descriptions, evaluation forms, and a folder to put them in. Ask a member of the club to donate the photocopying or printing.
3. **Meeting Place**—The site where the field trip begins and ends should be convenient for the participants to travel to and leave their cars. The room should be large enough for a comfortable discussion with the group—and possibly for a meal to be served.
4. **Transportation**—Depending on the number of participants, it might be possible to use two or three vans. If a bus is needed, the cost will be several hundred dollars. Use of a school bus reduces cost but also restricts the time frame.

5. **Distribution Items**—To help the participants interact with children, provide books that they can read to the children and leave as presents. Stuffed animals and drawing supplies are other possibilities.

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## Participants

**The largest group that most facilities can accommodate during a site visit is 40.** In a few cases, such as a neonatal intensive care unit, the group will need to be divided for the visit to the unit. The smallest a field trip group should be is 10. If the group gets much smaller, discussions become difficult and people no longer feel they are part of a group that was invited to participate.

The object of the field trip is action, so the people invited on the field trip should be those in your community who can take action. They can be business leaders, elected officials, the clergy, the wealthy, or service club leaders. In Michigan, many Kiwanis clubs have organized field trip activities to energize and involve their own members. Anyone who can help children—financially, by policy, or with volunteer hours—is a good candidate for a field trip.

To recruit the chosen participants, find “one of their own” to send the invitations. If you want business leaders, find one well-known business person who will participate, help create an invitation list, and co-sign invitation letters to other business people.

Decide on the number of participants you hope to have and send three times that many invitations. Include a response card that allows people to indicate whether they can come and, if they

can't, whether they would like to be invited to another field trip. Follow up with a phone call. Consider setting up the invitations to invite pairs, so it will be more comfortable to agree to participate. Thus, you could ask a minister to bring a member of the congregation and a businessperson to bring a co-worker; or urge people to bring their spouses.

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## News Coverage

**One way to get news coverage** of your field trip is to invite reporters and writers on the trip. You can take this even further by designing a field trip specifically for newspaper, radio, and television reporters. In either case, be sure to get approval of the directors of the sites you're visiting before inviting reporters.

Whether or not reporters participate, be sure to develop a press release that covers the who, what, where, when, why, and how of the field trip (samples appear on page 14). This release should include all the local facts and figures you've collected. Send it out several days before the event and follow up with a phone call the day before the field trip. If there are pictures of the field trip, send copies with the press release after the event too.

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## The Field Trip

**A day or two before the event,** call all of the participants to make sure they will be attending and to answer any questions. Make sure they have directions to the meeting place.

Run the day with very little “down time.” Greet everyone as they arrive and give them their packet of

materials. Point them toward the breakfast or lunch. As soon as everyone has arrived, explain the purpose of the field trip, have participants introduce themselves and explain why they are participating, and review the itinerary. If lunch is being served, have a policy briefer or other issue expert make a presentation. Then, get on the bus.

Introduce each site during the bus trip with a few comments and direct everyone to read the one-page description of the program. As participants get off the bus, the program representative should greet them and lead them into the program site. Keep participants focused on the issues. Ask questions. Draw connections and make comparisons.

When the discussion at the site comes to a close, allow participants five minutes to visit restrooms and call the program director of the next site.

Once everyone has returned to the bus, ask for reactions to the site just visited and answer any additional questions. Introduce the next site.

At the end of the field trip, on the way back to original meeting place, pass out the evaluation forms and ask everyone to complete them. Start the concluding discussion as soon as everyone has served themselves lunch (or coffee and soft drinks, if it's later in the day). Take the group through the process of defining the problem and the solutions they saw. Ask them what additional resources should be used to address the problem. Ask them how they can help. Encourage brainstorming. Ask them to explore collaboration. Suggest specific commitments that can be made by each participant. Recruit volunteers to act on these commitments.

Before the participants leave, ask them for their advice on conducting other field trips and collect the evaluation forms they completed on the bus. Pass out index cards and ask everyone to write down a quick impression or comment. Collect the cards and use the comments in follow-up correspondence.

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## Follow-Up

**The day after the field trip**, send thank-you letters to the sites and to any donors. In the letter, include a few comments about the experience from the participants to show how effective the trip was. Ask if the children at one of the sites could draw pictures to send to the field trip participants.

Read over the comments from the participants. Make a list of the suggestions for improving future field trips. Ask club members who helped run the field trip to add to this list. Contact the sites you visited and ask for their evaluations and suggestions. Use this suggestion sheet as the springboard for designing the next field trip.

Follow up with the participants after you receive the pictures. Send all participants a picture, a copy of their evaluation forms, and a letter thanking them for their time and urging them to take action to help children. Encourage them to join your club or work with the club to help one of the programs visited.

Maintain contact with the field trip participants. Send them updates on other field trips you develop and what your club is doing for young children. Urge them to tell you what actions they are taking.

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## Working in a Partnership

**An effective field trip program requires** considerable research, planning, and contacts in the community. If your club needs help to create a field trip, a number of organizations might be interested in working in a partnership or coalition. The Junior League, American Association of Retired Persons, the National Council of Negro Women, church groups, service clubs, fraternities, sororities, hospitals, advocacy groups, and social service providers are all possible partners.

If a strong partnership can be developed, the partners could implement an on going field trip program serving the entire community. If this develops, the group can take advantage of the technical assistance and of training offered by the Children's Defense Fund for the sophisticated field trip it developed, titled Child Watch Visitation Program.

**The Children's Defense Fund** developed the Child Watch Visitation Program in 1990. It has trained more than 100 coalitions in communities throughout the United States, and more than 50 of these coalitions already have conducted Child Watch programs. This bulletin is based on the materials developed for Child Watch coalitions.

To learn more about Child Watch training sessions, please contact: Child Watch, Children's Defense Fund, 25 E Street, NW, Washington, DC 20001  
Phone: 202/662-3660  
[www.cdf.org](http://www.cdf.org)

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## Talking Points

Adapt the talking points so they are appropriate for the local program, and share the questions with the representative who will be leading the group through the program.

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## General Questions

What is the history of your program?

Describe the population and neighborhood served.

Has the neighborhood changed since your program opened?

What new problems and issues are you encountering?

What are the primary public policy areas that impact your work (e.g. child care, housing)?

What kinds of barriers do your clients face when trying to access services (e.g. language, transportation, lack of child care)?

What public policy changes would help you improve the quantity and quality of the services you provide?

How can the private sector help your program?

What are the limits of private sector contributions?

With what other programs in the community do you work?

What can leaders in the community do to help you and the children and families you serve?

What kinds of outreach do you do?

What makes your program a success?

Discuss an individual client's case or success story.

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## **City or County Health Department**

What are the city or county statistics for uninsured children?

What are the local infant mortality rates?

What is the percentage of low birthweight births in this area?

What percentage of children are appropriately immunized?

What is the WIC (Special Supplemental Program for Women, Infants, and Children) program?

- How many people in your area are enrolled in the program?
- How many additional women and children are eligible for WIC but are not enrolled?
- What is the current level of WIC funding?

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## **Local Public Health Clinic, Neighborhood Health Center, or Prenatal Care Program**

What percentage of the women you serve are uninsured?

What percentage of the children you serve are uninsured?

Do other local facilities have services for the uninsured?

Do you have special services for high-risk pregnancies, teenagers, and substance abusers?

Why do so many women not receive the prenatal care they need?

What can happen to women (and their babies) who do not receive proper prenatal care?

How frequently do you see pregnant women with substance abuse problems?

Are quality drug treatment programs for women available upon request? If yes, have arrangements been made to care for the children of women in treatment?

What kinds of nutritional problems do you see in pregnant women and breastfeeding mothers?

Are you able to enroll women in WIC on-site?

What are the most critical health problems found in children? What types of maternal and child health-care services do you offer (e.g. prenatal care, preventive health care, services for children with special needs)?

Do you utilize volunteers?

What policy changes would help you better serve children and families?

What are your hours?

How long is the average wait for an appointment?

What kind of outreach do you do?

What do immunizations cost the clinic?

How much do private insurance companies reimburse you?

Have you seen an increase in clients needing immunizations since private providers have been cutting back on vaccine supplies?

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## **Public, Community, or Children's Hospital or Pediatric Ward**

What are the most critical health problems found in children?

What types of preventable conditions do hospitalized children

have?

What is the difference between preventive care and acute care?

What proportion of the children and pregnant women admitted are uninsured?

Do other local facilities have services for the uninsured?

Do you have special services for high-risk mothers, teenagers, substance abusers?

What percentage of your births are at low birthweight?

What are the contributing factors to the high infant mortality rate?

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## **Primary Care Pediatric Clinic**

What are the most critical health problems found in children?

What kinds of preventable illnesses do you see (e.g. measles, lead poisoning, malnutrition)?

Why are children not receiving adequate preventive care, including immunizations?

What do immunizations cost the clinic?

- How much do private insurance companies reimburse you?
- Has there been an increase in clients needing immunizations since private providers have been cutting back on vaccine supplies?

Are you open during hours that are accessible to working parents?

Do you see patients regardless of their ability to pay for care? If so, what percentage of your patients are uninsured?

Do other local facilities have services for the uninsured?

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## **Head Start Center**

### **For the Director:**

- How many children do you serve?
- What hours do you operate?
- Are you open all year or just during the school year?
- What do parents do when the center is not open?
- Describe the population and neighborhood your center serves.
- What services do you offer?
- Why is it important to offer comprehensive services?
- What kinds of problems are typical client families facing?
- Have you been able to measure the success of the program?
- Tell a story about individual children's and parent/teachers' problems and successes.
- How do you work with parents and the entire family?
- Do you have adequate resources to meet the needs of the children and families you serve?
- Do you have any difficulties recruiting staff?
- Do you have an adequate number of staff to help children and families?
- Do you see any need to serve infants and toddlers through Head Start? If yes, why?
- How many spaces are there in the city/county Head Start programs?
- Are there unfilled slots? If yes, why are they unfilled?
  - Is it because the program has been told it must only serve four-year-olds?
  - Is it because parents work and need full-day services? Is it because low staff salaries

have made it difficult to recruit staff?

How many years has the program existed?

What is the funding status for next year?

What impact do you think your program has on the children and families you serve?

How can both the private and public sectors support Head Start?

### **For Parents:**

What difference has the Head Start program made for you and your family?

What changes have you seen in your children?

What would your child be doing during the day without this service?

Have you been directly involved with the program in any way (e.g. by going to meetings, planning events, or working as a volunteer in the classroom)?

### **For Head Start Graduates:**

What do you remember most about your Head Start experience?

How has it made a difference in your life?

Do you think other children should have the same opportunity you had?

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## **Day-Care Center and After-School Programs**

What hours is your center open?

Are there any centers in this community that serve parents working evenings, nights, or weekends?

What is the fee for participation in your program?

Is there a waiting list for the program?

What age children do you serve?

What kinds of activities do the children participate in?

Are parents involved in the program in any way (as volunteers, in a parent group, in fund raising, etc.)?

Do you provide any adjunct services (medical screenings, family counseling, emergency food, etc.)?

What is the starting salary for child-care workers?

Do you have difficulty recruiting and retaining staff?

Is there a sliding fee scale?

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## **Neonatal Intensive Care Unit**

Explain some of the basic terminology you use and the primary concerns of the NICU:

- What is the standard measure of low birthweight and why is it important?
- What percentage of all hospital births are low birthweight?
- What are the contributing factors to a high infant mortality rate?
- What differences are there between this NICU and ones in other parts of this country? Other countries?
- What public policy issues affect your work?

Describe the families these babies come from:

- What are the home conditions of a typical low-birthweight baby?

- ☐ How many of the mothers never saw a doctor during their pregnancy?
- ☐ What percentage of the mothers don't have any health insurance?
- ☐ Are there drug treatment programs available in the hospital?
- ☐ Are there waiting lists for the drug treatment programs?

Describe the babies in the neonatal intensive care unit:

- ☐ What kinds of problems do they have?
- ☐ What treatment are they receiving?
- ☐ How long will they have to stay in the NICU?
- ☐ Could these problems have been prevented?
- ☐ What long-term disabilities may result from premature birth or low birthweight?

Discuss the costs of care and prevention:

- ☐ What is the cost per day of caring for a baby in the NICU? Contrast this with the cost of early, preventive prenatal care.
- ☐ What kinds of support service and on going care will these children need when they leave the NICU? Are these services readily available in the community?
- ☐ What percentage of the mothers of the infants never saw a doctor during their pregnancy?
- ☐ What percentage of the parents of the infants don't have health insurance?

## **Prenatal Care Program**

Explain some of the basic methods and assumptions of prenatal care programs:

- ☐ When and how often should women have check-ups?
- ☐ What is the doctor checking for?
- ☐ What information should be provided to the patients? How do they respond? What might happen if they do not receive this information?
- ☐ What are the greatest frustrations in providing prenatal care?
- ☐ What kinds of messages can be taught to children of various ages? What kinds of messages do parents need to receive?
- ☐ When are the best times to teach children? Parents?
- ☐ What simple interventions/devices can prevent injuries? How can these be put in place?

Describe the specific program that you operate:

- ☐ What is background of the women served by your program?
- ☐ How many women are served each year? How many women in the community are not served?
- ☐ What is your standard care program? What kinds of exceptions are there to this process?
- ☐ What is the cost of the program per patient?
- ☐ Are you able to measure the impact of your programs?
- ☐ How do patients respond to

your program?

- ☐ What materials and personnel do you use? What are the costs?
- ☐ Is the community supportive of your program?
- ☐ Are volunteers involved? If not, could volunteers be involved?

## **Burn Unit or Trauma Center**

Explain some of the basic terminology you use and the primary concerns in the burn unit or trauma center:

- ☐ What are the standard classifications of injury and which ones come to these units?
- ☐ What kinds of injuries are associated with children of various ages?
- ☐ How do these injuries occur? What are the most common causes?

Describe the children in the unit:

- ☐ What kinds of problems do they have? What treatment are they receiving? How long will they have to stay in the hospital?
- ☐ Where do these children come from?
- ☐ What long-term disabilities may result from these injuries?
- ☐ Could these injuries have been prevented?

Discuss the costs of care and prevention:

- ☐ What is the range of costs associated with treating a

child in the pediatric trauma unit? What is the cost per day of caring for a child in the intensive care unit? In the burn unit?

- How could these injuries have been prevented? How much would these prevention strategies cost?
- What kinds of support service and on going care will these children need when they leave the unit? Are these service readily available in the community?
- What percentage of the parents of the children don't have health insurance?

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## **Safety Programs**

Explain some of the basic methods and assumptions of the prevention programs:

- What kinds of messages can be taught to children of various ages? What kinds of messages do parents need to receive?
- When are the best times to teach children? Parents?
- What simple interventions/devices can prevent injuries? How can these be put in place?

Describe the specific programs that you operate:

- What educational objectives do you have?
- Are you able to measure the impact of your programs? What trends do you see locally?
- How do parents respond to your programs?
- What materials and personnel do you use? What are the

costs?

- Is the community supportive of your programs?
- Are volunteers involved? If not, could volunteers be involved?

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## **Foster Care Program**

Why do some children require foster care?

Can placement in foster care ever be avoided? If so, how?

What is the average length of time a child remains in foster care?

What steps are taken to bring the child and his or her family back together?

What kind of training is required of foster parents?

How often do you make contact with foster parents after a child has been placed?

How difficult is it to recruit new foster parents?

Why do these difficulties exist?

Do you provide any continuing support services to families when a child returns after foster care placement?

What is the annual cost of maintaining a child in foster care?

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## **Family Preservation Program**

What kinds of problems are present in families referred to your program?

What kind of services do you provide?

How long do families usually remain involved in your program?

How effective is your program in preventing foster care or other out-of-home placements for children?

How frequently do families need to return to the program?

Compare the cost of your program to the cost of foster care or other out-of-home placements.

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## **Housing and Homelessness**

Can you tell me why so many families end up here?

Do you have working families living here?

What services (other than housing), if any, are available on-site (e.g. day care, job placement)?

Is the shelter open to residents 24 hours a day? If not, where do families go?

Are meals provided at the shelter? If not, where do families eat?

Is the shelter located close to public transportation to help with job and housing searches?

Are there stipulations for families staying at this shelter? (e.g. Is there a limit on the amount of time they can stay? Are two parent families permitted to stay at the shelter?)

Is the shelter near a school?

How do children get to school?

What is the housing market like in your community?

What is your estimate of the number of families living "doubled-up" in your community?

What kinds of trends have you seen in the demographics of people seeking shelter?

## Sample recruitment letters

April 1, 2000

Dear Hugh:

I'm writing to you as a fellow member of the clergy to ask that you do a great favor to me and the children of our community. I am participating in a full-day "field trip" to learn about the needs of children in our community. I ask that you and a parishioner of your choice join me.

The Kiwanis Club of Hamentah has created this field trip to help us learn about the children growing up in poverty in our community. Until I started working with the Kiwanians on this project, I didn't realize that malnutrition and preventable childhood diseases are weakening and killing children in neighborhoods near my parish.

The Kiwanians hope to wake up the community to the problems they have discovered and move us to action. You and I certainly have a part to play. That is why I urge you to join me on Wednesday, April 3, from 8 a.m. to 4 p.m., on a tour of the programs serving the poor of our city. The field trip will begin and conclude at St. Rose of Lima Church, where I will serve as host.

Please complete the card enclosed with this letter to indicate whether you will be able to participate and, if so, the name of the parishioner who will accompany you. A confirmation letter will follow in about two weeks.

I look forward to learning with you on April 3.

Sincerely,

Rev. William H. Linder

April 1, 2000

Dear Norm:

I know you're busy. I wouldn't ask for your help if it weren't vital to the children of our community. You are among the most influential business leaders I know, and your involvement in this effort can have great impact.

Did you know that our community has the highest injury fatality rate for children ages 1 to 4 in the state? That a higher percentage of children suffer injuries here than in any other US city? Reynolds Children's Hospital is taking some steps to address this problem, but more needs to be done.

That's why my Kiwanis club is putting together a "field trip" for adults—a half-day tour to see how we're protecting the young children in this community. We need you to participate in the field trip and assist us by signing 40 invitation letters we will send to other business leaders.

We need to have you sign the letters in about two weeks. Then, we'll need you next month, on Tuesday, December 10, from 7:30 a.m. to noon, to participate in the tour. We chose this date because we know things slow down for you in December.

I know that giving four and a half hours of your time is a generous commitment. I want you to know that children in your neighborhood are in danger of giving up a whole lot more.

If I don't hear from you sooner, I'll call you Friday morning. I hope you'll agree to help us.

Sincerely,

Geoffrey Canada  
Kiwanis Club of Sinoa

### Sample recruitment confirmation letter

April 1, 2000

John Lowry, CEO  
Lowry Pepper  
334 Peppercorn Place  
Ground Pepper, TX 35801

Dear Mr. Lowry:

Thank you for agreeing to participate in the field trip on child care scheduled for Monday, July 10, from noon to 3:00 p.m. Please arrive at the Julie Rehder Center, 1201 Eastlake, by noon so you are able to participate in the lunch meeting with some astute four-year-olds. The rest of the day's program is described for you on the enclosed agenda.

We believe you will be surprised by what you learn about child care in our community. Thank you for committing your time to learn about this important issue.

Sincerely,

Julia Easley  
Kiwanis Club of Tacoma

### Sample field trip follow-up letter

April 1, 2000

Dear Ms. Blackwell:

Thank you for participating in our field trip on safety and pediatric trauma. I think we were all surprised to discover how many dangerous situations threaten our children every day. Your comment about the absurdity of saving a few dollars on a slide and spending thousands on rehabilitation succinctly defined the problem.

I have enclosed the comment sheet you completed for us with your ideas on addressing the playground problem. Your ideas for remodeling the community playgrounds have great merit. If you take your ideas directly to the city council, we wish you great success. Please contact me if the Kiwanis Club of Edmonds can help you in this effort.

Also enclosed is a picture that little Tony Massengale drew for his visitors. I hope it reminds you of Tony and keeps you motivated as you start talking to members of the city council.

Sincerely,

Mark Real  
Kiwanis Club of Edmonds

### Sample follow-up letter

April 1, 2000

Dear Ms. Sullivan:

Thank you for the time you spent yesterday with the participants in the maternal health field trip. As you could tell by the expressions on their faces and the questions they asked, many of the participants had no idea what problems the patients at your clinic face.

I don't know what the response of the participants will be, but at the end of the day, several people indicated a desire to help you with the wish list you presented to the group. Our Kiwanis club will be sending everyone follow-up letters, in which we will offer to work with the participants on a response to your requests.

As an additional reminder to the participants, we would like to send each of them a copy of a note from one of the young women with whom they talked. If any of young ladies write notes, please send them to me.

In addition, we would greatly appreciate it if you would write down your feelings about the visit. Did it go as you expected? Were the young ladies who participated comfortable? Would you be willing to have us bring another field trip group to your clinic? How could we improve the experience?

Thank you for your help in this effort and for all you do for pregnant women of this community.

Sincerely,

Henry Fernandez  
Kiwanis Club of Bellevue

## Sample field trip evaluation

### FIELD TRIP REVIEW

Name \_\_\_\_\_ Phone \_\_\_\_\_

How could this field trip be improved?

What most impressed you during the field trip?

What conclusions have you drawn?

Should the community know this? How could you share your conclusions with others?

What volunteer opportunities did you see? How many volunteers were needed? How can you help meet this need?

What financial/physical resources are needed? How can you help meet this need?

What policies or regulations could be developed or changed to address this problem? How can you help this to happen?

What needs are not being addressed?

How could they be addressed?

How can you get the messages about these needs out to the community?

## Sample field trip evaluation

### Post-Visit Check for Field Trip Participants

Name \_\_\_\_\_ Phone \_\_\_\_\_

In what way did the field trip meet your expectations?

What can we do to make future field trips more helpful?

Listed below are ways your organization or congregation can become involved to help youth. Please indicate those areas in which you feel you would like to participate.

- Create and provide a series of classes or forums to better inform your organization about infant mortality issues.
- Develop a partnership between your organization and an agency that serves pregnant women.
- Expand one of your organization's existing programs to better serve pregnant women.
- Include a series of facts about infant mortality and low-birthweight babies in your bulletins or newsletters.
- Establish a task force to identify ways your organization can be involved on behalf of pregnant women.
- Arrange a field trip for members of your organization.
- Invite candidates for public office or policy makers to a forum to talk with you about the problems of pregnant women in your community.
- I would like personally to become more involved in helping expectant mothers.

We welcome any other comments or suggestions:

## Sample Agenda

### FIELD TRIP ON IMMUNIZATIONS

7:45 a.m. Group meets at St. Elizabeth Hospital conference room 102

- ☐ Welcome to participants by trip leader Barbara Baker
- ☐ Introductions of all participants
- ☐ Survey of participants

8:00 a.m. St. Elizabeth Hospital pediatric ward

- ☐ Briefing by pediatrician Yolanda Trevino, MD, on the importance of immunizations
- ☐ Meeting with three parents whose children died of preventable diseases
- ☐ Tour of pediatric ward to meet children with preventable diseases

9:00 a.m. Board van and travel to West Street Health Clinic

- ☐ En route, trace distance from community with low immunization rates to nearest health clinic
- ☐ En route, review statistics that suggest the West Street Clinic has an inadequate immunization program

9:15 a.m. West Street Health Clinic

- ☐ Briefing by Carmen Ray, RN, on the shortcomings and needs of the clinic
- ☐ Presentation by clerk Lisa Mihaly on the forms completed by each patient and where they are sent

9:45 a.m. Board van and travel to the Jorge Lopez Memorial Clinic

- ☐ En route, participants attempt to fill out a Medicaid application in Spanish

10:00 a.m. Lopez Clinic

- ☐ Briefing by clinic director Sharon Ladin on the keys to the success of the clinic (extended hours, plentiful supplies, pleasant atmosphere) and the size of its immunization program
- ☐ Briefing by parents who had trouble getting their children immunized at other facilities and now come to the Lopez clinic
- ☐ Participants watch children getting immunized
- ☐ Participants eat snack with children

11:00 a.m. Lopez Clinic Conference Room

- ☐ Briefing by Janet Carter, expert on immunization policies
- ☐ Action briefing by Health Department official
- ☐ Brainstorming on actions participants can take

12:00 noon Board van to return to St. Elizabeth Hospital

- ☐ En route, participants complete questionnaire
- ☐ Leader Barbara Baker solicits comments on the field trip and thanks everyone for participating

## Sample Program Description

FIELD TRIP ON INFANT HEALTH AND MORTALITY  
Monday, June 25

Sponsored by the Kiwanis Club of Renish

SITE VISIT: Neonatal Intensive Care Unit (NICU)  
Methodist Hospital

CONTACT: Howard B. Harris, MD, Director of  
Nurseries—555-1212

SITE DESCRIPTION: The Regional Center for Mothers and Babies remains one of the largest delivery services in the state of Indiana, delivering 3,980 babies in 1998. A large number of mothers are indigent. There were 130 maternal transports and 53 neonatal transports.

PROGRAM DESCRIPTION: The NICU has 24 beds. In 1998, 770 infants were admitted to the NICU. This includes 160 maternal transports and 65 neonatal transports. In 1999, 989 infants were admitted.

More than half of the admissions in 1998 were low birthweight babies (LBW). Survival rate for babies weighing 1,500 to 2,500 grams (3 lbs., 4 oz. to 5 lbs., 8 oz.) was above 99 percent. Overall survival of babies 1000 to 1,499 grams was 89.49 percent. Survival for babies 750-999 grams was almost 78 percent. Survival of babies below 750 grams (1 lb., 10 oz.) was 30 percent. Overall survival rate for infants greater than 750 grams was 97 percent.

Survival was 88 percent for infants born at 28-29 weeks gestation (a full-term pregnancy is 38-42 weeks), 82 percent for babies born at 26-27 weeks, and 50 percent for babies born at 24-25 weeks.

The Neonatal Follow-Up Clinic enrolled 86 NICU graduates. Results of the follow-up were available for 63 children, with 62 percent having normal development, 6 percent having suspect development, and 32 percent with delayed development.

The Infant Hearing Assessment Program volunteers performed 176 hearing screenings. Twenty-one infants failed an initial screening, with five failing repeat testing. Two were found to have severe-to-profound hearing loss.

The LBW, premature infants often are born to single, teenage, indigent mothers, who have not had prenatal care.

The average cost per case in 1998 was \$5,529. The average cost per day was \$608. Some infants are in the NICU for a few hours. Others are in the unit for weeks.

## Sample press release

**For Immediate Release** For More Information Contact:  
Marcella Hopkins, Chairwoman  
Kiwanis Priority One Collaboration  
317/293-5575

### LOCAL BUSINESS LEADERS TO TAKE TRIP INTO POVERTY

La Mesa, California—If seeing is truly believing, then Friday's tour of La Mesa should make many business leaders believers in the necessity of investing in our nation's future: children.

At 8:00 a.m. on Friday, April 1, 25 local business leaders will be given a guided tour of programs that serve poor children in the La Mesa area. The tour will show them, first-hand, the problems among La Mesa's children. In contrast, it will also show them cost-effective programs that work.

"I know this trip will serve as a type of shock therapy for many of my colleagues," says Marcella Hopkins, director of the Kiwanis Priority One Collaboration and COO of Besore-Rich Inc. "Before my involvement with the Priority One Collaboration, I was unaware of the horrors these children experience. Though the statistics regarding child poverty in La Mesa tell a frightening story, it is only when we add the suffering faces of real children that we can motivate people into taking action!"

After an orientation to the WIC program, the tour participants will receive a simple but nutritious breakfast at Foodplace, followed by a tour of the neonatal intensive care unit at Rice General and a visit to La Mesa Head Start. Community leaders will do briefings at each location to discuss the ramifications of childhood poverty and to illustrate solutions to these problems.

This field trip was organized by the Kiwanis Priority One Collaboration and the La Mesa Foundation to draw attention to poor children in La Mesa.

**For Immediate Release** For Additional Information Call:  
Paul Gramelspacher, Founder  
Forest Hills Coalition for Kids  
713/550-8852

### CLERGY AND POLITICIANS UNITE FOR CHILDREN

Forest Hills, ND—In a unique blend of church and state, twelve local clergy leaders and eleven candidates for local and state offices are visiting the Forest Hills Head Start, Palmer Mission Child Care Center, and Central City Homeless Day-Care.

On Monday, October 8, these folks will view, first-hand, the needs of these three child-care centers, including new learning materials, volunteers, safe playground equipment, and many other items. These centers provide child care and learning experiences for children whose parents can't afford the normal costs of day care.

The needs of these facilities are many, but some are more urgent than others. For example, the playground at Forest Hills is unsafe, with rusting metal chains, broken swings, and no materials to cushion falls. Palmer Mission has a great playground for kids; however, its toys are old and broken, the pages in their books are worn and torn, the carpet and tile have holes, and the chairs for kids are unsteady. Central City needs volunteers to interact with the children, new glass to repair broken windows, and a good coat of paint to cover its inside walls.

Why are there so many needs? Each center is at least 20 years old, and current funding sources are being cut. The Coalition for Kids, under the leadership of Paul Gramelspacher, wants to do something to ensure that these centers continue to provide safe, nurturing, educational environments for kids living in poverty. "It is my hope that the leaders of our community will take action for these kids," Gramelspacher says. "This field trip will give them an opportunity to meet the directors of the centers and interact with the children. When you step into these facilities, you take home a child within your heart."

To analyze the possible subjects for the field trip, use the form below or transfer the topic headings to sheets of poster paper and complete the form with the committee.

## TOPICS FOR FIELD TRIPS

**1. ISSUE:**

**2. TARGET AUDIENCE:** Who needs to be educated about this issue?

**3. MESSAGE:** What message do you want this group of leaders to hear?

**4. HOOK:** Why will this group be interested in this issue?

**5. SITES:** What sites could you visit to convey this message?

**6. BRIEFERS:** What kinds of experts could explain the issue and answer questions?

**7. FORMAT:** How much time will the target audience spend on a field trip? How should the trip be formatted to appeal to them?

**8. ACTION:** What kind of action do you want to encourage the group to take?

**9. FOLLOW-UP:** What can you do to follow up with your target group?

Once you have chosen a subject, use this sheet to plan your field trip.

## FIELD TRIP PLANNING SHEET

### SUBJECT:

### EXPERTS

List the experts on this subject whom you plan to consult or involve in designing and implementing the field trip. Rank them in order of effectiveness as a presenter.

Name	Title	Phone

### PROBLEM AND SOLUTION

Write a sentence summarizing the problem that you want participants to understand at the end of the field trip. \_\_\_\_\_

Write a sentence describing the solution(s) that you want to show participants during the field trip. \_\_\_\_\_

Describe the actions you want participants to take after the field trip. \_\_\_\_\_

List the locations in the community that you could visit and note what parts of the problem and solution could be explained or demonstrated at this site.

Site	Problem	Solution

### EXPERIENTIAL ACTIVITIES

Describe the "hands-on" or movement activities that you can provide the participants to help them understand the problem. \_\_\_\_\_

Reproduce this form and distribute it to club members to find contacts in your community. Involve the whole club in recruiting for the field trip by having them sign letters to their contacts.

### RECRUITING: WHO DO WE KNOW?

Our club's Young Children: Priority One committee is developing a field trip for community leaders to help them learn about the problems facing our children. We want to send invitations to a variety of leaders, but we need your help. Most people take invitations more seriously if they know the folks who invited them. Our goal is to come up with a list of individuals who will respond to a personal call from members of this club, asking them to take our tour and help us invite their colleagues.

Please list at least one name in each category. You can list as many names as you like.

Your Name \_\_\_\_\_

#### ELECTED OFFICIALS

Name: \_\_\_\_\_

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Title: \_\_\_\_\_

#### RELIGIOUS LEADERS

Name: \_\_\_\_\_

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Title: \_\_\_\_\_

#### BUSINESS LEADERS

Name: \_\_\_\_\_

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Title: \_\_\_\_\_

#### MEMBERS OF THE NEWS MEDIA

Name: \_\_\_\_\_

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Title: \_\_\_\_\_

#### FOUNDATION AND ASSOCIATION EXECUTIVES

Name: \_\_\_\_\_

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Title: \_\_\_\_\_

#### HEADS OF SERVICE ORGANIZATIONS

Name: \_\_\_\_\_

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Title: \_\_\_\_\_

#### WEALTHY INDIVIDUALS

Name: \_\_\_\_\_

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Title: \_\_\_\_\_



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