

## 2015-2016 Wellness Coalition | Plan Year 4

<b>NAME OF THE INTERVENTION</b>	Manchester Health Chefs
<b>CWF Element* to Impact</b>	Eat Better, Connect with Others
<b>Fiscal Agent</b>	Manchester Community Schools
<b>Tax I.D</b>	38-6028383
<b>Implementation Contacts (2 or more required)</b>	Kevin Mowrer Cherie Vannatter
<b>Contact phones and emails</b>	Kevin Mowrer- 734-428-7333, ext. 1102- kmowrer@mcs.k12.mi.us Cherie Vannatter- 734-428-9711, ext. 1000- cvannatter@mcs.k12.mi.us
<b>Date Funding Required</b>	7/1/2015
<b>Implementation Date</b>	9/8/2015
<b>Estimated Completion Date</b>	6/10/2016
<b>Total Amount Requested from CWF</b>	10,000

Criteria	Descriptions
<p><b>1. Please provide a brief description for the intervention program you are proposing and indicate the target population.</b></p> <p><i>Typically one paragraph and 3-5 sentences</i></p> <p><i>Target population options: youth, adult, seniors, disabled, etc.</i></p>	<p>Healthy eating patterns in childhood and adolescence promote optimal childhood health, growth, and intellectual development; prevent immediate health problems, such as iron deficiency anemia, obesity, eating disorders, and dental caries; and may prevent long-term health problems, such as coronary heart disease, cancer, and stroke. School health programs can help children and adolescents attain full educational potential and good health by providing them with the skills, social support, and environmental reinforcement they need to adopt long-term, healthy eating behaviors. Therefore, our primary goal is for all students to be actively involved in an activity after school, form healthy relationships, and make good choices in terms of nutrition.</p> <p>The Healthy Chef Klager Edition will allow chefs to work collaboratively with the staff of Manchester Kids Club to teach students how to prepare snacks and meals, providing a healthy alternative to consuming fast food and unhealthy processed packaged snacks.</p> <p>Recipes are nutritional but also attractive to the high school students. Students also prepare food for some community events.</p>

<p><b>2. How does this intervention fit into the 1 and 5 year goals and plans of the Coalition?</b>  <i>Please be specific and refer to the current documents stating the Coalition's 1 and 5 year plans and goals. Should include specific health/wellness indicators.</i></p>	<p>Eating better is a key component of the Coalition's plans. Enacting healthy eating knowledge and preparation in elementary and high school is instrumental to developing a community approach to healthy eating and food preparation will allow these behaviors to permeate the community. We will do some fundraising through other local groups to help supplement what the Coalition provides.</p>
<p><b>3. What are the specific goals for the intervention?</b>  <i>Specific goals: For each goal address these 5 points so that the goals are SMART goals)</i></p> <ul style="list-style-type: none"> <li>• <i>State what you are trying to accomplish,</i></li> <li>• <i>How you will measure progress toward and accomplishment of your goal</i></li> <li>• <i>Who is responsible for collecting the data?</i></li> <li>• <i>Why you think the goal is attainable</i></li> <li>• <i>Describes how the goal is relevant to the coalition and community wellness related needs.</i></li> <li>• <i>What is the timeframe for achieving the goal?</i></li> <li>• <i>See <a href="http://www.wikihow.com/Set-SMART-Goals">http://www.wikihow.com/Set-SMART-Goals</a></i></li> </ul>	<p>1. By the end of the 2015-2016 school year, the goal will be to teach students that slow food (homemade) is delicious by taking part in healthy chefs                  2. By the end of the 2015-2016 school year, the goal will be to teach students to prepare nutritious food on their own or with minimal required supervision.                  3. By the end of the 2015-2016 school year, the goal will be to teach students about the nutritious value of what they eat</p> <p>We will measure this goal through a narrative report at the end of the year. The leaders at the program in both buildings will write a narrative of the progress they saw with the students, aligned with the goals above. We also will monitor MiPHY (HS) data for all students to see if the program is having a broader impact.</p>
<p><b>4. What are the key data that will be collected, analyzed, and used to evaluate the intervention?</b>  <i>Should include:</i></p> <ul style="list-style-type: none"> <li>• <i>Units of Engagement</i></li> </ul> <p><i>Might also include survey data, and other measures such as pounds of produce grown, miles of trail maintained, number of books distributed, etc.</i></p>	<p>The implementers of the program will write up narrative descriptions of the each participant in the group and the growth that person has shown throughout the year. The implementers can design a brief pre and post survey to note growth also.</p>
<p><b>5. What are the estimated of the Units of Engagement for the intervention?</b>  <i>Unit of engagement = number of people per</i></p>	<p>(HS) 15 people X 20 events – 300 units                  (EL) 20 people X 20 events- 400 units.</p>

<p><i>event * number of events * timeframe for the event (e.g., 30 minutes would be 0.5 hours)</i>  <i>Example : 100 people * 6 events * 1 hour per event = 600 units of engagement.</i></p> <p><i>Note- if participation is not part of the key data, describe how you will measure engagement of community members.</i></p>	
<p><b>6. Who (specifically) will be responsible for what aspects of intervention implementation?</b>  <i>Please provide names for those responsible for:</i></p> <ul style="list-style-type: none"> <li>• <i>Obtaining all required permits and permissions and all other communication required</i></li> <li>• <i>Deciding on dates, times, locations</i></li> <li>• <i>Marketing – both developing and distributing marketing materials</i></li> <li>• <i>Recruiting necessary volunteers</i></li> <li>• <i>Developing tools to collect data and pictures</i></li> <li>• <i>Analyzing data collected</i></li> <li>• <i>Developing plans for how to improve the intervention (on-going and for subsequent years)</i></li> <li>• <i>Preparing and presenting presentations and reports</i></li> <li>• <i>All other specific tasks for this intervention to be successful.</i></li> </ul>	<p>Kevin Mowrer, Kelly Ball, and Cherie Vannatter- Budget and payroll                  Donna Clark and Kelly Ball- Procure Food, Implement Program</p>
<p><b>7. Does implementation of this intervention require approval from an organization other than the fiscal agent or organization implementing the intervention?</b></p>	<p>Yes, Manchester Community Schools</p>

<p><i>Yes or No. If yes, please indicate all organizations requiring approval and indicate if approval has already been granted. If it hasn't been granted, when will this be done. Include the name(s) of the approver(s).</i></p>	
<p><b>8. With whom will you collaborate on this intervention including assistance with implementing the program, assistance with financing the program and organizations which might financially support this intervention (long term sustainability).</b>  <i>Please include names of people in the collaborating organization that will be involved with this intervention. Indicate in the budget below – the contribution from the organization(s).</i></p>	<p>Manchester Friends, Manchester Civic Club, Worth Repeating</p>
<p><b>9. If this is a continuing intervention:</b>  A. How many years has this intervention been funded by the coalition?  B. Have the outcome(s) been presented to the coalition and the report(s) been submitted to CWF?  <i>If no, when will the presentation to the coalition be done and when will the written report and expense report be submitted to CWF?</i>  C. Describe how the intervention will be improved (also include past improvements if this is the 3 or more year of funding).  D. Has the amount requested from the coalition increased or decreased? Why?  E. How many more years will this intervention request funds from the coalition?</p>	<p>A. This is the 4<sup>th</sup> year  B. Yes, Donna Clark reported to the Coalition in February 2015  C. We added the Klager program. We will try to partner with other community organizations.  D. It has decreased with the hope of local fundraising.  E. Hopefully, we will continue to get funding, as this program is costly, but very helpful to at-risk students.</p>
<p><b>10. Provide citation(s) of similar programs used as a model in developing this</b></p>	<p>Link to site with overview of publication stating the results of a study about cooking with kids.  <a href="http://www.philly.com/philly/health/fitness/HealthDay658691_20111110_Cooking_Class_Benefits_Kids_in_">http://www.philly.com/philly/health/fitness/HealthDay658691_20111110_Cooking_Class_Benefits_Kids_in_</a></p>

intervention.	Many_Ways.html
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~ INSERT A BUDGET which shows all sources of income and categories for expenses. Please also indicate which expenses will be covered by the funds from the Chelsea-area Wellness Foundation.

Also provide the information in the two tables below

Budget Summary	Amount	Percentage
Amount of funds from Coalition	<b>\$10,000</b>	<b>92.5%</b>
Total funds from other sources	<b>\$800</b>	<b>7.5%</b>
Marketing/Advertising		
Compensation – to one or more people	<b>\$6,500</b>	<b>60%</b>
Infrastructure (structure that lasts 5 years or more)		
Other expenses	<b>\$4,300</b>	<b>40%</b>

Plan Year	Amount \$\$ granted	Amount Spent	Amount carried over	Amount returned to CWF
Year 1				
Year 2				
Year 3				