

Manchester Wellness Coalition | Plan Year 4

NAME OF THE INTERVENTION	Adaptive Movement for All
CWF Element* to Impact	Move More
Fiscal Agent	Ballet Chelsea
Tax I.D	38-326-0579
Implementation Contacts (2 or more required)	Jane Thompson Catrina Choate
Contact phones and emails	Jane 734-730-2945 ajane.thompson@att.net Catrina 734-731-6619 catrina.choate@gmail.com
Date Funding Required	August 1 st , 2015
Implementation Date	August 1 st
Estimated Completion Date	July 31 st , 2016
Total Amount Requested from CWF	

Criteria	Descriptions
<p>1. Please provide a brief description for the intervention program you are proposing and indicate the target population. <i>Typically one paragraph and 3-5 sentences</i> <i>Target population options: youth, adult, seniors, disabled, etc.</i></p>	<p>Ballet Chelsea has developed an Adaptive Movement Program for people of all ages , from age 3 – seniors, helping this population to develop better balance, coordination and many other physical skills. This population is often left out of exercise programs but this one is specifically designed with disabilities or limitations in mind. Participants will gain the benefits of exercise as well as enjoy movement to a wide range of music. This intervention will make this program, already developed in Chelsea through the CWF, available to people in the Manchester area.</p>
<p>2. How does this intervention fit into the 1 and 5 year goals and plans of the Coalition? <i>Please be specific and refer to the current documents stating the Coalition’s 1 and 5 year plans and goals.</i> <i>Should include specific health/wellness indicators.</i></p>	<p>This program aims to get people who are often left out of exercise programs to ‘Move More’ and to gain a healthy life style through exercise. Careers and family members will also be included so that some of these exercises can be continued at home. People with limited physical ability often have health issues such as obesity, poor balance potentially leading to falls, poor coordination etc. This program will address these and other issues that this population experiences. Indicators may include the increase in stamina, the ability to maintain a position for a count of 5, 10 or 15 and the ability to carry out various tasks previously found to be difficult such as walking, putting on jackets, getting up from a chair.</p>
<p>3. What are the specific goals for the intervention?</p>	<p>Ballet Chelsea is showing that the benefits of Movement to Music are all inclusive – they are</p>

<p><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"> • <i>State what you are trying to accomplish,</i> • <i>How you will measure progress toward and accomplishment of your goal</i> • <i>Who is responsible for collecting the data?</i> • <i>Why you think the goal is attainable</i> • <i>Describes how the goal is relevant to the coalition and community wellness related needs.</i> • <i>What is the timeframe for achieving the goal?</i> • <i>See http://www.wikihow.com/Set-SMART-Goals</i> 	<p>beneficial to everyone no matter what their physical or mental position. The specific goals differ for the differ groups of the population. For the preschoolers the goals will include the development of large motor skills, the awareness of body movements, group participation and increased stamina. For seniors, the goals may improve balance, give better arm and back strength and the relieve of muscle tension. In the case of children, teachers will set goals and will review the accomplishment at agreed intervals. The adults will be asked to set their own goals and these will be reviewed with the movement teacher each quarter.</p> <p>The overall goal of this program is to provide movement classes for this population that have few offerings available to them. . Participants, their parents or careers, will see that regular exercise helps in developing a healthy life style and in some cases will reduce weight, blood pressure and other key health indicators.</p> <p>The specific goal is to have 100 total individuals take part in this program .over a 20 week period. The instructor and teachers are responsible for maintaining attendance records, through class sign in sheets. The goal is attainable based on initial success from the first year of the program in Chelsea where over 100 people of all ages are participating in one of 9 different classes in 7 different centers. The numbers of participants have increased gradually since the program was launched in January 2015</p>								
<p>4. What are the key data that will be collected, analyzed, and used to evaluate the intervention? <i>Should include:</i></p> <ul style="list-style-type: none"> • <i>Units of Engagement</i> <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>Key data for this population might include ability: to stride rather than take small steps; work together as a group rather than as a number of individuals, maintain a posture and exercise for 5, 10 or 15 counts. Individual goals will be set by teachers, physical therapists or individuals. There are no standard measures for this population. . Everyone is different and has their own goals and accomplishments. Other key data is composed of class attendance and the Units of Engagement indicated in box 5.</p>								
<p>5. What are the estimated of the Units of Engagement for the intervention? <i>Unit of engagement = number of people per event * number of events * timeframe for the event (e.g., 30 minutes would be 0.5 hours)</i></p>	<p>Assuming 30 weeks of classes through the year</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Pre school / second grade - 30 students, ½ hour class per week =</td> <td style="text-align: right;">450 units of engagement (Uof E)</td> </tr> <tr> <td>3rd-5th grade 15 students , 1 hour per week</td> <td style="text-align: right;">450</td> </tr> <tr> <td>Middle School 38 students , 1 hour per week</td> <td style="text-align: right;">1140</td> </tr> <tr> <td>High School -32 students , 1 hour class per week</td> <td style="text-align: right;">960</td> </tr> </table>	Pre school / second grade - 30 students, ½ hour class per week =	450 units of engagement (Uof E)	3 rd -5 th grade 15 students , 1 hour per week	450	Middle School 38 students , 1 hour per week	1140	High School -32 students , 1 hour class per week	960
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<p><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>Total 155 students with 3000 units of engagement.</p>
<p>6. Who (specifically) will be responsible for what aspects of intervention implementation? <i>Please provide names for those responsible for:</i></p> <ul style="list-style-type: none"> • <i>Obtaining all required permits and permissions and all other communication required</i> • <i>Deciding on dates, times, locations</i> • <i>Marketing – both developing and distributing marketing materials</i> • <i>Recruiting necessary volunteers</i> • <i>Developing tools to collect data and pictures</i> • <i>Analyzing data collected</i> • <i>Developing plans for how to improve the intervention (on-going and for subsequent years)</i> • <i>Preparing and presenting presentations and reports</i> • <i>All other specific tasks for this intervention to be successful.</i> 	<p>The movement teacher is Catrina Choate The manager of the program for Ballet Chelsea is Jane Thompson We are currently discussing this program with Kathleen Lixey, Director of special education in Manchester School district, and Holly Porter of the Manchester Area Senior Citizens Council.. The plan is to start the school program in September 2015, The program for seniors is being discussed at their board meeting on May 14th. Dates, times and locations will be set with special ed. teachers and the activity director of the Senior Council. Marketing will be carried out by the senior council. Using the experience in Chelsea, no additional volunteers will be needed. The teachers and teacher aides will assist where needed in the class. It is not expected that additional help will be needed at the senior council Teachers and activities directors take photographs of events. Some require parental permission for the use of photographs in publicity as minors are involved. The movement teacher works with the physical therapist on individual goals for the school age participants. Seniors develop and document their own goals in conjunction with the class teacher. The movement teacher, Catrina Choate, develops the program for each group of participants. There is a review of the success of each program at the end of quarter. The various centers are providing space and are responsible for their own marketing.</p>
<p>7. Does implementation of this intervention require approval from an organization other than the fiscal agent or organization implementing the intervention? <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>Members of the Manchester school district, supports this program. and formal approval is expected during early May. Space will be provided free of charge by the school district. No marketing will be needed as this program will be part of their daily schedule of activities. The Senior Council is meeting on May 14th to discuss and agree this program. They will be responsible for their own marketing.</p>
<p>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</p>	<p>Financial support for the initial development of this program was given by Chelsea Wellness Coalition. Funding is now being requested from Manchester Wellness Coalition to operate and monitor this program in Manchester schools and at the Senior Council. Future funding will be sought from other organizations in Washtenaw county and from various foundations working with</p>

<p>this intervention (long term sustainability). <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>people with disabilities.</p>
<p>9. If this is a continuing intervention: 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>This is the first application to Manchester Wellness coalition. A. A similar intervention was first funded in Chelsea in September 2014. The program was developed and planned in the fall in 2014 and actually started in January 2015. B. Updates have been submitted to CWF. It is proposed that the written report and expense report be submitted to CWF in May/June . This will coincide with the end of the academic year when the special education programs will finish for the year,. C. This program will be reviewed every 3 months by the Artistic Director of Ballet Chelsea and the movement teacher. The school teachers will also be asked for comments after the first two months. Each class is different and changes are made as the movement teacher sees ways to enhance the program. The teachers in Chelsea have recently completed the first review of this program and reported : From Katy Fillion, Chelsea High School Teacher, -many of my students remind me every Wednesday that it is dance day. They are eager to participate. One student, Roy, had a mini meltdown on day 1, he was so embarrassed and was unable to continue participating and left the room. Now he is encouraging other students to join in and was recently in the middle of the circle making up dance moves , What a turn round! Cameron Groenewoud, the pre-school teacher reports that one of her students now marches around the room rather than walking on tip-toe, while another autistic student now looks at the teacher directly and mimics her moves – a great achievement.</p>
<p>10. Provide citation(s) of similar programs used as a model in developing this intervention.</p>	<p>We have found no such program in the country which has such a wide remit as this one with regards to age and range of disabilities. No such program can be found in a city the size of Chelsea. When developing this program we researched a number of reports relating to obesity and health problems in people with special needs. A CDC report of January 2014 indicated that 22% of children and 36% of adults with disabilities were obese compared to 16% of children and 23 % of adults without disadvantages.</p>

~ 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	7,000	87%
Total funds from other sources	1,000	13%
Marketing/Advertising		
Compensation – to one or more people	7,200	90%
Infrastructure (structure that lasts 5 years or more)		
Other expenses (props, materials, etc)	800	10%

Plan Year	Amount \$\$ granted	Amount Spent	Amount carried over	
Year 1	<u>0</u>			
Year2	<u>0</u>			
Year 3			<u>0</u>	<u>0</u>