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| NAME OF THE INTERVENTION | Adaptive Movement for All |
| 5HF Element to Impact: Eat Better, Move More, Connect with Others in Healthy Ways, Avoid Unhealthy Substances (select minimum of 1) | Move More and Connect with Others |
| Fiscal Agent | Ballet Chelsea |
| Tax I.D | 38-326-0579 |
| Implementation Contacts (2 or more required) | Jane Thompson Kayleigh Crummey |
| Contact phones and emails | Jane - 734-730-2945 Kayleigh 734-560-2114 |
| Date Funding Required | July 2018 |
| Implementation Date | August 1 st ,2018 |
| Estimated Completion Date | July 31 st , 2019 |
| Total Amount Requested from 5HF | \$8,000 |

| Criteria | Descriptions |
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| <p>1. Please provide a brief description for the intervention program you are proposing and indicate the target population. <i>Typically one paragraph (3-5 sentences)</i> <i>Target population options: youth, adult, seniors, disabled, etc.</i></p> | <p>Ballet Chelsea takes the health benefits of movement to music to residents of Chelsea who experience physical and mental challenges. This population is often left out of organized activities and this program is targeted to their needs.</p> <p>The program has differently choreographed classes for the different ages (ranging from 3 - 93) and different abilities. There are currently 12 classes available in Chelsea and it is proposed to add a further two classes, one at South Meadows and one at Northcreek so that 1-5 graders can be included in the program.</p> |
| <p>2. How does this intervention address the needs identified by your community and the coalition? <i>Please be specific and refer to local data (i.e. HIP, MiPHY, PAC, NEAT, etc.) and/or the coalition strategic plan. Should include specific health/wellness indicators.</i></p> | <p>The 2015 HIP report states that</p> <ul style="list-style-type: none"> • 50% of the adult population has less than the recommended 150 minutes of exercise per week. For children age 6-17 this figure is 36%. <p>. A CDC report in 2016 titled 'Disability and Obesity' stated that</p> <ul style="list-style-type: none"> • adults with disabilities have 58% higher obesity rates than adults without disabilities; • children ages 2-17 with disabilities had 38% higher obesity rates than their peers with disabilities; • people who are obese incur an average \$1,429 per person per year in extra medical costs compared to people of normal weight. |

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| | <p>The Chelsea Wellness Indicators for areas of improvement recommends that all school policies in Chelsea should specify physical activity policies. These are just as important, if not more important, for special education students.</p> |
| <p>3. What are the specific goals for the intervention? <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>Goal 1- Increase the number of classes offered from 12 to 14 by expanding the program into classrooms of grades 1-5 at Northcreek and South Meadows Schools by September 2018. These children have not been included in the past. Children in pre-K and Kindergarten classes at Northcreek have been having these movement classes for three years but any benefit they gained from them has not been maintained from adaptive movement classes in 1-5 grades. The Ballet Chelsea teachers will meet with the special education teachers in these schools in January 2018 to determine goals for each child and length of class most suitable for each class. These goals will be specific to each child and therefore should be attainable. The full program is planned to start in September 2018. Goals will be reviewed on a regular basis and specifically after 6 months. If changes need to be made they will be made on an on-going basis.</p> |
| <p>4. What key data 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 number of participants, pounds of produce grown, miles of trail maintained, number of books distributed, etc.</i></p> | <p>Each week our teachers record the numbers of participants in the classes and the duration of the classes. These figures enable an accurate figure for Units of Engagement to be determined during and at the end of each year. In addition, during the year, we ask participants, or their teachers/ caregivers/ physical therapists to set goals for the class. Later in the year they are asked to complete a questionnaire so we have their opinion as to the success of the classes and what if anything needs to be changed.</p> |

| <p>5. What are the estimated Units of Engagement for the intervention?</p> <p><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><i>Example : 100 people * 6 events * 1 hour per event = 600 units of engagement.</i></p> <p><i>UNITS OF ENGAGEMENT DO NOT NEED TO BE CALCULATED FOR INFRASTRUCTURE (i.e. parks, sidewalks, trails, etc).</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> | <table border="1"> <thead> <tr> <th>Location</th> <th>Length of class hrs</th> <th># of weeks</th> <th># of people</th> <th>U of E</th> </tr> </thead> <tbody> <tr> <td>Northcreek Pre-school 2 classes</td> <td>0.5</td> <td>35</td> <td>10</td> <td>175</td> </tr> <tr> <td>Northcreek Elem*</td> <td>0.75</td> <td>35</td> <td>8</td> <td>210</td> </tr> <tr> <td>South Meadows*</td> <td>0.75</td> <td>35</td> <td>8</td> <td>210</td> </tr> <tr> <td>Open Class at the studio</td> <td>1</td> <td>40</td> <td>8</td> <td>320</td> </tr> <tr> <td>Silver Maples</td> <td>0.5</td> <td>48</td> <td>15</td> <td>360</td> </tr> <tr> <td>Chelsea Senior Center</td> <td>0.5</td> <td>48</td> <td>6</td> <td>144</td> </tr> <tr> <td>CRC 2 classes</td> <td>0.5</td> <td>48</td> <td>15</td> <td>360</td> </tr> <tr> <td>CRC</td> <td>1</td> <td>48</td> <td>16</td> <td>768</td> </tr> <tr> <td>WISD Young Adult</td> <td>0.75</td> <td>35</td> <td>15</td> <td>394</td> </tr> <tr> <td>St. Louis Center 3 classes</td> <td>1</td> <td>48</td> <td>21</td> <td>1008</td> </tr> <tr> <td></td> <td></td> <td></td> <td>122 participants</td> <td>3949U of E</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Classes at North Creek Elementary and South Meadows are proposed as new classes for next year. | Location | Length of class hrs | # of weeks | # of people | U of E | Northcreek Pre-school 2 classes | 0.5 | 35 | 10 | 175 | Northcreek Elem* | 0.75 | 35 | 8 | 210 | South Meadows* | 0.75 | 35 | 8 | 210 | Open Class at the studio | 1 | 40 | 8 | 320 | Silver Maples | 0.5 | 48 | 15 | 360 | Chelsea Senior Center | 0.5 | 48 | 6 | 144 | CRC 2 classes | 0.5 | 48 | 15 | 360 | CRC | 1 | 48 | 16 | 768 | WISD Young Adult | 0.75 | 35 | 15 | 394 | St. Louis Center 3 classes | 1 | 48 | 21 | 1008 | | | | 122 participants | 3949U of E |
|---|---|------------|---------------------|------------|-------------|--------|---------------------------------|-----|----|----|-----|------------------|------|----|---|-----|----------------|------|----|---|-----|--------------------------|---|----|---|-----|---------------|-----|----|----|-----|-----------------------|-----|----|---|-----|---------------|-----|----|----|-----|-----|---|----|----|-----|------------------|------|----|----|-----|----------------------------|---|----|----|------|--|--|--|------------------|------------|
| Location | Length of class hrs | # of weeks | # of people | U of E | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Northcreek Pre-school 2 classes | 0.5 | 35 | 10 | 175 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Northcreek Elem* | 0.75 | 35 | 8 | 210 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| South Meadows* | 0.75 | 35 | 8 | 210 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Open Class at the studio | 1 | 40 | 8 | 320 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Silver Maples | 0.5 | 48 | 15 | 360 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Chelsea Senior Center | 0.5 | 48 | 6 | 144 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CRC 2 classes | 0.5 | 48 | 15 | 360 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CRC | 1 | 48 | 16 | 768 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| WISD Young Adult | 0.75 | 35 | 15 | 394 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| St. Louis Center 3 classes | 1 | 48 | 21 | 1008 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | 122 participants | 3949U of E | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>6. Who (specifically) will be responsible for what aspects of intervention implementation?</p> <p><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</i> | <ul style="list-style-type: none"> * There are no permits required for this program. *The days, times and duration of classes are agreed between the leaders of the class (teachers/ caregivers, activity directors) and the Ballet Chelsea teacher. * For the classes at schools and some of the residential centers no marketing is necessary as this activity is part of their daily/weekly routine. For other centers the activity directors market the classes through their weekly or monthly newsletters. <p>The Open classes are being marketed through Chelsea Community Education Recreation</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| <p><i>marketing materials</i></p> <ul style="list-style-type: none"> • <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>and Education brochure and flyers targeted at relevant families.</p> <p>*Volunteers where needed are recruited at each location. These may be care givers/ teaching assistants or Ballet Chelsea volunteers.</p> <p>*Data and pictures are collected and analyzed by Ballet Chelsea staff.</p> <p>*Developing plans for improvement is carried out by Ballet Chelsea staff with input from class leaders such as teachers, caregivers/ teaching assistants.</p> <p>* Presentations and Reports are made by the Administration of the Program, a BC volunteer.</p> |
| <p>7. Does implementation of this intervention require approval from an organization other than the fiscal agent or organization implementing the intervention?</p> | <p>No</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 this intervention (long term sustainability).</p> <p><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>Ballet Chelsea has collaborated with St. Louis Center in a successful grant application to fund their classes. This grant, written by Development Director Peggy Cole at SLC, comes from Community Foundation of SE. Michigan and is a two year grant going through to summer 2019. In addition, Ballet Chelsea has a number of designated donations for this program.</p> <p>Each center fully collaborates with Ballet Chelsea with regards to providing, at no cost, space and volunteers to assist where needed. These centers are: Chelsea School District, Silver Maples of Chelsea, Chelsea Senior Center, Chelsea Retirement Community, Washtenaw Intermediate School District and St.Louis Center.</p> |
| <p>9. If this is a continuing intervention:</p> <p>A. How many years has this intervention been funded by the coalition?</p> <p>B. Have the outcome(s) been presented to the coalition and the report(s) been submitted to 5HF? <i>If no, when will the presentation to the coalition be done and when will the written report and expense report be submitted to 5HF?</i></p> <p>C. Describe how the intervention will be improved (also include past improvements if this is the 3 or more year of funding).</p> | <p>Yes.</p> <p>Funding was first obtained from Chelsea Wellness Foundation in 2014 for the development of the program with the first classes starting at the beginning of 2015.</p> <p>There has been continued support from 5 Healthy Towns since this time.</p> <p>There has been regular presentations to the coalition each year, the last been in October 2017, with regular reports also submitted.</p> <p>Since its inception the program has been regularly reviewed and has increased in size and scope, event extending to other communities.</p> |

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| <p>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>New centers such as WISD Young Adults and CRC Assisted Living have been added to the program. The Director of Special Education has expressed support for adding classes to Northcreek Elementary and South Meadows Special Education students in 2018. Over the years since the program started the amount requested has ranged from a high of \$8790 to the current figure of \$8,000. We are currently leading more classes for less funding due to the collaboration grant at St. Louis Center and donations to Ballet Chelsea for this purpose. We expected that intervention requests will continue. In the last year, we have asked for funding from Chelsea Rotary, Chelsea Education Foundation, United Methodist Foundation and a number of family foundations. Unfortunately, no funding has been received from these organizations to date.</p> |
| <p>10. Does your intervention have a sustainability plan? <i>How the intervention will be sustained if the coalition does not grant/renew funding?</i></p> | <p>We are trying hard to develop a funding pipeline for this program. We have had some success with the collaboration between Ballet Chelsea and St. Louis Center. We will continue to publicize the success of this program to the school district, service clubs and family foundations in an attempt to obtain more funding. Direct donations through Ballet Chelsea are growing although slowly. This program cannot continue without the generous support of the 5 Healthy Towns Foundation.</p> |
| <p>11. Provide citation(s) of similar programs used as a model in developing this intervention.</p> | <p>Other Adaptive Dance Programs in the country tend to be in big cities and run by major dance companies. In addition, we know of no program that accommodates such a wide range of ages and abilities as we cover in Chelsea. Some of these big city programs are : www.bostonballet.org/community/adptive-dance www.hubbardstreetdance.com/adaptive-dance More information of our program is available at www.balletchelsea.org/about/ADP</p> |

~ INSERT A BUDGET which shows all expenses, revenue and in-kind contributions*. Please also indicate which expenses will be covered by the funds from the 5 Healthy Towns Foundation.

* Note: Examples of in-kind contributions include volunteer hours, use of space, items, etc.

| Budget Summary | Amount | Percentage | Notes |
|--------------------------------|--------|------------|---|
| Amount of funds from Coalition | 8,000 | 50.4% | to be used for salaries |
| Total funds from other sources | 7,860 | 49.6% | from CF of SE MI for St. Louis Center plus donations to Ballet Chelsea for this program |
| Total cost of program | 15,860 | | |
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Chelsea Wellness Coalition | Plan Year 7

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|---------------------------|---------------|--------------------------------------|
| Expenses | | |
| Marketing and Advertising | 350 | |
| Compensation | 14,660 | Instructors pay and employment costs |
| Infrastructure | 0 | |
| Training and Materials | 850 | |
| Total cost | 15,860 | |

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| In- Kind Costs | | |
| Space | 4,000 | Estimated 400 hours of classes at \$10 per hour |
| Marketing | 250 | In house marketing at Silver Maples, CRC and Chelsea Senior Center. |
| Volunteer Assistance | 8,800 | Estimated 400 hours at \$12 per hour plus administration at \$4,000 per year |
| Total In Kind Value | 13,050 | |

| Plan Year | Amount granted | Amount Spent | Amount carried over | Amount returned to SHF |
|---------------|----------------|-----------------------|---------------------|------------------------|
| Year 1 | | | | |
| Year 2 | | | | |
| Year 3 | <u>8,191</u> | <u>8,191</u> | | |
| Year 4 | <u>7,000</u> | <u>7,000</u> | | |
| Year 5 | <u>8790</u> | <u>8790</u> | | |
| Year 6 | <u>8,000</u> | <u>8,000 expected</u> | | |