



**Chelsea Wellness Coalition**  
**Review of Survey Data in 2014 & Summary of Driving Forces**  
**Pre-Work for Year 4 Plan & for 2014 Version of 5 Year Plan**

**PURPOSE OF THIS DOCUMENT:** Communicate to the Chelsea Community the types of interventions the Chelsea Wellness Coalition is trying to identify for their Year 4 (2015-16) Comprehensive Wellness Plan.

**NOTE ABOUT THIS DRAFT – the coalition should continue with decision-making and prioritization of objectives, driving forces, key data, etc.. Thus – content in these tables is likely to change a lot!**

Objective 1:	Reduce the percentage of residents who are overweight or obese.
Driving Forces:	Reduce current combined overweight and obesity rates (39% of youth and 63% of adults)
Elements:	Primarily Eat Better and Move More
Data:	<p>2010 BRFSS for Western Washtenaw:            Have been given advice about your weight from a health profession.            20% lose weight compared to 19% county wide.</p> <p>Adult BMI category:            Not overweight or obese = 38% (43% in county)            Overweight = 44% (34% in county)            Obese = 19% (23% in county)</p> <p>Children’s BMI category:            Normal = 61% (84% county wide)            Overweight = 31% (8% county wide)            Obese = 8% (8% county wide)</p>
Why it is important	<p>1. For individual: Quality of life for the individual (excess weight leads to many disease) and self esteem</p> <p>2. For society: Negative economic impact (did you know that in 2009 CDC found obesity related costs may be as high as \$147 billion a year and that a person who is obese and lives an inactive life requires 40% more health care expenditures than a person of normal weight.)</p>
Types of interventions we are looking for:  <i>Primary focus is to offer programs that hit the obesity problem head-on. Let’s look for best practices!</i>	<p><u>Behavior</u>: the way in which an individual, group or community acts; usually arise from their values and beliefs.            Education on how to achieve a normal weight for life includes basic understanding of quantity of food required based on activity level, understanding of quality of food choices (MyPlate.gov), strategies for getting the appropriate levels of daily physical activity, strategies for change, support groups</p> <p><u>Policy</u>: Form decision implement to guide future decisions, often in the form of a formal policy, guideline, rule, ordinance or law</p> <p>Food environment - policies in school meal programs, grocery store marketing and store layout, restaurant menus, and other group meal programs (Meals on Wheels, Church Ice Cream Socials, etc.) that support healthy eating with right sized portions.</p> <p>Physical activity – policies in schools, workplace, communities that encourage individuals to get physical activity</p> <p><u>Systems</u> – interdependent people, processes or items working together to create a single end product or activity</p> <p>Food environment - venues for providing healthy food options at reasonable prices, such as Farmers Market, farm stands, school food purchases from local farms</p> <p>Physical Activity – examples are walking groups, biking groups, Girls on the Run, Couch to 5K, etc.</p> <p><u>Infrastructure</u> : includes transportation routes, buildings, fences, signage and other built environments</p> <p>Food environment: community gardens, food pantries, etc.</p> <p>Physical activity – wellness centers, continuous sidewalks, parks with recreation facilities, etc.</p>
CWC Historic Interventions:	Farmers Market, Healthy Grocery Store, Healthy Restaurant, Kids Cooking Camp, Food Education , Intergenerational Garden, Safe Routes to School, Heart & Sole, Run for the Rolls, Wild About Summer Camp



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<b>Objective 2:</b>	Increase awareness & opportunity for outdoor activity
<b>Driving Forces:</b>	Improve sidewalks, paths and/or trails to neighborhoods, schools and the business district Increase awareness and use of community resources for walking, running and biking Manage and reduce screen time of electronic devices with youth
<b>Elements</b>	Primarily Move More and Connect with Others
<b>Data:</b>	<p>2010 BRFSS:</p> <p>Are there pedestrian sidewalks, walking paths or trails in or near my neighborhood?</p> <p>Strongly disagree = 28% (12% in county)          Somewhat disagree = 21% (10% in county)          Somewhat agree = 32% (22% in county)          Strongly agree – 19% (56% in county)</p> <p>Feel safe walking in my neighborhood</p> <p>Strongly disagree = 7% (3% in county)          Somewhat disagree = 14% (6% in county)          Somewhat agree = 23% (19% in county)          Strongly agree – 55% (71% in county)</p> <p>In an average week, how many days does your child walk or bike to school?</p> <p>Average 0.3 days per week (2.6 for county)</p> <p>Average minutes per day children engage in active play</p> <p>Average = 149.3 minutes per day (193.8 county wide)</p> <p>How many minutes per day does child watch TV, watch videos, play video games or use computers outside of school</p> <p>Average = 133 minutes per day (117 county wide)</p> <p>2012 PAC (Promoting Active Communities) – Chelsea is a the silver level in this survey (good)</p> <p>Community policies and planning was 59.1%. Average for small communities was 52.5 and for medium was 69.4</p> <p>Programming and Promotion was 73.4% compare to 56.4% for other small communities and 64.9% for other medium communities</p> <p>Current environment – 73.5% compare to 62.7% for other small communities and 72.3% for other medium communities</p>
<b>Why it is important</b>	<p>1. For individual: helps prevent disease, improves stamina, strengthens and tones, enhances flexibility, controls weight, improves mood</p> <p>2. For society: effect on economy related to higher medical costs (see Objective 1)</p>
<b>Types of interventions we are looking for;</b>  <i>Primary focus is on infrastructure to provide more sidewalks, walking paths and trails</i>	<p><u>Behavior:</u> the way in which an individual, group or community acts, usually arise from their values and beliefs. Education to help individuals understand the benefits of physical activity, what the best activities might be for them (given current status), training to become proficient in activities, strategies for motivation</p> <p><u>Policy:</u> Form decision implement to guide future decisions, often in the form of a formal policy, guideline, rule, ordinance or law. Examples would be policies on time allotted for exercise in schools, workplace. Home-based policies on minutes of TV, etc.</p> <p><u>Systems</u> – interdependent people, processes or items working together to create a single end product or activity . Examples would be walking groups that meet when different groups are available (morning, daytime, evenings), lessons for swimming, biking, proper walking and running, programs like Girls on the Run, Couch to 5 K, after school programs for youth sports,</p> <p><u>Infrastructure:</u> includes transportation routes, buildings, fences, signage and other built environments          Examples would be planning and construction of contiguous sidewalks, trails, etc., creating space for soccer, baseball, pickleball, etc.</p>
<b>CWC Historic Interventions:</b>	Safe Routes to School, Chelseamich.com Activity Resource guide, Heart & Sole Race, Run for the Rolls program



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<b>Objective 3:</b>	Improve the availability and consumption of healthy foods
<b>Driving Forces:</b>	Increase awareness for balance diet, particularly five or more fruits and vegetables daily Increase access to healthy options when there are geographic and/or financial barriers. Engage and improve health food options with restaurants and grocery stores.
<b>Elements</b>	Primarily Eat Better and Connect with Others
<b>Data:</b>	<p>2010 BRFSS:            Distance to nearest grocery store / healthy food source            94% responded greater than one mile            Number of servings of fruits/vegetables per day.            The average for WW was 2.9 and 3.1 county wide. 8% get the recommended 5 or more servings per day. Youth – 3.9 servings per day is the average for WW (3.3 county wide)            Did you or other adults in your family ever cut the size of your meals or skip meals because there wasn't enough money for food            Yes – 9% of WW, 4% county wide.</p> <p>2012 NEAT:            • Fast food restaurants are not at all supportive of healthy eating choices (convenient stores are fully supportive!)            • Family Style restaurants , grocery store are partially supportive            • Worksite are partially supportive of healthy eating and healthy eating education            • Schools, meal programs are mostly supportive, but policies and community are only partially supportive.            • {Community programs are fully supportive]</p>
<b>Why it is important</b>	<p>1. For individual: a good diet provides energy and vitality, whereas a poor diet (even for a person at a healthy weight) is associated with major health risks (heart disease, type 2 diabetes, osteoporosis, hypertension , cancer), lower core strength, slower problem solving ability, less alertness</p> <p>2. For society: economic impact due to increased health care costs and lower employee productivity; poorer school performance</p>
<b>Types of interventions we are looking for</b>  <i>Primarily focus is on behavior programs, secondarily on systems.</i>	<p>See this document for best practices.  <a href="http://www.cdph.ca.gov/SiteCollectionDocuments/StratstoIncreaseFruitVegConsumption.pdf">http://www.cdph.ca.gov/SiteCollectionDocuments/StratstoIncreaseFruitVegConsumption.pdf</a>  <u>Behavior</u>: the way in which an individual, group or community act; usually arise from their values and beliefs.  <u>Policy</u>: Form decision implement to guide future decisions, often in the form of a formal policy, guideline, rule, ordinance or law  <u>Systems</u> – interdependent people, processes or items working together to create a single end product or activity  <u>Infrastructure</u>: includes transportation routes, buildings, fences, signage and other built environments</p>
<b>Chelsea Historic Interventions</b>	Healthy Restaurant, Healthy Grocery Store, Farmers Market, Intergenerational Garden, Kids Cooking Camp, Food Education Series



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Objective 4:	Decrease the use and abuse of unhealthy substances
Driving Forces:	Reduce current alcohol drinking rates (37% of teenagers and binge drinking in 34% of adults) Increase the age of onset that youth report first use of alcohol and other drugs (new in Y2) Reduce percentage of youth reporting alcohol or marijuana use in the past month (new in Y2) Reduce current adult smoker rate of 21% by decreasing the number of young adults that begin smoking
Elements	Primarily Avoid Unhealthy Substances, secondarily Connect with Others
Data:	<p>2010 BRFSS:</p> <p>Binge drinking in the last month - Yes - 15% compared to 13% in Washtenaw County,          Consider themselves heavy drinkers - Yes = 4%          Had a drink in the last 30 days - Yes = 53%          Average drinks per month - 7.6 drinks a month.          Smoke everyday - 56% of WW smokes everyday compared to 34% in Washtenaw County          Of those who smoke, how many have tried to quit - 74% of these respondents have tried to quit          Average number of cigarettes a day - 15.5 cigarettes per day          Computed smoking status - 20% current smokers(13% county wide)</p> <p>2012 MiPHY</p> <p style="padding-left: 40px;">High school student use of alcohol up compared to 2010 but at the county average          High school student binge drinking up (lower than county average)          HS students stole alcohol from home is up and higher than county average</p> <p>2012 MiPHY – Marijuana – HS students responses</p> <p style="padding-left: 40px;">Ease of access is up and higher than county average          Peer group use is up and similar to county          Lifetime use up and higher than county          Recent use up and higher than county</p> <p>201 MiPHY other drugs HS students response</p> <p style="padding-left: 40px;">Recent use of club drugs is up – similar to county          Offered/sold at school is up and higher than county</p> <p>2012 MiPHY tobacco use in HS students</p> <p>The following data were up compared to 2010 and higher than in the whole county:</p> <p style="padding-left: 40px;">Access – bought in a store, gave \$ to adult to buy, given by adult, stole from home          Recent cigar use</p>
Why it is important	<p>1. For individual: Many uses prefer to spend money on drugs or alcohol than necessities like food and shelter, many substance abusers have difficulty getting and maintaining employment, and are less likely to take care of their health.</p> <p>2. For society: A 2006 report from the National Drug Intelligence Center estimates that in 2002 substance abuse cost the nation about \$181 billion. Hospitals are required to treat substance abusers without insurance which drives medical care costs up, substance abusers often rely on Medicare, Medicaid or other federal programs not only for themselves but also for their children.</p>
Types of interventions we are looking for	<p><u>Behavior</u>: the way in which an individual, group or community acts, usually arise from their values and beliefs.</p> <p><u>Policy</u>: Form decision implement to guide future decisions, often in the form of a formal policy, guideline, rule, ordinance or law</p> <p><u>Systems</u> – interdependent people, processes or items working together to create a single end product or activity</p> <p><u>Infrastructure</u>: includes transportation routes, buildings, fences, signage and other built environments</p>
Chelsea Historic Interventions	



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Objective 5:	Provide support and strategies for social and emotional wellbeing
Driving Forces:	
Elements	Primarily Connect with Others
Data:	<p>2010 BRFSS:</p> <ul style="list-style-type: none"> <li>· WW averages 6.4 days of poor physical or mental health per month, average of 3 days per month because of stress, depression and problems with emotions, average 8.5 days of not enough rest.</li> <li>· 46% of WW indicated they get the social and emotional support they need (same as county wide), but 7% responded they never get the social and emotional support they need (compared to only 4% county wide)</li> <li>· 45% of WW indicated they were very satisfied with their life (44% county wide), but 5% indicated they were very dissatisfied (2% county wide)</li> <li>· 30% WW indicated they were limited in an activity(s) by physical, mental or emotional problems (21% county wide), 14% indicated they require special equipment such as a cane, wheelchair, special bed or telephone, the computed number of days mental health not good in last month was 47% (55% county wide)</li> <li>· Only 4% of WW indicated they were currently seeing someone for mental health problems (13% county wide). 15% indicated they have been told they have anxiety disorder, 21% have been told they have depressive disorder</li> </ul>
Why it is important	<p>1. For individual: Stress, lack of sleep, depression lead to low energy, loss of concentration, and absenteeism at work, but chronic poor mental health status is known to be a key factor in many disease like hypertension, diabetes, cancer. About 75% of visits in doctors' offices are because of health issues related to stress</p> <p>2. For society: The medical costs just for the stress epidemic is estimated in the billions of dollars per year in the US; stress impacts health insurance outlays for business and industry to the tune of about \$150 billion dollars a year.</p>
Types of interventions we are looking for  <i>Primary focus is on education and training about how to manage stress, sleeplessness,</i>	<p><u>Behavior</u>: the way in which an individual, group or community acts, usually arise from their values and beliefs.</p> <p><u>Policy</u>: Form decision implement to guide future decisions, often in the form of a formal policy, guideline, rule, ordinance or law</p> <p>Employer policies about number of hours worked (not to exceed 8-9 hours per day), importance of using vacation time in order for employees to better balance work and family</p> <p><u>Systems</u> – interdependent people, processes or items working together to create a single end product or activity</p> <p>Train Stress Management champions who can guide individuals to resources for self-help for acute and chronic stress.</p> <p>Offer stress management, family dynamics, balance work and family life, financial security workshops through churches, community organizations, wellness centers, etc.</p> <p>Establish communities systems for support systems for children, seniors, single parents, etc.</p> <p><u>Infrastructure</u>: includes transportation routes, buildings, fences, signage and other built environments</p>
Chelsea Historic Interventions	Community Read, Volunteer Chelsea, Wild about Summer Camp



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Objective 6:	
Driving Forces:	
Elements	
Data:	
Why it is important	1. For individual: 2. For society:
Types of interventions we are looking for	<u>Behavior</u> : the way in which an individual, group or community acts, usually arise from their values and beliefs. <u>Policy</u> : Form decision implement to guide future decisions, often in the form of a formal policy, guideline, rule, ordinance or law <u>Systems</u> – interdependent people, processes or items working together to create a single end product or activity <u>Infrastructure</u> : includes transportation routes, buildings, fences, signage and other built environments
Chelsea Historic Interventions	

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