



ISLAND COUNTY PUBLIC HEALTH

- 30 miles north of Seattle, WA
- Population: ~ 80,000
- Small, rural health department employing 45 FTEs with a 2009 budget of \$3,335,935
- Serves the county's two main islands, Whidbey and Camano



Team Members

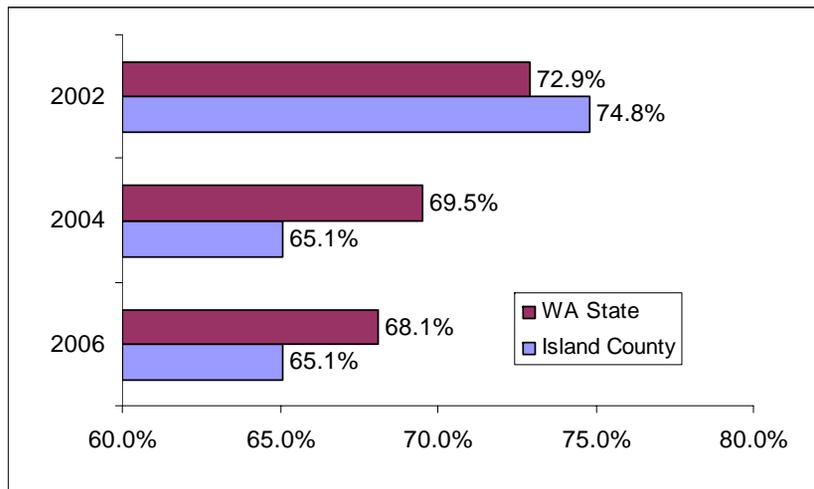


- Team comprised of 3 members from Health Department
- Made up of many external partners from City of Oak Harbor, North Whidbey Park and Recreation, Oak Harbor School District, Big Brothers Big Sisters, and Island County Juvenile Services
- Benefit of external partners – Access to youth, community knowledge, additional resources

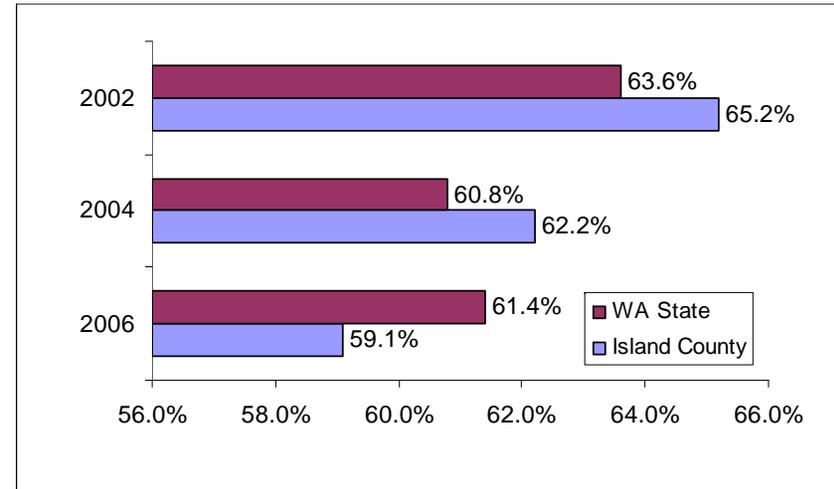
Setting Up the QI Project

Understand the system and select the teams

- Target: Increase the percentage of adolescents in grades 9-12 who engage in 20 minutes of vigorous physical activity 3 or more days each week
- Baseline data from Washington State Healthy Youth Survey: Since 2002, physical activity levels decreasing; In 2006, IC youth less active than youth statewide



Percentage of 10th graders who engaged in 20 minutes of vigorous physical activity 3+ days a week.



Percentage of 12th graders who engaged in 20 minutes of vigorous physical activity 3+ days a week.

AIM Statement

	Project goal	Short-term	Mid-term	Long-term
Statement of Measure	% of <i>10th</i> graders at OHHS engaging in vigorous physical activity at least 20 min a day 3 times a week	% of <i>OHHS students</i> receiving 225 minutes per week of physical activity	% of <i>OHHS students</i> engaging in 45+ minutes of moderate to vigorous physical activity outside of school in a week	% of overweight and obese <i>10th</i> graders countywide
Source of data:	Baseline: 2008 HYS; Follow-up: Classroom survey of 11 th graders in October	Baseline: 2008/2009 PEP survey; Follow-up: 2009/2010 PEP survey	Baseline: 2008/2009 PEP survey; Follow-up: 2009/2010 PEP survey	Baseline: 2008 HYS; Follow-up: 2010 HYS (results in March 2011)
Baseline:	61.3%	51.6%	53%	7% obese, 11% overweight
Target or Goal:	Increase by 5 percentage points to 66.3%	60%	60%	Decrease by 2 percentage points to 5% obese

AIM Statement

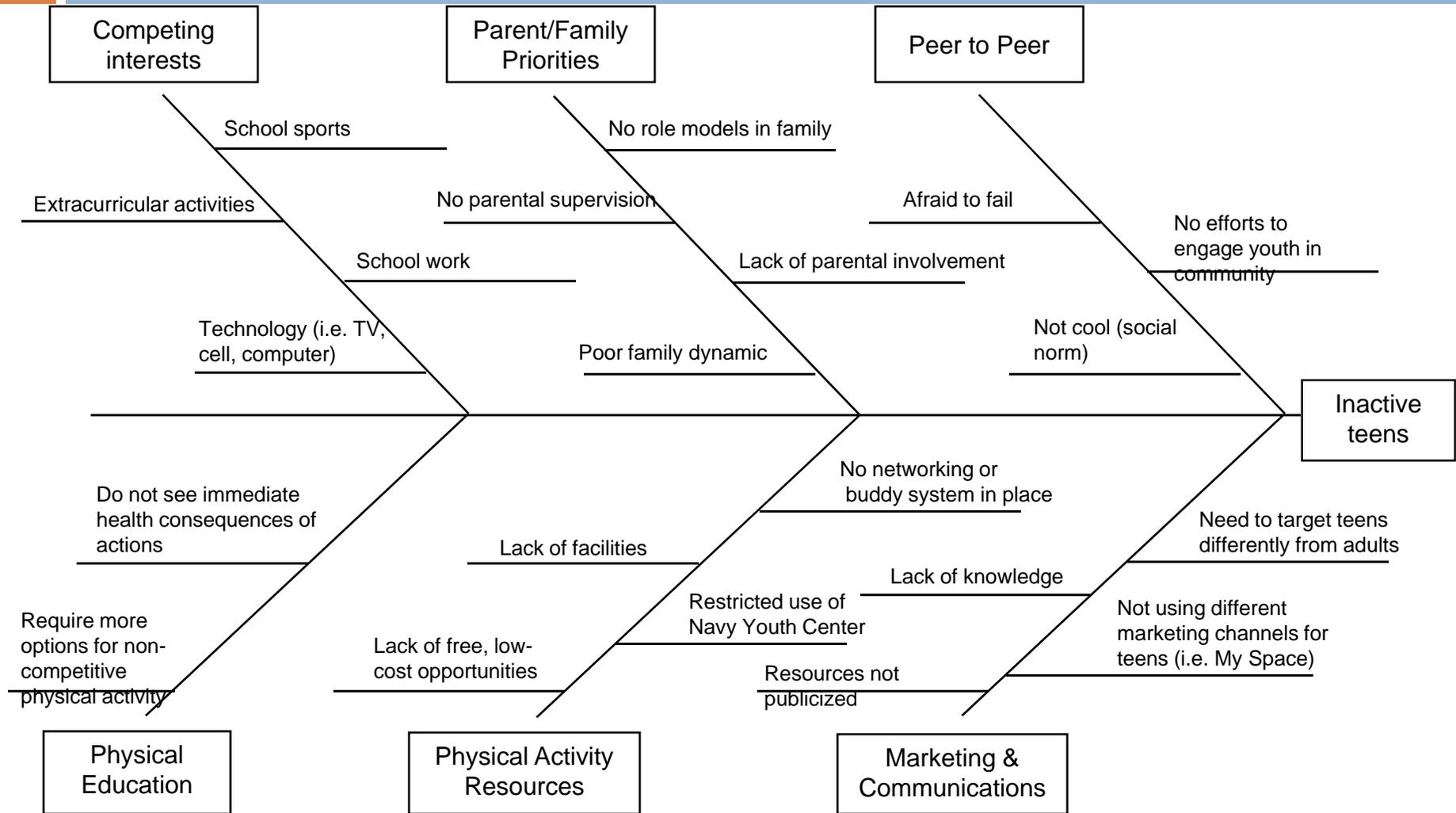
Analyze the causes



- Data sources: Washington State Healthy Youth Survey, OHSD Physical Education Program (PEP) survey, Oak Harbor Parks and Recreation Public Opinion Survey, Oak Harbor Youth Programs & Services Public Opinion Survey, Island County Plan for Healthy Living
- CQI tools: Fishbone diagram, Affinity diagram

Fishbone Diagram

Why are our teens not more active?



Affinity Diagram

What can we do to Improve Teen Physical Activity?

Create a program to get youth more active

- Teen run
- Community-based
- Family involvement
- Intramurals
- Youth-oriented
- Activities identified by teens
- Rewards and goal-setting
- Volunteer opportunities
- Role for technology (DDR, Wii) and activities outside the norm (ultimate frisbee, frisbee golf)

Support physical education in schools

- Eliminate “no PE” option
- Community workshop/training for teachers

Provide free, low-cost physical activity opportunities

- Subsidize school sports programs
- Minimize costs to participate in community-based physical activity programs

Provide safe, convenient recreational facilities

- Build a community recreation center
- Increase access of existing school facilities (i.e. stadium)
- Easily accessible location
- Safe and supervised
- Policy to address bullying, humiliation and failure
- Enhanced/increased walking paths near facility

Social marketing to youth and families

- School handouts
- Parent education
- Resource guide
- Local media
- My Space and Facebook
- Market as a cheaper alternative to other forms of entertainment

PDSA

Select and develop a theory for improvement

Cycle 1 (3/09)	<i>Address physical activity of our teens within our community team</i>
P	Collect data from the Washington State Healthy Youth Survey, Oak Harbor School District Physical Education Program (PEP) survey, and Oak Harbor Public Opinion surveys on Parks & Rec and Youth Programs & Services
D	Analyze and share the data with team
C	Identify if these findings resonate with the team's own experiences with youth
A	Brainstorm solutions for improving teen physical activity
Cycle 2 (4/09 - 5/09)	<i>Ask teens about their physical activity</i>
P1	Figure out best locations to reach students for written survey
D1	Administer survey
S1	Evaluate responses and determine how many students reached
A1	Identify follow-up actions
P2	Develop focus group exercise based on written survey responses
D2	Convene focus groups with same group of students
S2	Evaluate responses and determine how many students reached
A2	Identify follow-up actions
Cycle 3 (6/09-7/09)	<i>Address needs for new physical activity opportunities</i>
P	Inventory existing facilities suitable for physical activity using facilities checklist
D	Analyze best options for physical activity programming
S	Determine if facility meets needs of youth by comparing with focus group responses
A	Tweak opportunity to suit needs of youth

Results

Study the results

□ **Written Survey and Focus Group Responses**

- Involved in many different physical activities, including all types of sports and walking and running, in the community, school, and home
- If not already participating in many of these same activities, want to do so. Most already available in the community.
- Two main reasons for inactivity— responsibilities (e.g. chores, job, school work) and laziness
- Find out about available physical activities through their friends/family, school, or online
- Want a teen hang-out
- Motivated by many different factors
- Need for intermural, non-competitive physical activity opportunities

Results

Study the results

- *Community facilities audit*
 - ▣ Compiled information for senior centers, service clubs, churches, City of Oak Harbor, North Whidbey Park and Rec, and schools
 - ▣ Missing information for youth agencies
 - ▣ Identified four programming options:
 - Intermural programs organized by the faith-based community
 - Youth program offered through an existing program – pilot test with Dragon Boat Club
 - Increased opportunities offered through NW Park and Rec
 - Open school facilities to community

Lessons Learned



- What Worked:
 - ▣ Team brainstorming sessions – Led team to place more emphasis on finding a community solution and less emphasis on school engagement
 - ▣ Written surveys and focus groups – Helped plan or implement a community intervention that addresses the needs and interests of our youth
 - ▣ Community facilities audit – Helped to take advantage of activities already happening and partners that want to take action
- What Did Not Work:
 - ▣ Community facilities audit – Since no best practice, developed a checklist to guide conversations; only useful in some situations
 - ▣ Timeline for collecting data – Project does not coincide with Healthy Youth Survey; measures subject to change

Next Steps

Cycle 4 (8/09 - 10/09)	<i>Arrange to use facility for physical activity programming</i>
P	Research best practices (NPLAN tools)
D	Implement tools to negotiate an "agreement" to use facilities
S	Test to see that the "agreement" is working for both groups
A	Make adjustments to the "agreement" as necessary
Cycle 5 (8/09 - 10/09)	<i>Develop program to encourage participation in after-school recreation</i>
P	Review best practices and youth input to design program
D	Conduct program
S	Get feedback on program from youth during program
A	Identify steps to maintain/increase participation
Cycle 6 (8/09 - 10/09)	<i>Market physical activity opportunities in the community</i>
P	Explore best method to reach students (e.g. technology, resource good, school handout)
D	Share information with youth and families
S	Ask participating youth how they heard about the program
A	Try alternative methods, if needed