



RE-AIM: School Wellness Policies

This planning and evaluation guide illustrates the five dimensions of the RE-AIM framework: **R**each, **E**ffectiveness, **A**doption, **I**mplementation, and **M**aintenance that will be used for LHD's Policy, Systems and Environment change evaluation and reporting. The RE-AIM framework is useful for planning new interventions, adapting existing interventions, and designing evaluations that assess the potential public health impact of interventions.

Reach: Number of people in the target population affected. The extent to which the individuals reached are representative and include those most at risk.

Coverage:

- Number of SNAP-Ed eligible students (incomes < 185% Federal Poverty Level (FPL)) in the county*

Estimated Actual Reach:

- Number of students reached by the school wellness policy intervention in SNAP-Ed eligible schools in period assessed (per year)*
- Number of SNAP-Ed eligible students (<185% FPL) reached by school wellness policy intervention nutrition supports in SNAP-Ed eligible schools in period assessed (per year) * (WRO – MT4)
- Number of SNAP-Ed eligible students (<185% FPL) reached by school wellness policy intervention physical activity supports in SNAP-Ed eligible schools in period assessed (per year) * (WRO – MT5)

Effectiveness: Measurement of environmental level changes that have been shown to improve individual's nutrition and physical activity.

- Number of SNAP-Ed schools with improved food environment assessment scores using a reliable and consistent environmental assessment tool [Report actual scores] * (WRO – LT9)
- Number of SNAP-Ed schools with improved physical activity environment assessment scores using a reliable and consistent environmental assessment tool [Report actual scores] * (WRO – LT10)
- Number of SNAP-Ed schools that newly achieve national, state, or locally-defined standards for recognition program (such as HealthierUS School Challenge, Healthy Schools Program National Recognition Award, Let's Move Active Schools Award). [Specify recognition program] * (WRO – LT11)

Adoption: The number of settings and partners participating in PSE change. The appropriateness of the settings (and partners) for reaching/engaging the target population.

- Number and list of the following who are actively involved in healthy eating and physical activity school wellness policy improvements for school districts and schools
 - individual community members/local champions (youth, parents/caregivers, community members, staff/service providers, leadership/decision makers, local celebrities) [Record total number involved and number from SNAP-Ed population for each] * (WRO - ST5)
 - organizational task forces/wellness committees [Record number and type of member organizations] * (WRO - ST6)
 - other partners not included above [Record number and type] *
- Number of SNAP-Ed school districts and schools that adopt/strengthen school wellness policies aimed at healthy eating to meet or exceed the USDA minimums (WellSAT). * (WRO – MT4)
 - Number of school districts and schools that change the **food environment**: improvements in hours of operations, time allotted for meals or food service; improvements in layout or display of food; changes in menus; point of purchase/distribution prompts; edible gardens; lactation supports or policies for working mothers; improvements in free water taste, quality, smell, or temperature; rules on use of food as rewards, or foods served in meetings or classrooms. [Indicate which changes were adopted]
 - Number of school districts and schools that make changes to **food procurement**: change in food purchasing specification(s); change in vendor agreement(s); farm-to-table; increase in fruits and vegetables, 100% whole grains, low-fat dairy, lean proteins; lower sodium levels; lower sugar levels; lower solid fats (saturated or trans fats). [Indicate which changes were adopted]
 - Number of school districts and schools that make changes to **food preparation**: enhanced training on menu design and healthy cooking techniques; reduced portion sizes; use of standardized recipes. [Indicate which changes were adopted]
- Number of SNAP-Ed school districts and schools that adopt/strengthen school wellness policies aimed at physical activity to meet or exceed the USDA minimums (WellSAT). * (WRO – MT5)
 - Number of school districts and schools that change the **physical activity environment**: improvements in hours of operations of recreation facilities; improvements in access to safe walking or bicycling paths, or Safe Routes to School or work; signage and prompts for use of walking and bicycling paths; new or improved stairwell prompts; improvements in access to stairwells. [Indicate which changes were adopted]

- Number of school districts and schools that change **physical activity programs or practices**: new or increased use of school facilities during non-school hours for recreation, or joint use policies; new or stronger limits on entertainment screen time; increase in school days spent in physical education; improvements in time spent in daily recess; new or improved access to structured physical activity programs
[Indicate which changes were adopted]
- Number of SNAP-Ed schools that require K-12 students to be physically active for at least 50% of time spent in PE classes (SOFIT) * (WRO – MT10)
- Number of SNAP-Ed schools that integrate nutrition education into K-12 academic standards * (WRO – MT10)

Implementation: Evidence of multi-component PSE interventions that are implemented as intended (all key components are in place and of high quality).

- Number of SNAP-Ed school districts and schools that report a multi-component initiative with one or more school wellness policy improvements aimed at promoting healthy eating and
 - Evidence-based education *[describe]*
 - Marketing (including promotion, awareness efforts, etc.) *[describe]*
 - Parent/community involvement *[describe]*
 - Staff training on continuous program and policy implementation *[describe and report number trained]*
 * (WRO – LT9)
- Number of SNAP-Ed school districts and schools that report a multi-component initiative with one or more school wellness policy improvements aimed at promoting physical activity and
 - Evidence-based education *[describe]*
 - Marketing (including promotion, awareness efforts, etc.) *[describe]*
 - Parent/community involvement *[describe]*
 - Staff training on continuous program and policy implementation *[describe]*
 * (WRO – LT10)

Maintenance: PSE change is maintained with a sustainability plan and institutional/community support. New barriers are prevented or mitigated.

- Number of SNAP-Ed school districts and schools where healthy eating and physical activity school wellness policy improvements are maintained or expanded*
- Institutional or community (non-SNAP-Ed) resources invested in school wellness policy change (staff, cash, in-kind support) *[calculate percent change for each]* * (WRO – I3)
- SNAP-Ed resources invested in school wellness policy change (staff, cash, in-kind support) *[calculate percent change for each]* *
- Number of participating SNAP-Ed school districts and schools with a plan for sustaining, evaluating, and improving the school wellness policy changes* (WRO – I4)
- Number and types of barriers/challenges prevented or mitigated through program implementation * (WRO - I5)

*These are required, core PSE indicators that should be incorporated into final evaluation plan (if applicable to specific PSE).

WRO indicators are from the USDA Western Region SNAP-Ed Nutrition, Physical Activity, and Obesity Prevention Outcomes Evaluation Framework, April 2014

<http://snap.nal.usda.gov/snap/WesternRegionEvaluationFramework.pdf>

ST represents short-term indicators, MT represents medium-term indicators, LT represents long-term indicators, I represents impact indicators (see framework for specifics for each indicator). These indicators will be compiled at the state level and reported to USDA Western Region.