



## RE-AIM: Structured Physical Activity

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 persons (incomes < 185% Federal Poverty Level (FPL)) in the county\*

### Estimated actual reach:

- Number of persons reached by policy for structured physical activity programs in SNAP-Ed eligible settings in period assessed (per year or per day)\*
- Number of SNAP-Ed eligible persons (<185% FPL) reached by policy for structured physical activity programs in SNAP-Ed eligible settings in period assessed (per year or per day) \* (WRO – MT5)
- Demographic characteristics of persons participating in physical activity programs

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

- Number of settings with improved physical activity environment assessment scores using a reliable and consistent environmental assessment tool (Physical Activity Resource Assessment (PARA), Community Park Audit Tool (CPAT) *[Report actual scores, if applicable]* \* (WRO – LT10)
- Number of SNAP-Ed settings that newly achieve national, state, or locally-defined standards for recognition program. *[Specify recognition program, if applicable]* \* (WRO – LT11)
- Number of participants who report an increase in their physical activity as a result of policy to offer structured physical activity: average number of minutes per session; average number of days with physical activities during period assessed; average number walking steps during period assessed (e.g. increasing daily goal by ≥ 2000 steps). (WRO – MT3)

**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 structured activity policy change activities
  - 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 *[Record number and type of member organizations]* \* (WRO - ST6)
  - other partners not included above *[Record number and type]* \*
- Number of SNAP-Ed settings where at least one structured physical activity policy change/program is created. \* (WRO – MT5, MT11)
  - Number of sites 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 sites that change **physical activity programs or practices**: new or improved access to structured physical activity programs *[Indicate which changes were adopted]*.
  - Number of sites that create or change **community design and safety polices**: parks or open space with improved access, signage, lighting, or operating hours in low-income communities; trails, greenways, or sidewalks with improved access, signage, lighting, or operating hours in low-income communities.

**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 settings that report a multi-component initiative with one or more structured physical activity policy changes 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 settings in which structured physical activity policy change is maintained or expanded.\*
- Institutional or community (non-SNAP-Ed) resources invested in PSE change (staff, cash, in-kind support) *[calculate percent change for each]* \* (WRO – I3)
- SNAP-Ed resources invested in structured physical activity policy change (staff, cash, in-kind support) *[calculate percent change for each]* \*
- Number of participating SNAP-Ed settings with a plan for sustaining, evaluating, and improving structured physical activity 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.