



RE-AIM: Joint Use Agreements

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 using school joint use facilities or space outside of school hours in SNAP-Ed eligible schools in period assessed (per year or per day) (SOPARC)*
- Number of SNAP-Ed eligible persons (<185% FPL) using school joint use facilities or space outside of school hours for physical activity in SNAP-Ed eligible schools in period assessed (per year or per day)* (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 joint use areas including accessibility, usability, presence of supervision, presence of organized activity, and equipment availability (SOPARC) [Report actual scores]* (WRO – LT10)
- Number of SNAP-Ed schools that newly achieve national, state, or locally-defined standards for recognition program. [HealthierUS School Challenge, Healthy Schools Program National Recognition Award, Let's Move Active Schools Award]* (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 improving school joint use facilities or space outside of school hours in SNAP-Ed eligible schools or school districts
 - 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 schools or school districts where at least one improvement to school or school district policy is achieved to support the use of joint use facilities or space outside of school hours* (WRO – MT5)
 - Number of SNAP-Ed 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; staffing for maintenance and operations at joint use sites; signage and prompts for use of walking and bicycling paths. [Indicate which changes were adopted]
 - Number of SNAP-Ed 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; 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 parks/playgrounds or open space/green space with improved access, signage, lighting, or operating hours in low-income communities* (WRO – MT11)
- Number of trails, greenways, or sidewalks with improved access, signage, lighting, or operating hours in low-income communities* (WRO – MT11)

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 schools that report a multi-component initiative with one or more improvements to school joint use facilities or space outside of school hours in SNAP-Ed eligible schools 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 schools or school districts in which joint use policy is maintained or expanded to support the use of joint use facilities or space outside of school hours in SNAP-Ed schools*
- Institutional or community (non-SNAP-Ed) resources invested in improvements to joint use facilities or space outside of school hours in SNAP-Ed schools (staff, cash, in-kind support) *[calculate percent change for each]* * (WRO – 13)
- SNAP-Ed resources invested in improvements to joint use facilities or space outside of school hours in SNAP-Ed schools (staff, cash, in-kind support) *[calculate percent change for each]* *
- Number of participating SNAP-Ed schools or school districts with a plan for sustaining, evaluating, and improving joint use policy to support the use of joint use facilities or space outside of school hours in SNAP-Ed schools* (WRO – 14)
- Number and types of barriers/challenges to joint use by school districts, schools, recreation providers, and other organizations promoting physical activity regarding maintenance, operations, liability, ownership, and scheduling (MOLOS) prevented or mitigated through program implementation barriers* (WRO - 15)

*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.