



RE-AIM: Safe Routes to School (SRTS)

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 and percentage of 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 attending SNAP-Ed schools with SRTS initiatives in period assessed (per year)*
- Number of SNAP-Ed eligible students (incomes < 185% FPL) attending SNAP-Ed schools with healthy eating (if applicable) and physical activity SRTS activities ***(WRO – MT4, MT5)**
- Demographic characteristics of participating students at SNAP-Ed schools

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 scores on walkability and/or bikability assessment tool(s) *[Report actual scores]* ***(WRO – LT10)**
- Number of SNAP-Ed settings that newly achieve national, state, or locally-defined standards for recognition program. *[Specify recognition program]* ***(WRO – LT11)**
- Number of students who walk or bike to school
- Number of students who engage in one hour or more per day of moderate and/or vigorous-intensity physical activity **(WRO – LT7)**

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 developing/expanding SRTS initiatives in SNAP-Ed 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 *[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 where at least one SRTS physical activity support change is achieved. ***(WRO – MT5)**
 - 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/walking buses; signage and prompts for use of walking and bicycling paths. *[Indicate which changes were adopted]*
 - Number of sites that change **physical activity programs or practices** (if applicable): new or increased use of school facilities during non-school hours for recreation, or joint use policies; new or improved access to structured physical activity programs *[Indicate which changes were adopted]*
- 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 school districts or schools that report a multi-component initiative with one or more physical activity supports with SRTS activities and
 - Evidence-based education (for example, pedestrian safety education classes) *[describe]*
 - Marketing (including promotion, awareness efforts, etc.) *[describe]*
 - Parent/community involvement (included is addressing parents' perceived barriers to children walking/biking to school) *[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 in which SRTS activities are maintained or expanded (included is individual participation).*
- Institutional or community (non-SNAP-Ed) resources invested in SRTS activities (staff, cash, in-kind support) [*calculate percent change for each*] *(WRO – I3)
- SNAP-Ed resources invested in SRTS activities (staff, cash, in-kind support) [*calculate percent change for each*] *
- Number of participating school districts and schools with a plan for sustaining, evaluating, and improving SRTS activities (active transportation standards and/or environmental 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.