

**RE-AIM Dimensions and Template Questions  
for Evaluating Health Education  
and Health Behavior Research**

<b>RE-AIM Dimension</b>	<b>Questions</b>
<u>R</u> each (Individual Level)	What percent of potentially eligible participants: a) were excluded, b) took part and c) how representative were they?
<u>E</u> fficacy/Effectiveness (Individual Level)	What impact did the intervention have on: a) all participants who began the program; b) on process intermediate, and primary outcomes; and c) on both positive and negative (unintended), outcomes including quality of life?
<u>A</u> doption (Setting Level)	What percent of settings and intervention agents within these settings (e.g., schools/educators, medical offices/physicians):  a) were excluded, b) participated and c) how representative were they?
<u>I</u> mplementation (Setting/agent Level)	To what extent were the various intervention components delivered as intended (in the protocol), especially when conducted by different (non-research) staff members in applied settings?
<u>M</u> aintenance (Both Individual and Setting Level)	1. Individual level: a) What were the long-term effects (minimum in 6-12 months following intervention)? b) What was the attrition rate; were drop-outs representative; and how did attrition impact conclusions about effectiveness?  2. Setting level: a) To what extent were different intervention components continued or institutionalized? b) How was the original program modified?