RE-AIM Planning Approach to Enhance Translation and Dissemination: Questions to ask when planning programs or developing assessment plans

Dimensions for Dissemination	Questions to Ask of Potential Programs	Strategies to Enhance Future Translation and Dissemination
Reach (individual level)	• What percentage of the target population would come in contact with your program? • Will you reach the most needy? • Will research participants reflect the targeted population?	• Formative evaluation with potential users and nonusers • Small-scale recruitment studies to enhance methods • Identify and reduce participation barriers • Use multiple channels of recruitment
Effectiveness (individual level)	• Will the intervention likely affect key targeted outcomes? • What unintended adverse consequences may occur? • How will impact on quality of life be assessed?	• Incorporate tailoring to individuals • Reinforce messages via repetition, multiple modalities, social support and systems change • Consider stepped care approaches • Evaluate adverse outcomes and quality of life for program revision and cost-to-benefit analysis
Adoption (setting or organizational level)	• What percentage of target settings and organizations will use the program? • Do organizations include high-risk or underserved populations? • Does program fit with organizational goals and capacities?	• Conduct formative evaluation with adoptees and non-adoptees • Recruit settings that have contact with the target audience • Develop recruitment materials outlining program benefits and required resources • Provide various cost options and customization of the intervention
Implementation (setting or organizational level)	• Can different levels of staff successfully deliver the program? • What proportion of staff within a setting will agree to program delivery? • What is the likelihood that various components will be delivered as intended?	• Provide delivery agents with training and technical assistance • Provide clear intervention protocols Consider automating all/part of the program • Monitor and provide staff feedback and recognition for implementation
Maintenance (individual and setting levels)	• Does the program produce long-term individual behavior change? • Will organizations sustain the program over time? • What are characteristics of persons and settings showing maintenance?	• Minimize level of resources required • Incorporate "natural environmental" and community supports • Conduct follow-up assessments and interviews to characterize success at both individual and setting levels • Consider incentives and policy supports