Using the RE-AIM Framework
to Evaluate Disaster Recovery Videos

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Natural disasters both increase and cause financial challenges for survivors. Crisis support reduces negative outcomes such as financial stress, yet survivors are often unaware or unable to access available services. Aiming to innovatively improve access to quality financial education and to support financial recovery post-disaster, a video series was developed with a community advisory board. The RE-AIM framework informed a developmental evaluation measuring the videos' influence. Results indicated majority of participants have used or intend to use the videos in their disaster work. This indicates the video series may be a helpful tool for disaster responders when providing financial recovery support.

Keywords: natural disasters, financial recovery, RE-AIM, evaluation, technology

Introduction

Natural disasters are tragic for both individuals and communities. Natural disasters increase psychological challenges and can be a source of trauma for survivors (Bodvarsdottir & Elklit, 2004). In the context of this evaluation, survivors are people who have lived through a naturally occurring event "in which a society or one of its subdivisions undergoes physical harm and social disruption, such that all or some essential functions of the society or subdivision are impaired" (Fritz, 1961, p. 655). Survivors are uniquely impacted following disasters due to various risk and protective factors. For instance, racial and ethnic minority community members may be at even greater risk of negative psychological consequences post-disaster (Chen, Keith, Airress, Wei, & Leong et al., 2007). Another risk factor is finances, with greater financial loss from natural disasters connected to increased trauma symptoms (Galea, Tracy, Norris, & Coffey, 2008). Financially, survivors often depend on external support for basic needs, such as shelter and food, and need aid through loans or grants to clean, restore, and rebuild their residences (Soliman & Rogge, 2002). There are cases when homeowners are approved for a loan to rebuild, but over time, that loan becomes difficult to repay due to other financial commitments that were not accounted for when the loan was approved. Long-term effects of disasters on finances include declines in household values, income, credit scores, and loss of financial assets (Dodds & Nuehring, 1996; Gallagher & Hartley, 2014; Soliman & Rogge, 2002; Vinso, 1977).

There is significant variation in the length of time and the pathway which households take to recover after disaster, and there are differences based on social circumstance (Cole, 2003; Lindell, 2013; Peacock, Dash, & Zhang, 2006). For example, lower income households do not have as many resources, such as liquid assets, to support recovery following a disaster, which in turn leads to a longer recovery before returning to permanent housing (Girard & Peacock, 1997; Lindell, 2013). Financial preparedness for disaster remains very low despite efforts to influence people to prepare for unexpected events (Paton, 2003). People who have hazard insurance (e.g., for floods, hurricanes, or earthquakes) are more likely to recover sooner than people without insurance. However, access to such insurance is limited due to high premiums and deductibles (Lindell, Arlikatti, & Prater, 2009; Palm, Hodgson, Blanchard, & Lyons, 1990).

Previous research articulates that quality resources and assistance result in positive outcomes for individuals following a disaster (Joseph, Andrews, Williams, & Yule, 1992; Joseph, Williams, & Yule, 1992; Sutherland & Glendinning, 2008). For example, in one study, social resources and assistance after a natural disaster were strongly associated with increased well-being and reduced financial stress of individuals (Sutherland & Glendinning, 2008). One primary mechanism through which survivors gain access to and awareness of resources is their interactions with disaster recovery professionals. Therefore, focusing a program to benefit the knowledge and resources for disaster responders should benefit disaster survivors (Kovacs & Spens, 2007).

RE-AIM Theoretical Framework and Evaluation

RE-AIM is an acronym describing the five steps program professionals can use to conceptualize their work: *Reach*, the ability to reach the target audience; *Effectiveness*, the effectiveness of the intervention on outcomes; *Adoption*, adoption by target staff; *Implementation*, implementation and consistency of delivery; and *Maintenance*, the maintenance of use by organizations (Gaglio, Shoup, & Glasgow, 2013). Originally developed for prevention and disease management research and evaluation, RE-AIM is a theoretical framework that is applicable to diverse content areas such as community-based interventions (Gaglio et al., 2013; Kessler et al., 2013). Although the creators of RE-AIM do not cite a specific theoretical framework on which the model is based, the theory is similar to theories that consider the multiple systems that impact an individual, such as Bronfenbrenner's Ecological Systems Theory (1977, 1994). The framework has been used in public health to understand policy, health promotion, and community revitalization interventions (Forrest, Wallace-Pascoe, Webb, & Goldstein, 2017; Jilcott, Ammerman, Sommers, & Glasgow, 2007). RE-AIM helps translate the results of evaluation into meaningful outcomes (Gaglio et al., 2013). Its use for public health initiatives can be applied specifically to financial recovery promotion.

The RE-AIM theoretical framework offers a novel approach to developing and evaluating interventions for professionals who respond to communities and support disaster survivors

(Gaglio et al., 2013; Kessler et al., 2013). RE-AIM offers a practical way to translate research into program planning and evaluation (Dzewaltowski, Glasgow, Klesges, Estabrooks, & Brock, 2004). Although RE-AIM originated in prevention and disease management, it has been shown to be applicable to evaluation in community interventions and diverse communities (Gaglio et al., 2013). The fact that the acronym itself defines the topics that call for how well a program fits the target audience, the framework lends itself to program evaluation in diverse communities. For example, Schwingel, Galvex, Linares, and Sebastiao (2017) applied RE-AIM when evaluating a community program for older Latina individuals. To develop an appropriate intervention and complete an evaluation that obtained multiple stakeholder perspectives (Kessler & Glasgow, 2011), the RE-AIM theoretical framework (Gaglio & Glasgow, 2012; Glasgow, Vogt, & Boles, 1999; Klesges, Estabrooks, Dzewaltowski, Bull, & Glasgow, 2005) best met the needs of the evaluation described here.

Project Context

In an effort to reach the most disaster survivors in an effective way, RE-AIM describes the importance to carry out interventions at both the individual and organization levels ("Applying the RE-AIM Framework," 2018). Disaster responders are often a part of larger organizations while they also work with individuals. To support disaster response professionals as they help survivors navigate disaster-recovery decisions (Bodvarsdottir & Elklit, 2004; Chen et al., 2007; Galea et al., 2008), the University of Minnesota Extension and North Dakota State University Extension Service developed the *Recovery After Disaster: The Family Financial Toolkit* (aka *Toolkit*) in 2010. The *Toolkit* was designed as a comprehensive resource providing strategies and tools for disaster response professionals as they support community members to recover financially from natural disasters. Evaluation of the *Toolkit* showed it was a beneficial resource that simplified and organized complex information and guided survivors step-by-step through the stressful financial recovery period after a disaster (Croymans & Scharmer, 2013).

The *Financial Recovery After Disaster Video Series* was completed in 2015 by the University of Minnesota Extension and North Dakota State University Extension to offer an alternative to printed recovery resource materials. Printed materials might prove challenging for disaster response professionals who provide assistance to survivors who, following disaster, may be highly mobile, without access to paper printers or may have barriers related to disability or low literacy (Rubin & Popkin, 1990). The video series was developed to supplement the *Toolkit* information and be more easily accessible for professionals in the field to share with survivors. The video series discusses topics that are addressed in the *Toolkit* such as the importance of resilience, where survivors can find help, how to replace important papers, examining changing income and expenses, insurance coverage, navigating assistance options, and how to consider long-term circumstances and all possible options. The video format was utilized to directly respond to community needs (Croymans & Scharmer, 2013).

Videos Meet Community Needs

Disaster responders have a need to retrieve and disseminate information quickly in the event of a natural disaster (Troy, Carson, Vanderbeek, & Hutton, 2008). Videos are an important, viable method to sustainably and affordably disseminate financial recovery information to communities after a disaster and implement disaster support in applied settings (Laituri & Kodrich, 2008). By their nature, the demand for responses after disasters is irregular and often sudden (Beamon & Kotleba, 2006; Kovacs & Spens, 2007). Videos help alleviate these challenges because once created, they can be accessed whenever needed, endlessly used, and easily updated (Singh, Mangalaraj, & Taneja, 2010). Electronic information, such as videos, can be easily shared through social media to spread news about important information, such as amount of damage and donation offers and requests (Imran, 2016). Effective disaster response includes the use of technology (ESCAP & UNISDR, 2012). For example, a case study of disaster response in Haiti after an earthquake in 2010 displayed the important role media technology played to support knowledge sharing and decision making (Yates & Paquette, 2011). Furthermore, rather than providing a large amount of information in a short amount of time, videos can be broken down into small, easy to understand segments, which in the case of the *Financial Recovery After Disaster Video Series*, aim to share detailed financial planning information in manageable amounts for individuals who are stressed following a disaster.

The goal of supplementing the *Toolkit* with a video series was to develop a community-engaged post-disaster intervention that increases access to financial resources for communities that experience disasters. The videos aim to make financial recovery information easier to access for individuals who historically have limited access to recovery information, including those who have a limited income, literacy difficulties, or hearing or visual impairments (Friedman, Tanwar, & Richter, 2008; Rubin & Popkin, 1990; Spence, Lachlan, Burke, & Seeger, 2007). The videos provide information to disaster survivors in a consumer-friendly format that can be immediately accessed through any electronic method, such as social media, websites, smart phone browsers, or DVDs. The video format provides financial recovery resources to disaster survivors in an alternative method to paper or text that conveys essential information for making informed decisions to improve well-being and reduce financial stress (Sutherland & Glendinning, 2008).

Community-Engaged Development

To develop the *Financial Recovery After Disaster Video Series* in way that reflected the RE-AIM framework, best served the community, and gained understanding about the disaster survivor context, a community advisory board was created (Bitsch, Ferris, & Lee, 2009; Prokopy et al., 2012). A key component to developing approaches to address social problems and meet community needs is to successfully engage stakeholders, including community members (Martin, Leuci, & Stewart, 2014; Robinson, Dubois, & Bailey, 2005). The community advisory

board helped ensure that the video series would benefit disaster responders as appropriately as possible to support survivors (Emm & Breazeale, 2008; Jolley, 2007). Members of the board included both disaster survivors and disaster professionals recruited from the disaster recovery profession. To learn more about the advisory board and the formative evaluation process, it is recommended to read about the formation of the disaster video series (Hendrickson, Croymans, & Cronin, 2017).

Through a 26-month process, the board members actively participated in the development of the video series, including identification of content, script creation, identification of presenters, review and editing of rough cut videos, and distribution. Meetings (both remote and in-person) allowed the advisory board to provide guidance, input, and feedback during every step of the development process. Evaluation processes were also conducted at each stage of development to ensure the advisory board process was inclusive and respectful, and that the video content and format reflected the needs described by the advisory board (Croymans & Scharmer, 2013). For example, the advisory board expressed the need to not only share best-case examples of financial recovery resources, but to also include information about circumstances such as bankruptcy and voluntary foreclosure. The videos also initially provided information about insurance, Small Business Association (SBA) and Federal Emergency Management Agency (FEMA) assistance all on one video, but, through consultation with the board, the topics were divided into two videos: insurance and FEMA/SBA.

Once the video series was fully developed, the videos were piloted with both survivors and disaster response professionals and volunteers to determine the accuracy of the information, that the content was portrayed respectfully, and that videos were interesting enough to maintain viewer's attention while also being educational. The videos were modified and completed based on the feedback from the advisory board and pilot participants. Once the video series became public, a developmental evaluation captured the effect the video series had on financial disaster recovery providers. This paper reports the findings of the developmental evaluation.

RE-AIM as an Evaluation Approach

This developmental evaluation was carried out to gain knowledge of how the video series affected disaster recovery professionals who support disaster survivors. Developmental evaluation aims to capture the ways programs unfold in complex, dynamic environments (Patton, 2006). A full impact evaluation could not be carried out due to the fact that the video series was not available for a full year (limiting the opportunities for the series to be used in response to natural disasters). This evaluation aimed to capture how natural disaster responders planned to use the video series, if at all, in their work. Although no disaster programs have publications describing utilization of the RE-AIM conceptual mode, the RE-AIM framework has been applied to program evaluation to capture program strengths, weaknesses, barriers, and successes while

undergoing community implementation (Samia, Aboueissa, Halloran, & Hepburn, 2014). RE-AIM has been used to evaluate programs and policies in a range of community settings, such as health conditions and behaviors (Kessler et al., 2013), family caregiving interventions (Paone, 2014; Samia et al., 2014), and revitalization of urban communities (Forrest et al., 2017).

The RE-AIM framework was chosen to inform this developmental evaluation of a disaster recovery program because it provided a way of thinking about how the program might be responsive to variable community needs and capture how the intervention was translated into practice (Kessler et al., 2013). Previous evaluations have not directly measured each component of the RE-AIM model (Kessler et al., 2013). For example, previous literature has not captured relevant data to measure factors such as reach and adoption, which has made it challenging to fully summarize the impact of those interventions (Glasgow, Klesges, Dzewaltowski, Estabrooks, & Vogt, 2006). In an effort to describe all five dimensions of RE-AIM and ensure each element of RE-AIM was considered (Kessler et al., 2013), the RE-AIM framework directly contributed to the structure of the developmental evaluation's research questions:

1. Reach: To what extent was the target audience (natural disaster responders) reached?
2. Effectiveness: What did natural disaster responders see as strengths and weaknesses of the videos, and to what extend did the video series meet their needs?
3. Adoption: Was the information in the video series applicable to natural disaster responders' situation?
4. Implementation: Did the natural disaster responders integrate the video series into their disaster response?
5. Maintenance: Do the natural disaster responders plan to continue using the video series?

Methods

Participants

The majority of the respondents ($n = 50$) were female (68%) and the rest were male (32%). Ages ranged from 23 to 74 ($M = 50.5$, $SD = 13.5$). Eighty-six percent of the participants were White (86%), with other represented races and ethnicities including Black or African American (8%), Hispanic or Latino (4%), American Indian or Alaskan Native (2%), Asian (2%), and multiracial (2%). The highest level of education completed was post four-year degree (42%), four-year college degree (30%), two-year college degree (12%), some college (12%), and high school degree or GED (4%). Most of the sample was working full-time (72%), while the rest were volunteering (22%), retired (18%), working part-time (8%), not working for pay not by choice (2%), or was a student (2%). All of the participants were disaster recovery professionals or volunteers. Some had personally experienced a disaster within the past year (8%).

Measures

This evaluation utilized a mixed-methods approach. Utilizing the "concurrent embedded strategy" (Creswell, 2009, p. 214), quantitative data was the primary focus of the evaluators, while qualitative data was considered concurrently. The qualitative data supported information "embedded" within the overall quantitative data (Creswell, 2009, p. 214). A self-report survey was designed specifically for this evaluation due to the developmental nature of the inquiry (Patton, 2006). The survey consisted of 29 questions reflecting the RE-AIM framework (Gaglio et al., 2013) and demographics. It was designed to assess who the video series reached and ways in which the video series was integrated into disaster response. This survey had not been used for any previous evaluation and has not been empirically validated. An evaluation professional (first author) formed the questions based on experience in the field and conversations with financial recovery professionals. The instrument was not formally tested for validity.

Reach. Respondents were asked what type of organization they represented (education, government, volunteer, other, or none) and to describe their roles related to disaster recovery. Respondents were asked to identify their approximate location on a map of the United States in order to measure the geographic reach of the videos. In order to learn how knowledge about the videos reached them, respondents were asked, "How did you first learn about the videos?" Answer choices included email, online search, webinar, posted link on a website, or other. Respondents were also asked, "What type of device did you watch the videos on?" with the answer choices of desktop computer, laptop, projection screen, smartphone, television, and other.

To learn if the participants themselves reached others with the videos they were asked, "How have you shared the videos?" Respondents reported what methods (e.g., email, posting a link online), if any, they used to share the videos. Participants were then asked to provide the approximate number of helping professionals, volunteers, disaster survivors, or other people they shared the video series with for each method that they shared the videos.

Effectiveness. To understand if the information in the video series was effective in serving the respondents, three questions were asked. Two items were open-ended prompts where respondents could type their own original thoughts into a text box: "Please share your perspective on the strengths of the videos" and, "Please share your perspective on the weaknesses of the videos." Respondents were then asked to rate the extent to which the videos met their needs on a scale from 1 = *not at all* to 10 = *to a great extent*.

Adoption. In an attempt to understand if the information from the video series could be adopted into the respondents' circumstances, they were asked, "What percent of the information in the videos was applicable to your specific situation?" Respondents also answered, "What information is missing from the videos that could help you meet your needs?"

Implementation. Respondents were asked, "How did you use the videos?" They could confirm answers such as incorporated videos into staff development plans, provided education for survivors following a disaster, and there has not been a disaster in my area but I intend to use the videos. If the respondents indicated that they had used the videos in any way, they were asked, "Were these actions successful?" and if their actions were unsuccessful they were asked, "What barriers or other factors contributed to your actions being unsuccessful?"

Maintenance. Because the videos were released six months prior to when data for this impact evaluation was being collected, there were limitations to measuring maintenance. In an effort to capture maintenance respondents were asked, "What is one nugget of information that you learned in the videos which you will never forget?" This question allowed the evaluators to consider which topics respondents anticipate maintaining knowledge of in the future.

Demographics. Respondents provided their age, race and ethnicity, gender, monthly income, highest level of education obtained, and work status. Respondents were also asked if they had personally experienced a disaster in the past year.

Procedures

An invitation to complete the evaluation survey with the online survey platform Qualtrics (2015) was emailed to 632 disaster response professionals who had previously attended conference presentations, face-to-face workshops, or webinar trainings regarding the video series. Reminder emails to complete the survey were sent out two and four weeks after the initial invitation. Participants could enter a drawing for a $25 Visa gift card upon completion of the survey. Of the 632 people invited, 55 completed the survey resulting in an initial 8.7% response rate. If participants were not using the videos, they were directed to question items where they could offer information about why they have not viewed thee videos. For the sake of this developmental evaluation's focus on what action was taken because of the videos, five cases were omitted from analysis due to respondents not yet viewing the videos. This left a sample of 50 respondents who have all viewed the videos, for a final usable response rate of 7.9%.

Outlined in further detail in the Discussion section of this paper, the low response rate is a major limitation of this paper. It is possible that the low response rate is due to the nature of the disaster recovery work of those invited to complete the evaluation. Many individuals may serve in volunteer disaster recovery roles and/or may not have had an opportunity to utilize the video series resource with disaster survivors yet. Because the intention of this evaluation was to gain information of how the videos were being used and in what ways they were meeting and failing to meet consumer's expectations rather than use probability to generalize the findings to a specific population, the evaluators reasoned it appropriate to use responses of the survey despite the risk for non-response bias (Taylor-Powell, 1998).

Data Analysis

Descriptive statistics were used to analyze the quantitative data. Because there was no comparison group and no attempt to measure change in this developmental evaluation survey, it was inappropriate to carry out analyses beyond descriptive statistics. Observing range, means, and standard deviations provided enough information to answer the evaluation research questions. Qualitative data were analyzed for themes using NVivo 11 qualitative analysis software (2012). Text responses from the survey's open-ended questions were coded by two members of the evaluation team using an inductive analysis approach (Patton, 2003). Coders first reviewed a subset of responses (25% of the sample) for major themes that arose repeatedly or were notable. Next, coders reached consensus for themes to be coded moving forward. Coders then analyzed the remaining text responses for the established themes.

Results

Data results are presented using the RE-AIM framework (Gaglio & Glasgow, 2012) that directly shaped the structure of this developmental evaluation's survey and results (Kessler et al., 2013). Descriptive statistics and qualitative analysis findings are presented describing the extent natural disaster responders were reached (reach), the extent to which the video series met their needs (effectiveness), whether or not the information in the video series was applicable (adoption), if natural disaster responders made changes to their work because of the videos (implementation), and if they will maintain using information in the videos in their disaster recovery work (maintenance). The impact evaluation results are presented below.

Reach

The disaster videos reached individuals who represented government (46%), volunteer (38%), education (22%), or other organizations (16%). The participants worked or volunteered for disaster relief efforts in all regions of the United States and in the Caribbean (Figure 1). The majority of the sample was from the Midwest region of the United States (54%), while others were from the Northeast (14%), Southeast (12%), Northwest (10%), Southwest (6%), or Caribbean (2%). Most of the participants watched the videos on a desktop computer (56%) or laptop (36%), while others watched on a smartphone (4%) or projected screen (2%).

*Figure 1. Geographical Distribution of Financial
Recovery After Disaster Video Series*
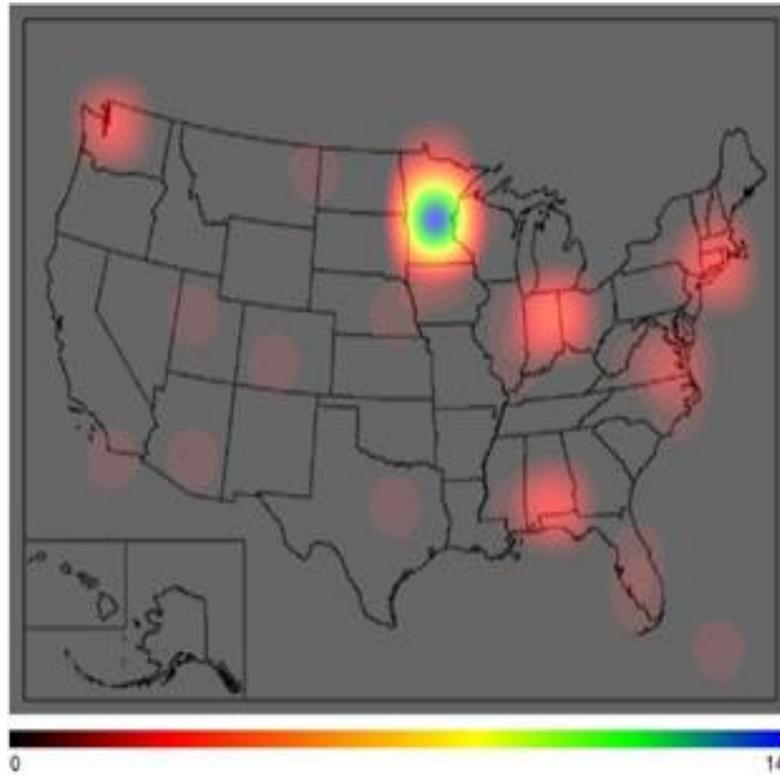
Participants reported their role or multiple roles related to disaster recovery (Table 1). Table 1 also presents details about who the videos reached and how participants first learned about the videos, with most first learning about them via email listserv.

Table 1. Who and How Participants Were Reached (n = 50)

Participant Role in Disaster Recovery	% of Participants
Government representative	28
Educator or instructor	26
Emergency response worker	26
Community support service person (e.g., fire-fighter or police service)	18
Agency administrator	16
Advocate	10
Financial representative or counselor	8
Faith or ministry worker	8
Communications/public relations staff	8
Health care worker	6
Operations and facilities worker	6
Case manager	6
Mental health worker	4
Social worker	4

How Participant First Learned about the Video Series	% of Participants
Email from a listserv	40
Webinar – live	20
Email from a colleague	14
Professional conference	10
Webinar – recorded	6
Online search	6
Other	4

Note: Respondents were able to endorse more than one response for the items reported in Table 1; therefore, the percentages total more than 100.

Nearly half of the participants reported having already shared the videos with others (46%). They shared about the videos by word of mouth (34%), emailing colleagues (14%), and posting a link online (6%). Table 2 describes the average number of helping professionals, volunteers, and survivors the videos were shared with for each method of sharing the videos.

Table 2. Method and Type of People Videos Were Shared With (n = 50)

Method Used to Share	People Shared With	Mean (SD)
Email		
	# of helping professionals	15.29 (24.94)
	# of volunteers	11.43 (20.35)
	# of disaster survivors	0
	# of other people	1.28 (2.21)
Word of mouth		
	# of helping professionals	2.94 (3.53)
	# of volunteers	4.71 (10.19)
	# of disaster survivors	0.18 (0.53)
	# of other people	5.88 (14.88)
Posted link online		2 (1)

Effectiveness

Based on the response scale of 1 (*not at all*) to 10 *(to a great extent)*, participants reported the videos met their needs ($M = 8.07$, $SD = 1.71$). When asked about the strengths of the videos, themes of responses were that the videos were easy to understand, action-oriented, applicable, and brief. For example, one respondent shared, "The videos were short and on point. They provided the general information a person would be looking for and were not so long that you lose interest." Another said, "[The videos are] easy to understand and apply to your daily work, regardless of field [sic] in which you represent, i.e., public safety, health, first responder, etc." Participants also commented on the empathy and compassion expressed through the videos for disaster survivors. For example, one person said, "Very well done. Saw much compassion from

those who were speaking. Good use of folks who have lived through a disaster. Gave much HOPE." Another example respondent response was, "They depict the true nature of disaster, and give a hopeful message that help is available."

Responses contained two themes regarding weaknesses of the videos: that the videos were hard to find and hard to share. The vast majority of responses commented on how difficult it was to find the videos on the University of Minnesota Extension's website which inhibited their ability to be easily shared. For example, one participant shared, "[The videos are] Hard to find. They are hidden and you have to really know what you are looking for and where to find it." Another individual stated that a limitation of sharing the videos was that the disaster recovery field has, "[little] knowledge of their availability." Participants also said they were unsure how to share the videos with others. For example, one participant reported, "I'm not sure how these videos could be used following a disaster (or the best way to use in preparedness), other than generally making them available to people to consume on their own." Another reported, "Not sure how I would use them. Or where to use them. Or when to use them."

Adoption

Respondents reported generally that over 81 percent of the information in the videos was applicable to their specific situation ($M = 81.45$, $SD = 20.64$). Participants also reported information that was missing from the videos that could help them meet their needs. A majority of respondents (70%) indicated there was no missing information. Of the 30% who provided answers, the theme of the responses was a need for pre-disaster information on how to be best prepared, either financially or with an action plan, before a disaster strikes.

Implementation

Fifty-eight percent of the participants reported there had not been a disaster in their area, but that they intend to use the videos as applicable. Forty-six percent of the participants reported already using the videos in their work. They reported to have changed the way they carry out disaster recovery due to incorporating the videos into staff development plans (10%), training staff and volunteers (10%), sharing the videos through social media (8%), linking the videos on a webpage (4%), providing education for survivors following a disaster (4%), and personal use (6%). Of these actions taken, 100% of them were reported by respondents as having been successful.

Maintenance

Participants reported major takeaway points that stood out to them ($n = 22$). Three themes were identified. Themes included being financially prepared (both by having savings and by keeping track of important records), keeping disaster recovery information organized, and knowing that

there are community members and resources available to support them as needed. An example of participant comments related to financial preparedness included, "It is important to collect and have my important documents and records together in a safe place, for when I need them." Another respondent reflected upon what was learned, "The importance of keeping track of important paperwork and keeping the paperwork in a location in which you can retrieve it somewhat easily in a disaster."

The second theme regarding maintenance of the information was the importance of keeping information organized. A participant shared what information stood out the most in the video series, "It is important to collect and have my important documents and records together in a safe place, for when I need them." Another example statement on organization included, "Document everything, conversations and things to do. Take photographs and set priorities."

The final theme of maintenance was knowledge that community members are available to support disaster survivors, as needed. When asked about major takeaway points that stood out, one individual responded, "That there are organizations out there ready and waiting to assist you and your needs." Similarly, others stated, "Extension services has [sic] a vast array of resources to help in a disaster especially in the area of finances" and "[I learned] the availability of experienced people to assist in recovery from a disaster."

Discussion

By utilizing the RE-AIM theoretical framework, the evaluators gained a more comprehensive picture of how the video series impacted disaster response professionals. The evaluation team expected to gain an understanding of who the *Financial Recovery After Disaster Video Series* reached, the extent to which the videos were useful, the ways in which the videos were being used, and which information stood out and was most relevant.

The results indicated that the videos reached people from all regions of the United States and even the Caribbean. Most of the respondents were from governmental organizations. The most common role in disaster recovery was a volunteer, followed by government representative, emergency response worker, and educator. This developmental evaluation targeted disaster professionals rather than disaster survivors. The videos are typically applicable to disaster survivors only after a disaster has occurred. The fact that most of the respondents were from disaster recovery-related organizations and positions is desirable so that the videos can then be easily shared with survivors following a disaster (Laituri & Kodrich, 2008). A future impact evaluation can be informed by these findings to examine whether or not the reach to these types of professionals does in fact impact people personally affected by a disaster.

A majority of respondents reported they would share the videos with others when there is a disaster in their area, which suggests the disaster recovery professionals believe the videos are relevant and useful to disaster survivors. This finding was anticipated given the advisory board development process (Bitsch et al., 2009; Prokopy et al., 2012) and provides evidence for the notion that the video series can support disaster survivors. Providing disaster financial recovery resources in a video format will not only benefit survivors' financial stress (Sutherland & Glendinning, 2008), but can also have positive impacts on survivors' well-being and psychological health (Bodvarsdottir & Elklit, 2004; Galea et al., 2008).

As displayed in Table 2, the most common method of sharing the videos was by word of mouth. Perhaps the identified limitations that the videos were hard to find and difficult to share inhibited users from easily sharing the videos via digital methods. It is important for University of Minnesota Extension to make the videos easier to find and to provide directions for ways in which consumers can share the videos with others. Making the videos easier to find and share is especially important as the videos were created to be most useful for when disasters strike. After experiencing a disaster, individuals are often experiencing high stress and have limited access to information (Bodvarsdottir & Elklit, 2004). It is important that the videos are easy to locate and share electronically.

Results show that a majority of respondents (58%) intend to use the videos in the event of a disaster in their area. Due to the nature of responding to disasters and needing resources on hand quickly (Beamon & Kotleba, 2006; Kovacs & Spens, 2007), it is important for providers and consumers to know how to access the videos to provide this relevant information to survivors following a disaster. Furthermore, giving direction on how the videos can be shared, as well as providing pre-set links to share (e.g., "click here to post this to Facebook"), could further support viewers to share the video series with others.

Despite the limitations of locating and sharing the videos, nearly half of the respondents (46%) indicated having already shared the videos with others. Not only did respondents verbally tell an average of 15 people about the video series, they also emailed the videos to an average of 28 colleagues and posted the video link to an average of 2 websites. Even though the largest weaknesses found about the video series were challenges sharing the resource with others, half of the sample had already shared the videos to a considerable amount of people.

In terms of effectiveness, the strengths of the videos that were emphasized by respondents confirmed that the goal to provide easy to understand information in a video format was accomplished. Respondents reported the information to be brief, understandable, and applicable to their needs while also showing empathy and compassion for disaster survivors. The findings about the strengths of the videos also show that the videos are sensitive to community member's needs and that the use of videos is a practical way to respond to the financial issues disaster

survivors face. Without the use of the RE-AIM framework and community advisory board, these results may not have been confirmed nor would the video series have been responsive to community needs (Gaglio et al., 2013; Kessler et al., 2013; Prokopy et al., 2012).

There is also evidence that the video series would be effective and adopted for use in future disaster response work. A majority of respondents reported they will use the videos when there is a disaster in their area. Results found that the information in the videos met the needs of the respondents and over 80 percent of the content was applicable to their specific circumstances. These results indicating the information in the video series was useful and that the videos will be used in the event of a disaster suggest the video series content will inform survivors of services that can support their financial well-being. These results are especially important considering that individuals are often unaware of the assistance for which they are eligible (Rodgers & Purnell, 2012). These videos may address this by increasing disaster recovery professionals' knowledge of available resources, who will then share this information with survivors.

Perhaps the most notable findings are related to the way the videos have been implemented. Results show that the videos have changed training and development for disaster recovery professionals. Respondents who reported having used the videos reported 100 percent of the actions taken with the videos have been successful. Not only did respondents use the video series to carry out the primary purpose of providing education for survivors, but they also changed their development plans and training for staff and volunteers. The video series directly impacted the way some disaster personnel train their disaster recovery professionals. This result suggests that more disaster recovery responders have increased knowledge of social resources, which previous research has shown improves well-being and decreases financial stress (Sutherland & Glendinning, 2008). An impact evaluation could further reinforce this finding.

Respondents also reported evidence that information will be maintained long-term. Respondents reported they will remember the importance of being financially prepared, keeping documentation organized, and that there are community members and resources available to support survivors as needed. These findings further emphasize the benefit that the video content can provide information to professionals of the services for which survivors may qualify and of resources that can support them. This is often information that is unknown to survivors (Rodgers & Purnell, 2012). Although the videos were only available for one year before executing this developmental evaluation, a future impact evaluation will utilize these results to determine whether or not what participants reported in this survey about their intention for maintenance is actually executed in their disaster response.

Limitations and Future Evaluation

This developmental evaluation has found positive effects of the video series on the disaster recovery community; however, there are limitations that must be considered to understand the context of these findings. The most notable limitations are in concordance with one another. This evaluation had a small sample size ($n = 50$) and also contained a small response rate (7.9%). The incredibly small response rate could indicate a non-response bias, which can alter the results of the data (Groves, 2006). It is possible that the large number of people who did not reply to the invitations to complete the evaluation survey did so because the videos were not relevant to them in some way. The reason for the low response rate is unknown, but this major limitation must be remembered when considering the results.

Another limitation of this developmental evaluation is that there is little information about whether or not the content was helpful and relevant to disaster survivors. Even though the community advisory board and piloting process suggested the content was relevant and useful for survivors (Croymans & Scharmer, 2013; Emm & Breazeale, 2008; Jolley, 2007), this evaluation did not intend to measure impact on disaster survivors themselves. The results presented did not measure the effect the video series had on disaster survivors' financial recovery. As the videos are available over a longer period of time, further evaluation should be done to measure the impact of the videos on disaster survivors, specifically. Future research and evaluation should also seek to understand the benefits financial recovery videos have on disaster survivors in the wake of a disaster and take a targeted consideration for how the videos impact information availability and support for vulnerable populations such as racial and ethnic minority individuals (Chen et al., 2007) and individuals with disabilities (Spence et al., 2007).

There are also limitations related to this evaluation's use of the RE-AIM framework. Although the use of the RE-AIM framework sought to capture each factor of RE-AIM (Kessler et al., 2013), the evaluation design could have included a comparison group of disaster professionals who did not know about the video series. Using a comparison group would have allowed for the proper data to calculate a summary index that could allow this intervention to be compared with others who used the RE-AIM framework in other studies (Glasgow et al., 2006). It is recommended that the comparison group approach be adopted when evaluating the impact of the video series on disaster survivors. It is conceivable that the videos have been shared with survivors as disasters have occurred now that the video series has been available for approximately one year. We recommend that such an evaluation should be executed.

Most of all, there are significant limitations in the method of measuring each facet of the RE-AIM framework; specifically the fact that the instrument used in this evaluation was not tested for validity. It is conceivable that aspects of each RE-AIM component can become conflated through a newly written instrument that was not tested prior to its use. For example, when asked

if they have used the videos to assess respondent's implementation of the video series, the response choice, 'there has not been a disaster in my area but I intend to use the videos' was offered. Intention to use the videos conceivably is categorized as adoption, yet this particular response was given for a question that was aiming to assess implementation. Maintenance was also not adequately addressed to time limitations as the videos had only been released for six months at the time of data collection. Instrument validation and refinement is recommended for future endeavors looking to measure the RE-AIM framework.

Conclusion

Previous research has emphasized the need disaster survivors have for resources (Rodgers & Purnell, 2012), especially resources that ease financial loss (Galea et al., 2008). Social resources, such as financial recovery materials, help people decrease the risk of financial and psychological stress (Sutherland & Glendinning, 2008). These types of crisis support have been shown to make a difference even beyond each person's individual personality and coping style (Joseph, Williams, & Yule, 1992). The findings of this developmental evaluation show that the *Financial Recovery After Disaster Video Series* is an applicable resource for disaster recovery professionals who can share the videos with disaster survivors. Evaluation results indicate that the majority of disaster response professionals who responded to the survey intend to use the videos in the event of a disaster. The results support future work of disaster professionals, volunteers, and survivors to reduce potential negative financial outcomes of future natural disasters.

Overall, the results of this developmental evaluation illustrate that the RE-AIM framework supported the *Financial Recovery After Disaster Video Series* development and evaluation. The results provide an example of how the RE-AIM framework can support development and evaluation of community interventions and resources.

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