

Evaluation During Disasters: Considerations in the Context of COVID-19

Sue Ann Corell Sarpy, Ph.D.
Sarpy and Associates, LLC
April 13, 2020

Current Evaluation Concerns

- American Evaluation Association's Disaster and Emergency Management Evaluation Committee sponsored Town Halls to discuss evaluation concerns
- Conducted 2 Town Halls with 100+ Evaluators
- Emerging themes from the included:
 - Pace and scale unprecedented
 - Uncertainty of disaster and conflicting communications
 - Impact on community (vulnerable populations)
 - Impact on businesses (social distancing)
 - Rapid change to on-line communications
 - Data gathering and sharing issues
 - Changing role of evaluator in the response and recovery

Role of Evaluator in Real-time Evaluation



- Also known as: Developmental Evaluation, Adaptive Evaluation, Emergent Evaluation, Action Evaluation
- The evaluator helps to inform responsive and adaptive development of the training program in an uncertain environment in real time
- Evaluation becomes integrated into the DEVELOPMENTAL PROCESS of the training program
- Evaluator works collaboratively with the training program developers to conceptualize, design, and test approaches in an on-going process of adaptation, intentional change, and development

Real Time Evaluation



Purpose: Development (not improvement): Developing COVID-19 Tools in a turbulent environment (disaster); exploring real-time solutions and generating innovative interventions for those in need

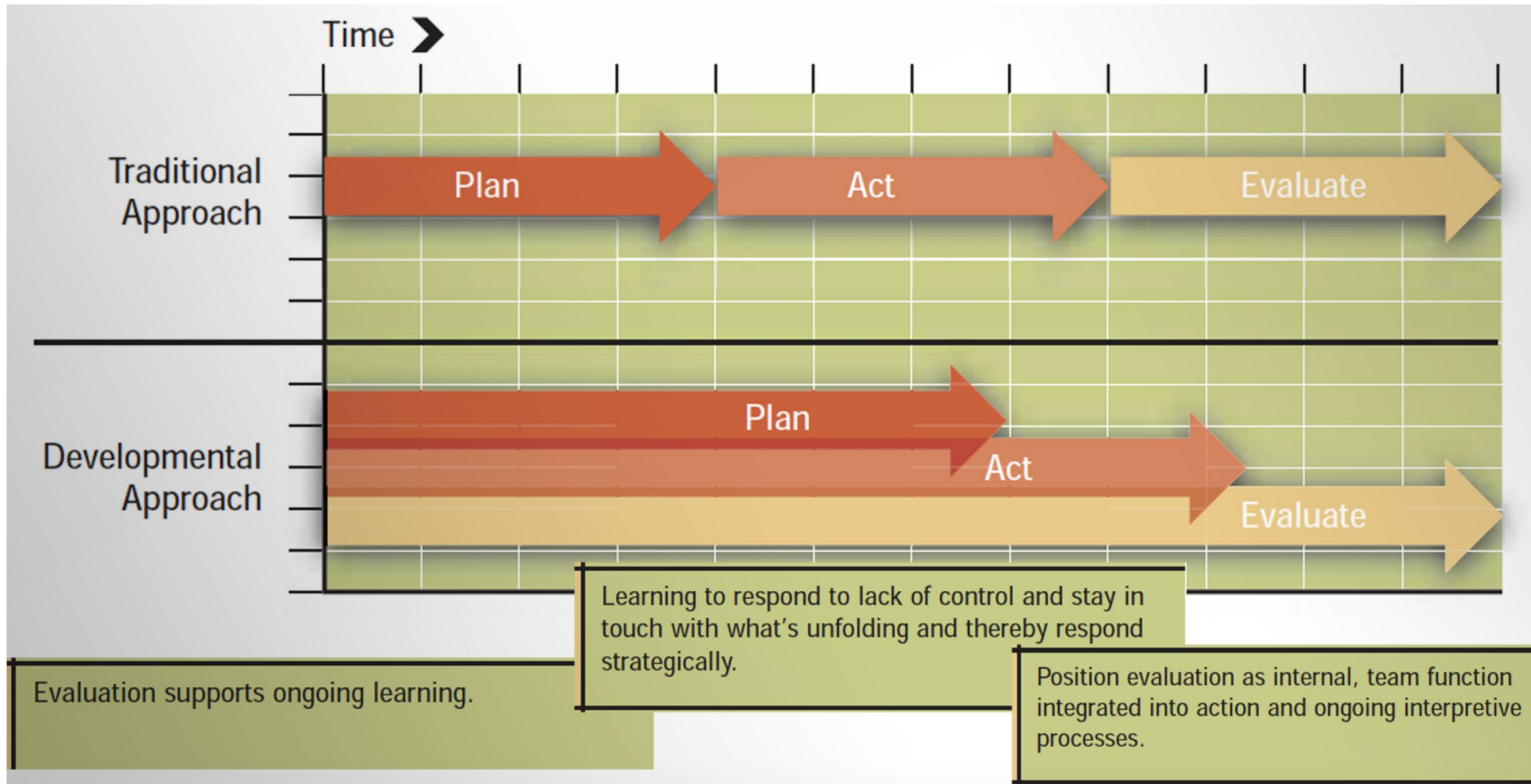


Challenge: Uncertainty, Complexity, Fluidity - Existing training and related resources may no longer be effective as conditions change (turbulence, instability, uncertainty, dynamic)

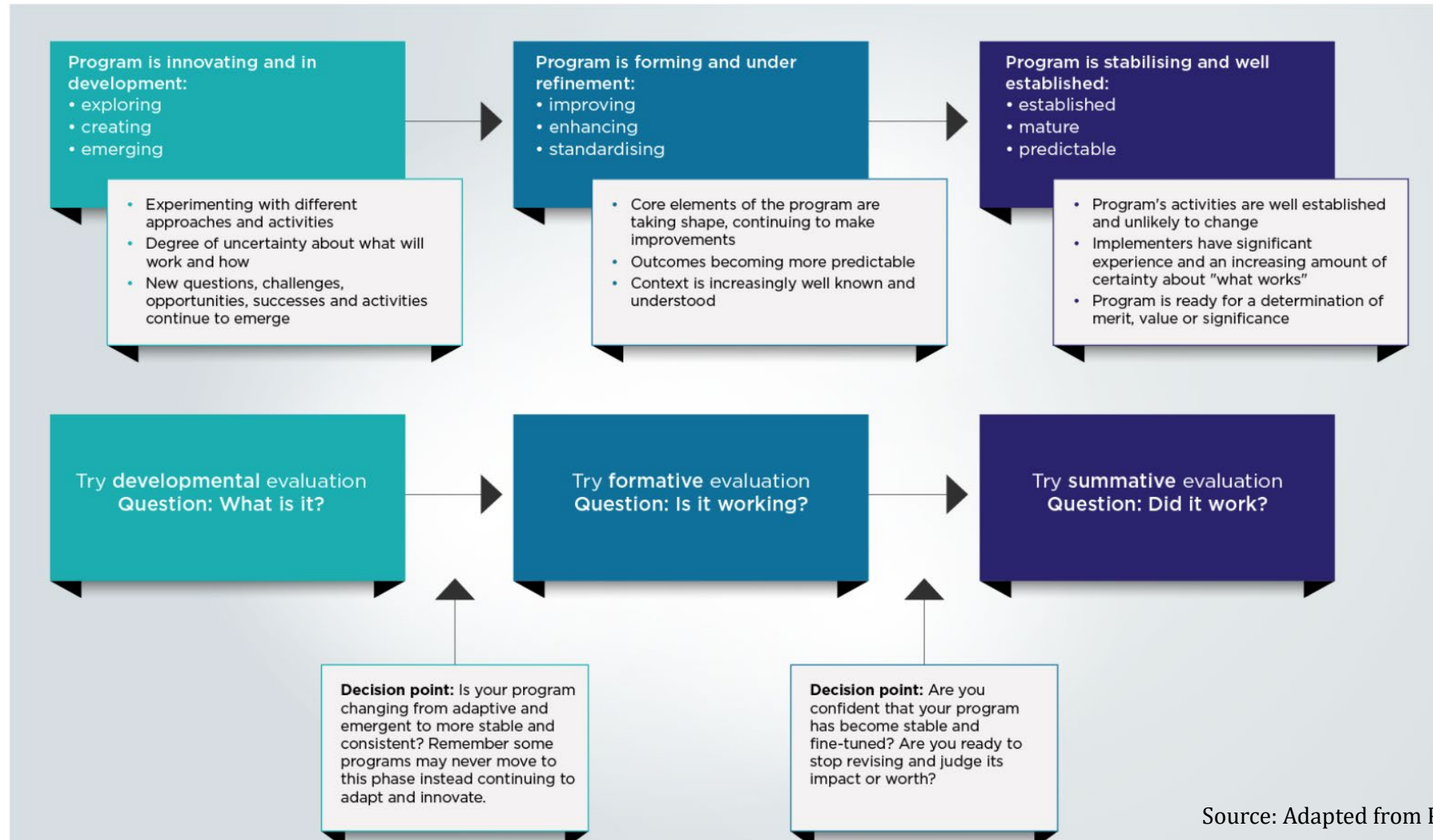


Implications: Real time - Planning, execution, and evaluation occur simultaneously (rapid feedback, adaptation, and agile/nimble response) adapt planning and response strategically AS THE CRISIS UNFOLDS

Evaluation: Traditional vs Developmental



Developmental vs. Formative vs. Summative



Developmental Evaluation: Gulf Responder Resiliency Training

- Conducted in **different geographic regions** with **different target audiences** and **different disaster events**
- **Major stakeholders** actively involved in development, implementation, and evaluation of trainings
- **Evaluation conducted early on** in the training design and **feedback of effective principles** used in each iteration of development
- **Build relationships and trust** with various stakeholders to gather information and refine curriculum
- **Creating balance** between **standardized training** and **flexibility** to tailor training to meet needs (**adaptability**)

Utilization- focused Developmental Evaluation

Training Course:

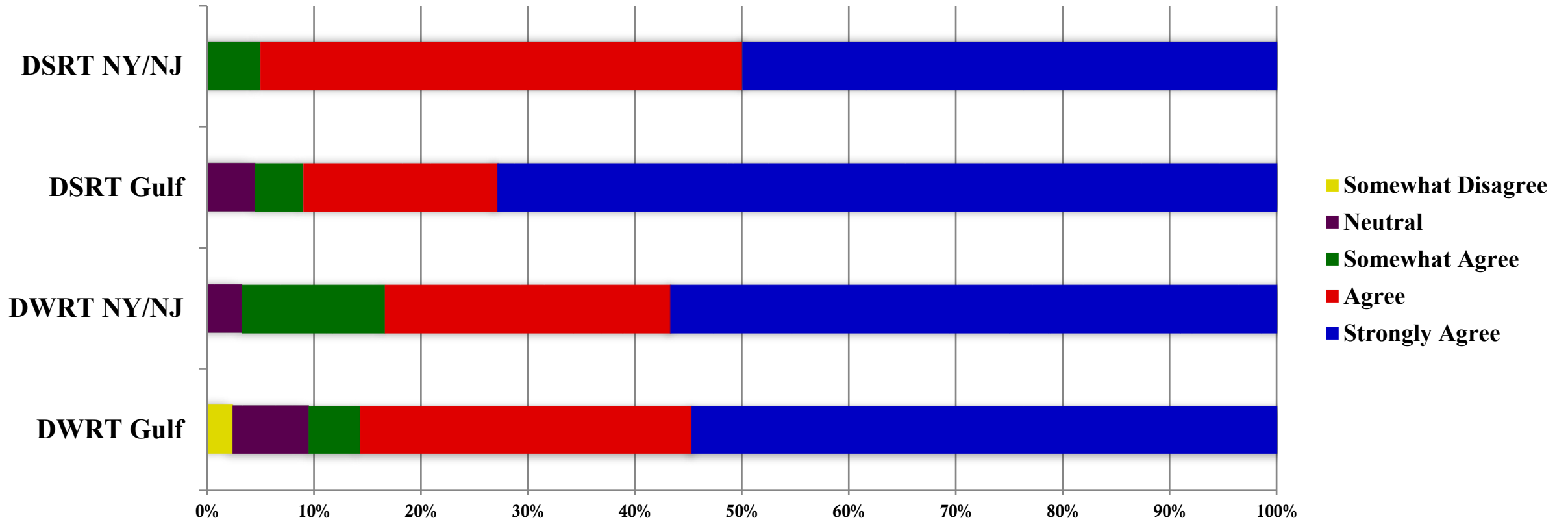
- **Disaster Worker Resiliency Training**
- **Disaster Supervisor Resiliency Training**

Disaster Event:

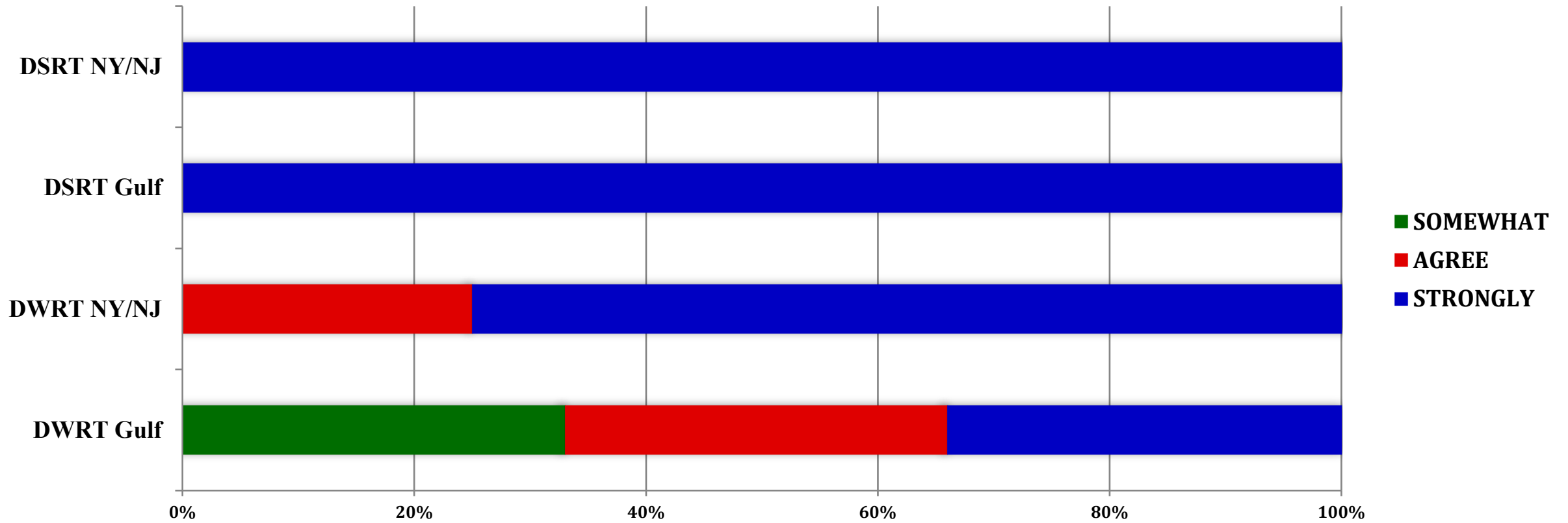
- **Gulf of Mexico Oil Spill**
- **Hurricane Sandy**

Region/Target Audience:

- **Gulf South Region: New Orleans and Houma, LA**
- **North East Region: New York/New Jersey**



Training Met Needs of Target Audience Trainee Ratings



Training Overall Was Effective Trainer Ratings

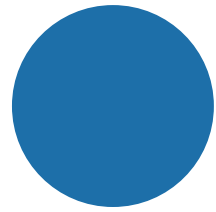
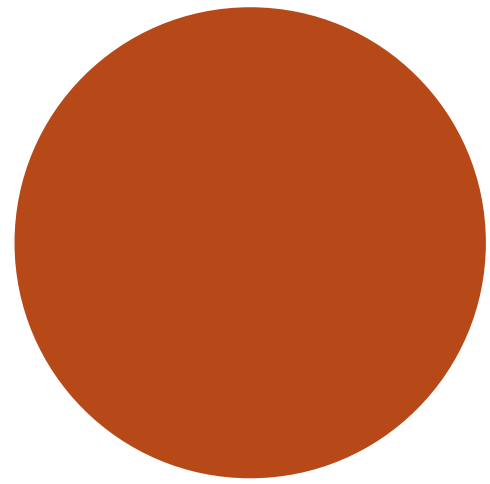
Stakeholder Feedback

“Thank you everybody for sharing knowledge, what a pleasure is to meet and create new alliances to promote growth, and empowerment of our organizations, our communities. I really want to thank all in the group for adjusting to the language barriers that our members face, and for providing positive reinforcement and an open space where you helped in the encouragement of open dialogue while addressing language barriers. They all left the training with an immense amount of knowledge, with a thirst to continue learning, and empowered within themselves to continue learning and sharing the knowledge that they have gained.”

GR RTP Trainer from Make the Road New York

Questions





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www.sarpyassociates.com