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Title: The Role of Key Stakeholders in Co-Creating an Infrastructure to Support Evidence-Based Practice

Researchers have identified several key functions that need to be developed and installed to support the use of evidence in practice (Damschroder et al., 2009; Livet et al., 2008; Saul et al., 2008; Nutley & Homel, 2006; Rycroft-Malone, 2004; Graham et al., 2006). These key functions have been used to develop taxonomies for further verification and development but a stakeholder analysis has not been conducted that assesses the relationship between these functions and key stakeholders who play a role in embedding evidence into practice. This paper will use a case study from the scaling up of evidence-based preventive services in New York City's child welfare system to discuss strategies for identifying the roles of key stakeholders, including policy makers, service providers, and program developers, in creating the conditions necessary for sustainable and effective service change. This paper will build on the collective impact literature by proposing the use of a framework to *systematically identify the coordinated, yet differentiated, activities that key stakeholder groups need to adopt in order for their combined efforts to succeed in improving outcomes for children*. For example, what are the roles of researchers and program developers in developing usable fidelity criteria? What are the actions and activities that roles of policymakers and funders need to lead in order to funding infrastructure costs and adequate timeframes for implementation of evidence-based programs and innovations? What are the activities service providers need to perform to build the competency of practitioners? What activities can purveyors and intermediaries conduct to support systems alignment (Metz and Albers, 2014). Findings from this case study will be extended to identify the key roles and functions of stakeholder groups needed to support evidence-based practice at four stages of implementation: exploration; installation; initial implementation; and full implementation (Fixsen, et al., 2005; Metz & Bartley, 2012).