STAKEHOLDER ENGAGEMENT: FINDING THE FIT THROUGH DIVERSITY, EQUITY, AND INCLUSION

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“My stakeholders are my key basically. If I don’t have buy-in from my stakeholders, then that program’s not gonna survive.”

~ Agency Director
STAKEHOLDERS: WHO ARE THEY?

- Researcher Perspective
  - Systems
  - Regions/Districts
  - Agencies/Offices
  - Purveyors
  - Providers
  - Consumers

- Program Provider Perspective
  - Referrers
  - Community
  - Funders
  - Consumers
STAKEHOLDERS: WHO ARE THEY?

- Researcher Perspective
- Program Provider Perspective
  Positive Consumer Outcomes

Systems
Regions/Districts
Agencies/Offices
Purveyors
Providers
Referrers
Community
Funders
Consumers
STAKEHOLDERS: WHO ARE THEY?

- Researcher Perspective
  +
- Program Provider Perspective
- Positive Implementation Outcomes
STAKEHOLDER ENGAGEMENT IS EMBEDDED IN IMPLEMENTATION
### STAKEHOLDER ENGAGEMENT IS EMBEDDED IN IMPLEMENTATION

<table>
<thead>
<tr>
<th>Stages of Implementation Completion (SIC)</th>
<th>Varied Descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Stage 1 – Engagement</strong></td>
<td></td>
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<tr>
<td>Date site is informed/learns services/program available</td>
<td>• Agency or System Identifies that a Program is available for Scale-up. It might have prospectively sought out information on where it might have been previously utilized.</td>
</tr>
<tr>
<td>Date of interest indicated</td>
<td>Site reaches out to purveyor or developer group requesting initial information.</td>
</tr>
<tr>
<td>Date agreed to consider implementation</td>
<td>Site reaches out to purveyor or developer group that expresses a desire to assess program fit.</td>
</tr>
<tr>
<td>Date initial cost information sent</td>
<td>Site agrees to talk with other relevant parties within the system or organization to determine if they would support adoption.</td>
</tr>
<tr>
<td><strong>Stage 2 – Consideration of Feasibility</strong></td>
<td></td>
</tr>
<tr>
<td>Date of 1st site planning contact</td>
<td>Date of first discussion to describe the implementation process and expectations in detail.</td>
</tr>
<tr>
<td>Date Stakeholder meeting #1</td>
<td>Meeting with leadership and key members involved in the implementation process.</td>
</tr>
<tr>
<td>Date Feasibility Questionnaire completed</td>
<td>Determination of feasibility is sometimes recorded by the site and sometimes by the purveyor.</td>
</tr>
<tr>
<td><strong>Stage 3 – Readiness Planning</strong></td>
<td></td>
</tr>
<tr>
<td>Date of cost calculator/forecasting plan review</td>
<td>Site and Purveyor look over program cost projections.</td>
</tr>
<tr>
<td>Date of staff sequence, timeline, hire plan review</td>
<td>Site is provided with estimates for program costs and calculations are reviewed with Purveyor specific to site.</td>
</tr>
<tr>
<td>Date of recruitment review</td>
<td>Reviewing recruitment of non FTE positions essential to the implementation; e.g. foster parents, skills teachers.</td>
</tr>
<tr>
<td>Date of referral criteria review</td>
<td>Might involve preparing pamphlets, advertising, attending community gatherings.</td>
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**May 2018**
### Stage 3 – Readiness Planning

| Date of cost calculator / funding plan review | Site and Purveyor look over program cost projections  
Site is provided with estimates for program costs and calculations are reviewed with purveyor specific to site |
| --- | --- |
| Date of staff sequence, timeline, hire plan review | Job titles, FTE and roles are discussed for the varying program positions.  
Purveyor provides a staffing timeline to make sure roles are filled in an efficient manner; e.g. therapist hired prior but close to training. |
| Date of recruitment review | Reviewing recruitment of non FTE positions essential to the implementation; e.g. foster parents, skills coaches...  
Might involve preparing pamphlets, advertising, attending community gatherings...  
The date should be the start of this process as it will continue and evolve over the entire implementation. |
| Date of referral criteria review | Establishing the source of the target population of the implementation efforts.  
Might involve preparing pamphlets, advertising, establishing locations to present on the intervention...  
The date should be the start of this process as it will continue and evolve over the entire implementation. |

May 2018

### Stage 3 – Readiness Planning (continued)

<table>
<thead>
<tr>
<th>Date of communication plan review</th>
<th>Establishment of a plan for relaying information to necessary personnel; e.g. Crisis situation, weekly team meeting...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date Stakeholder #2 and/or leadership meeting</td>
<td>Meeting where final questions about site needs and requirements are addressed with site’s Executives, Purveyor and possibly Key Community Stakeholders.</td>
</tr>
<tr>
<td>Date written implementation plan completed</td>
<td>Finalized written plan establishing protocols, goals, policies and timelines for the implementation.</td>
</tr>
<tr>
<td>Date Service Provider selected</td>
<td>(Optional) Occurs when a System or Funder works through the earlier implementation activities and then selects a provider. (RFP)</td>
</tr>
<tr>
<td>Date of signed contract received</td>
<td>Execution of the Implementation contract terms.</td>
</tr>
</tbody>
</table>
| Date of initial materials sent | Providing the sites with the necessary literature, manuals and tools to get their clinical staff familiar with the model prior to training.  
Every Implementation process is unique and this activity might happen long in advance of establishing a contract. |
DEFINING THE APPROPRIATE STAKEHOLDER GROUP FOR THE MISSION
“we certainly reach out to stakeholders and, you know, counties and probation offices that we contract with, and meet with them prior to implementation of any model to make sure there’s a need and that it is something that they would utilize.”

“We go to like social services and probation and present to them, you know, the actual social workers and probation officers… you know, the workers themselves.”

“Every time there’s a new judge, I go in and meet with him.”

”we have a strong reputation with social services for helping and doing a really good job…I get referrals just because they’re like- this parent really needs your help.”

“we have relationships built with all the funders and stakeholders in each county.”
WHO IS DEPENDENT ON WHAT

- Systems
- Regions/Districts
- Agencies/Offices
- Purveyors
- Providers
- Referrers
- Community
- Funders
- Consumers
WHO IS DEPENDENT ON WHAT

Self-Check: Who is Absent? Were they Invited? If Invited, Is there an Equal Seat at the Table?

Systems = Regions/Districts = Agencies/Offices = Purveyors = Providers = Referrers = Community = Funders = Consumers
THE ART OF ENGAGING AND MAINTAINING STAKEHOLDERS

Different engagement approach depending on stakeholder group

- Active and reflective listening
- Use of reinforcement
- Balance frequency of contacts
- Make contacts without an "ask" attached
- Provide feedback
- Use humor
- Value what each stakeholder brings to the table
- Follow-through with what you say you will do
STAKEHOLDER MEETINGS BASICS

- Be mindful of **who is in the room together** at the same time
- Make sure it is a good use of people’s time
- Set a clear agenda prior to meeting to set expectations
- Food and/or beverage
- Basic supplies (e.g., pens) in addition to what you need to accomplish goals
- Be a facilitator
  - Know where you can be flexible and where you need to be firm with boundaries
  - Keep it active!
  - When possible and appropriate— keep it fun!
WHAT IS THE GOAL?
CULTURAL EXCHANGE

- A transaction and transformation of knowledge, attitudes and practices (KAP) of individuals or groups representing different cultural systems
  - Global culture of Evidence-Based Practice
  - Local culture of Practice-Based Evidence
- A process and product of debate and compromise. (Palinkas, Allred & Landsverk, 2005)

CASE EXAMPLE

Development of an implementation intervention DUE to strong stakeholder engagement
INSIDE-OUT VERSUS OUTSIDE-IN
HISTORY OF R³

MODEL DEVELOPMENT

- Focus Groups with Parents
- Discussions with System Leaders
- Focus Groups with Workforce
- Focus Groups with Agency Leadership
- Development of Training Materials
- Recognition of Capacity Limitations
- Repeat of Process
- Training
- Piloting – mixed methods
- Independent Evaluation

281 Caseplanners, 114 Supervisors, 23 Agency Leaders
GOALS OF R³

- (R1) Reinforcement of effort
- (R2) Reinforcement of relationships/role
- (R3) Reinforcement of small steps
R³ AIMS TO SHAPE INTERACTIONS AND TARGETS ENGAGEMENT
MAKING IT HAPPEN: CO-DESIGN

- NYC Providers
  - System Leaders
  - Supervisors
  - Caseworkers
PUTTING IT ON THE GROUND
PUTTING IT ON THE GROUND
DIFFERENT GOALS FOR EACH SYSTEM

• NYC – What Does It Take and Can it Work?
• Tennessee – Does It Replicate and Create System Change?
• Oregon – Can It Address a Current High Need?
LOSING ENGAGEMENT
WHAT DO PEOPLE SAY ABOUT R³?

“It strengthened my skill set as a leader and provided me with great ideas on how to encourage my team to encourage themselves and the families that we serve.”

“[My coach] was able to pull out strengths that I myself don’t even realize…it’s good to get that feedback from someone else”

“I thought I was going to get a lot of [flack] but people spoke about being able to really form good relationships with their families. Parents were not seeing them as villains anymore.”
<table>
<thead>
<tr>
<th>Measure</th>
<th>Outcome</th>
<th>Coefficient</th>
<th>SE</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementation Climate Scale</td>
<td>ICS Scale 1: Focus on EBP</td>
<td>0.025</td>
<td>0.017</td>
<td>0.155</td>
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<tr>
<td>ICS Scale 2: Educational Support for EBP</td>
<td><strong>0.134</strong></td>
<td><strong>0.021</strong></td>
<td><strong>0.000</strong></td>
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<tr>
<td>ICS Scale 3: Recognition for EBP</td>
<td>0.023</td>
<td>0.021</td>
<td>0.267</td>
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<tr>
<td>ICS Scale 4: Rewards for EBP</td>
<td><strong>0.054</strong></td>
<td><strong>0.026</strong></td>
<td><strong>0.037</strong></td>
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<td>ICS Scale 5: Selection for EBP</td>
<td>-0.079</td>
<td>0.022</td>
<td><strong>0.000</strong></td>
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<td>ICS Scale 6: Selection for Openness</td>
<td>0.006</td>
<td>0.021</td>
<td>0.768</td>
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<tr>
<td>ICS Total Score</td>
<td>0.023</td>
<td>0.016</td>
<td>0.135</td>
<td></td>
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<tr>
<td>Implementation Citizenship Behavior Scale</td>
<td>ICBS Scale 1: Helping Others</td>
<td><strong>0.057</strong></td>
<td><strong>0.021</strong></td>
<td><strong>0.007</strong></td>
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<tr>
<td>ICBS Scale 2: Keeping Informed</td>
<td>0.023</td>
<td>0.020</td>
<td>0.250</td>
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<tr>
<td>ICBS Total Score</td>
<td><strong>0.041</strong></td>
<td><strong>0.019</strong></td>
<td><strong>0.032</strong></td>
<td></td>
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<tr>
<td>Supervisor Implementation Leadership Scale</td>
<td>Supervisor ILS Scale 1: Proactive</td>
<td>0.088</td>
<td>0.046</td>
<td>0.060</td>
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<tr>
<td>Supervisor ILS Scale 2: Knowledgeable</td>
<td><strong>0.147</strong></td>
<td><strong>0.034</strong></td>
<td><strong>0.000</strong></td>
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<tr>
<td>Supervisor ILS Scale 3: Supportive</td>
<td>0.033</td>
<td>0.028</td>
<td>0.239</td>
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<tr>
<td>Supervisor ILS Scale 4: Perseverant</td>
<td>0.025</td>
<td>0.036</td>
<td>0.490</td>
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<tr>
<td>Supervisor ILS Total Score</td>
<td><strong>0.061</strong></td>
<td><strong>0.031</strong></td>
<td><strong>0.051</strong></td>
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</table>
STAKEHOLDER ENGAGEMENT THAT IS INCLUSIVE CAN HELP IMPLEMENTATION SURVIVAL
CONCLUSIONS

- Engagement with Stakeholders is both Fun and Essential
- An Inclusive Stakeholder group is both Diverse and Equitable
- Stakeholders are Needed Partners in Implementation Research
  - Intervention Adoption
  - Scale-Up
  - Measurement Development
  - Intervention Development
  - Adaptation
- Stakeholder Engagement can Help Mitigate the Changing Tides in Systems