Illinois Libraries and Autism Spectrum Disorders
Stakeholder Alignment Map

March 2015

Stakeholder Alignment for Collective Impact

Value Identification

Value Proposition

Value Delivery

Check and Adjust

Stakeholder Map
- Stakeholders specified
- Interest identified
Definition
- Independent, but interdependent stakeholders advancing separate and shared interests

Enabling Infrastructure
- Trust
- Leadership
- Communication
- Cooperation
- Information sharing
- Problem-solving
- Organizational structure
- Conflict resolution

Value Delivery Mechanisms
- Shared vision of success
- Aligned value propositions
- Committees, task forces, working groups
- Protocols, standards, metrics
- Internal alignment
- Check and adjust
Stakeholder map

• Aim
  – Data-informed dialogue, increasing alignment and action

• Process
  – Use data to confirm and quantify the “current state”
  – Use data to open up dialogue on opportunities and risks, constructing a “shared vision of success”

• Data
  – Quantitative and qualitative
  – New visualization tools

• Caution
  – Preliminary analysis; ongoing data collection and analysis

Invitation to participate in the survey

WayMark Systems (a partner in the Targeting Autism Project) is conducting a survey to better understand the needs, priorities and interests around ASD in order to guide the development and delivery of ASD information services by community libraries across the state. The survey results will be shared at the March forum.

In the short time that we have left before the forum, I am asking that you and all forum participants take an active role in helping to increase the amount of feedback that we receive from Illinois residents. Please share the survey link below with your patrons, friends and any Illinois residents that you may know who have been personally or professionally affected by ASD.


Thanks so much for your support of this important project.
Respondent profile

N=387
Age:
- Under 25: 3.1%
- 26-35: 21.7%
- 36-45: 20.4%
- 46-55: 25.8%
- 56-65: 23.0%
- Over 65: 6.0%

Please indicate your experience with ASD:
- This is the first I have heard of it 2.6%
- I am aware of ASD but have little direct experience 18.4%
- I have direct personal experience with ASD (myself or people I know) 40.8%
- I have direct personal experience with ASD and am actively involved in efforts to support information, services, or research on ASD 33.8%
- Other 4.4%

Female: 92.2%; Male: 7.8%

Primary Role:
- Community health care organization leader/member 3.4%
- Community Resident (75.9% ind./family with ASD) 21.4%
- Educational organization leader/member (K-12 88.3%; university 10.0% adult ed./training 1.7%) 15.5%
- Library (public 82.2%; school 8.6% university 8.6%; other 2.6%) 39.3%
- Not-for-profit community-based organization leader/member 9.6%
- Private sector business and commercial organization 0.8%
- Public sector government organization leader/member 0.5%
- Researcher 0.8%
- Other (please specify) 8.8%

Stakeholders identified as essential (scale 0-1)

- Individual with ASD or family with one or more individuals with ASD .93
- Individual or family with no individuals with ASD .44
- Local municipal, city, and county government agency .75
- State government agency .53
- Elected city official (municipal, city, county or state) .34
- Public community library .88
- School library .68
- College/university library .47
- Special library (law, medical, etc.) .27
- Other library (please specify) .05
- K-12 school .88
- University/college .58
- Adult education training and development program .72
- Public health agency .83
- Private health organization .52
- Organization specifically focused on ASD .86
- Religious organization .29
- Organization serving low income and homeless .52
- Organization serving people with disabilities .75
- Organization serving ethnic community/culture .38
- Labor organization .20
- Other not-for-profit community-based organization .33
- Local employer .50
- Chamber of commerce and other business groups .56
- Local media (television, radio, newspaper, social media) .53
- Other .05
Stakeholder alignment visualization approach

Every stakeholder has a vector of interests

Example, growing a z-flower™

Range: [0,1], -1 (no vote, not applicable)

Key:
Shades of green: Positive
Shades of yellow: Neutral
Shades of red: Negative
Blank: Don’t know/Not applicable/No response

Libraries are good places to learn more about ASD.
(mean = .73 +/- standard deviation = .23)
• For those who request assistance, libraries should provide ASD information, including both general and local resources. (.88 +/- .16)
• Education and training about ASD should be included in librarian professional development programs. (.80 +/- .21)
• Library public service staff members should be required to receive ASD education. (.68 +/- .26)

• Libraries should provide programs that help their patrons with ASD in building social skills. (.69 +/- .25)
• Libraries should provide space or services targeted for children with ASD. (.76 +/- .23)
• Libraries should provide space or services targeted for teenagers with ASD. (.76 +/- .23)
<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
<th>Column 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Libraries should provide programs that are welcoming to people with ASD and their families. (.88 +/- .16)</td>
<td>Libraries should integrate children with and without ASD when providing services. (.79 +/- .20)</td>
<td>Libraries should include services, resources and programming that help teenagers with ASD transition to adulthood. (.76 +/- .23)</td>
</tr>
<tr>
<td>Libraries should provide local employers with resources and information on the benefits of hiring people with ASD and what they need to take into account in their interview process and workplace operations. (.73 +/- .24)</td>
<td>Libraries should assist social service agencies in educating the ASD community (including family members) about publically available funding opportunities and support services. (.76 +/- .21)</td>
<td>Libraries should form sustainable partnerships with a broad cross-section of the community relevant to ASD. (.79 +/- .20)</td>
</tr>
</tbody>
</table>
• Libraries should provide space for support groups associated with ASD to meet. (.82 +/- .20)
• Libraries should provide an environment with spaces that are sensitive to the range of behaviors that may be expected from people with ASD. (.79 +/- .22)
• Libraries should provide an environment with either reduced sensory overload or sensory rich opportunities, both of which can serve people with ASD. (.78 +/- .22)

• Users need help navigating the large amount of information on ASD. (.79 +/- .17)
• There should be a centralized Illinois ASD website (portal) for statewide access, with targeted capabilities to indicate local/regional resources and other relevant organizations. (.86 +/- .17)
• There is a need for a state-wide coordinated system of information on ASD (which currently doesn’t exist). (.84 +/- .18)
• Public community libraries should collaborate with teachers and school librarians to help students with ASD to achieve academic success. (.81 +/- .19)
• K-12 schools in my community are skilled in developing Individual Education Programs (IEPs) for students with ASD. (.64 +/- .28)
• In my community there are opportunities for people to volunteer to assist people with ASD. (.45 +/- .27)

• It is important for me to have access to information on ASD. (.84 +/- .19)
• It is easy for me to get information on ASD. (.67 +/- .24)
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Predictable tensions in multi-stakeholder initiatives

Include/Deliberate  Act
Cooperate  Compete/Separate
Specify/Standardize  Innovate/Create
Centralize  Decentralize
Appreciate Majorities  Appreciate Minorities
• In my community, there is sufficient leadership among the stakeholders needed for a coordinated system of information on ASD. (.39 +/- .24)
• In my community, there is sufficient communication among the various stakeholders needed for a coordinated system of information on ASD. (.37 +/- .23)
• In my community, there is sufficient cooperation among the stakeholders needed for a coordinated system of information on ASD. (.41 +/- .24)

• In my community, there is sufficient information sharing among the stakeholders needed for a coordinated system of information on ASD. (.40 +/- .23)
• In my community, there is sufficient problem-solving among the stakeholders needed for a coordinated system of information on ASD. (.38 +/- .23)
• In my community, there is sufficient organizational structure among the stakeholders needed for a coordinated system of information on ASD. (.39 +/- .23)
• In my community, conflicts among the stakeholders needed for a coordinated system of information on ASD are resolved quickly and in a fair way. (.44 +/- .22)
## Most to least informative

<table>
<thead>
<tr>
<th>#1</th>
<th>Medical specialists (doctors and nurses) serving ASD individuals (2554)</th>
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<tbody>
<tr>
<td>#2</td>
<td>Not-for-profit organizations focused on ASD (2532)</td>
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<tr>
<td>#3</td>
<td>ASD community networking websites (2513)</td>
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<tr>
<td>#4</td>
<td>Family doctors (including pediatricians) (1847)</td>
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<tr>
<td>#5</td>
<td>Social services agencies (1734)</td>
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<tr>
<td>#6</td>
<td>Health-related websites (1649)</td>
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<tr>
<td>#7</td>
<td>Friends and family (1564)</td>
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<td>#8</td>
<td>Libraries (1198)</td>
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<tr>
<td>#9</td>
<td>Nurses in clinics (1104)</td>
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<tr>
<td>#10</td>
<td>Hospitals (981)</td>
</tr>
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</table>

## Ease of access

<table>
<thead>
<tr>
<th>#1</th>
<th>ASD community networking websites (2648)</th>
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<tr>
<td>#2</td>
<td>Health-related websites (2337)</td>
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<td>#3</td>
<td>Not-for-profit organizations focused on ASD (2135)</td>
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<td>#4</td>
<td>Friends and family (2064)</td>
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<td>Family doctors (including pediatricians) (1482)</td>
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<td>#8</td>
<td>Medical specialists (doctors and nurses) serving ASD individuals (2402)</td>
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<td>Hospitals (675)</td>
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**Link to view the z-flowers:**