

# Transition Landscape Analysis: Investing Community in Plans to Improve Employment Outcomes

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# Today's Workshop and Presentation

1

Community  
involvement in  
transition

2

What is a  
Landscape  
Analysis?

3

Secondary  
Data Analysis  
& Review

4

Business  
Needs

5

Community  
Conversations

6

Photovoice

7

Takeaways  
and future  
steps

# What is the community's role in developing employment solutions?

**Businesses**

**Community Program  
Leaders**

**Educators**

**Transition Services  
Providers**

**Youth and their Families**

**Is community-engaged research important?  
Why? Why not?**

# What is a Landscape Analysis?

Multi-method  
research  
approach

Understanding  
context

Customized to  
your research  
objectives

# Distinguishing Community Landscape Analysis

Community-based,  
participatory methods

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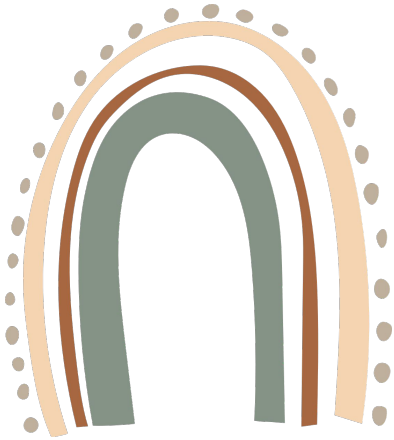
Action

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# Project PEACE:

## Promoting Employment After high school through Community Expertise



## Our Values

- Leading our research are people of color and people with disabilities
- Rooting conversations in lived experiences of our community members

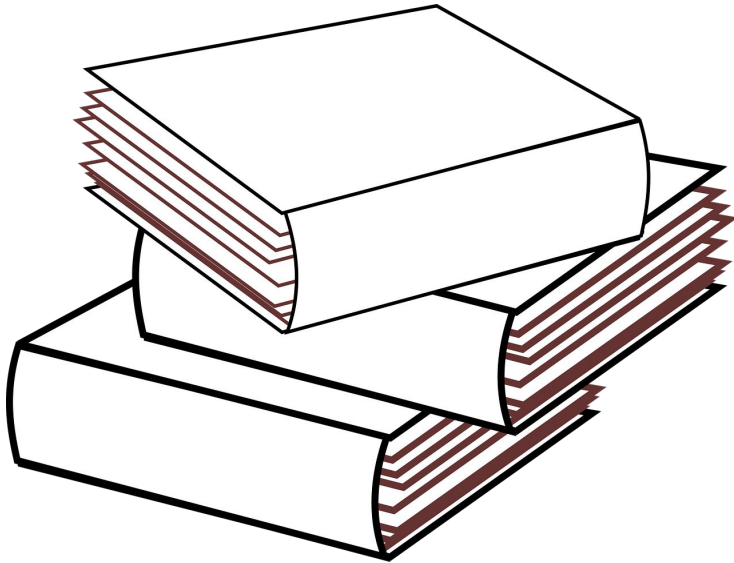
## Research Methods

1. Review of secondary data
2. Community Conversations\*
3. Photovoice\*



# 1 Secondary Data Review and Analysis

# Strategies for finding sources



**1. Build a team of researchers with varying strengths and knowledge**

**2. Reach out to research and community partners for documents, reports, and papers**

**3. Look in unexpected places (school division websites, appendices in other reports, ect...)**

## How does this set us up for our next steps?



# Challenges & Strategies

## Relevance to Your Community

- Many reports include statewide data
- Literature often doesn't include participants from your community
- Find themes to take away, and think about how they manifest in your community

## Synthesis Across Sources

- Several sources spanning decades, not all reporting on the same metrics
- Focus on their conclusions and next steps

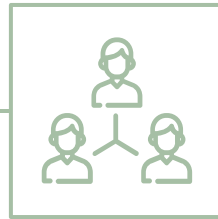
## **2** Business Needs

# Mending Gaps in Business Connections



Step 1

Aligned  
Missions



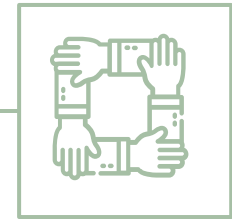
Step 2

Networking



Step 3

Business  
Needs



Step 4

Solutions

# Not knowing how to connect

## **Most frequent barrier to hiring people with IDD**

- Creating a disability friendly climate
- Improving accessibility
- Developing internships
- Financial and tax incentives

## **Learning Interests**

20 employees

**Jupiter's rotation period**



# 3 Community Conversations



# Method

## 1. Recruitment

- a. Who do you ask to participate?
- b. How do you encourage people to register?

## 2. Format of sessions

- a. What works best for your community?
- b. How do you make participation inclusive and equitable?

## 3. How do you introduce these conversations?

- a. Centering the voices of youth with IDD and their families

## 4. Questions to ask

- a. What questions would you want to ask community stakeholders?

## 5. Evaluations following sessions

- a. Evaluate the efficacy of each conversation
- b. Responses from participants and research team

*“I really enjoyed this morning, how we opened up the session with individuals telling their story”*



# What do sessions look like?

1. Ice breaker activity
2. Introduction
3. Explaining our objectives
4. Consent discussion
5. Sessions 2, 3, 4... include some member checking
6. Small breakout groups: about 20 min of discussion around 1-2 questions
7. Whole group transition time/break
8. Small breakout groups: change up group members
9. Whole group “harvest”
  - a. “What are the best ideas you’ve heard tonight?”
10. Conclusion- invitation to next session

# Qualitative Data Analysis

Barriers to Employment

Accessibility

Lack of Resources

Attitudes/Mindsets

Solutions for Employment

Changing  
attitudes/mindsets

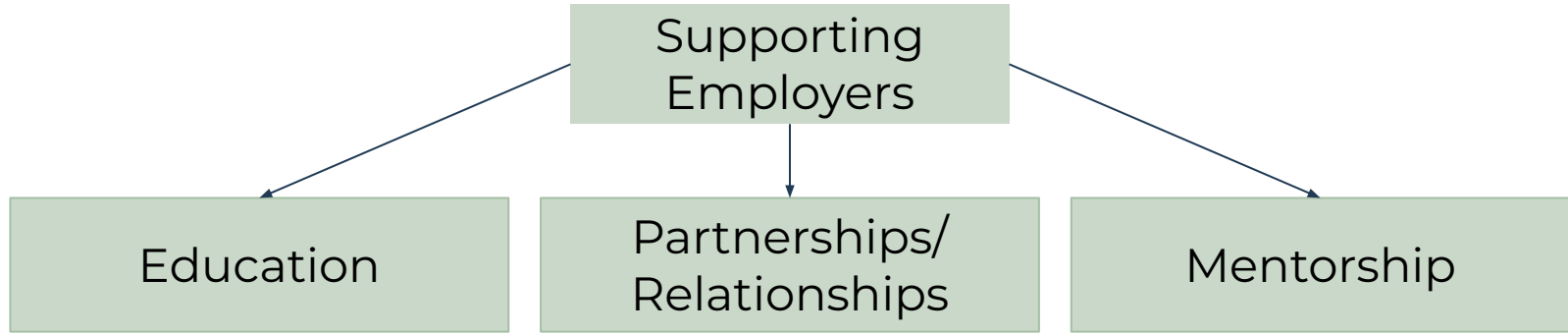
Supporting  
Youth

Supporting  
Employers

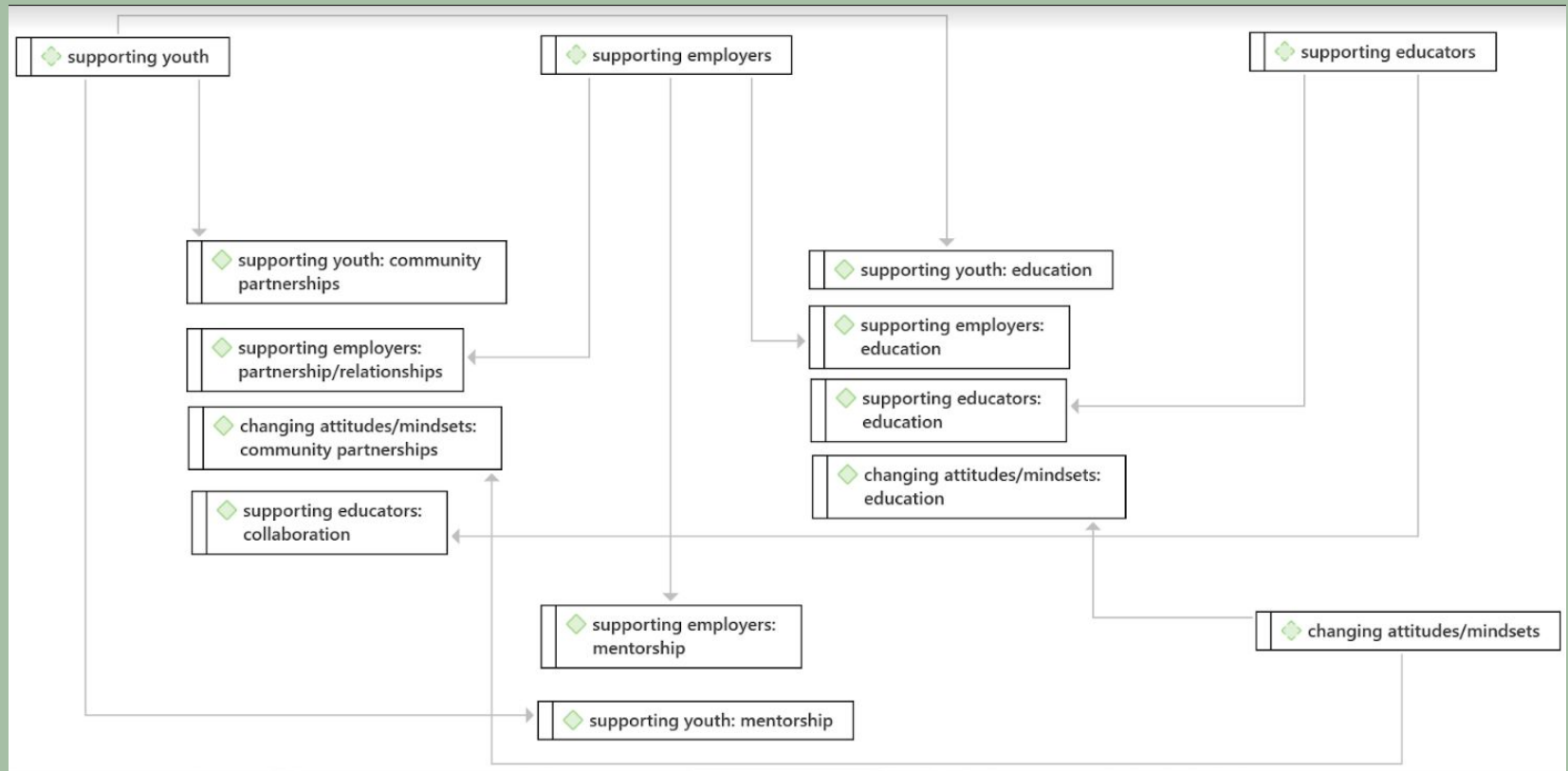
Using  
Technology

Supporting  
Educators

# Qualitative Data Analysis



# Preliminary Results CC1



# Preliminary Results

**“But important thing is even with disabilities, such as autism ADHD, ADD, you have to stay focused, you have to stay calm, you will get nervous in the interview, but you gotta look at them. You can't take your attention away from the interviewer. Otherwise that's how they know they won't hire you.”**

**“All the complicated stuff that parents have to sort of pretty much run into by mistake because like was pointed out earlier, there's not a centralized place for resources. There's no one, you know, navigation tool or map. And so every family has to like kind of figure these things out for themselves”**

# Project PEACE:

## Community Landscape Analysis



### Barriers

- Barriers are especially prominent for those with the **greatest support needs** (Virginia Board for People with Disabilities, 2020)
- Our community lacks a consolidated place for transition resources

### Transition Services and Agencies

- Virginia DARS
  - Pre-ETS
  - Consumer VR Program
- Virginia DBHDS
  - VDOE
  - WWRC
    - PERT
    - PREP
  - Center on Transition Innovations



### Where do we go from here?

- How do we help **change the assumption** that employment is not an option for those with support needs?
- How do we monitor **employee and employer** performance and satisfaction?

*For more information on agencies, resources, and transition, contact the Project PEACE team at [projectpeace@vcu.edu](mailto:projectpeace@vcu.edu)*



# Infographic of Session 1 for Validation

# Challenges & Strategies

## IRB Approval

- Communicate with IRB reviewers EARLY
- Consent process: how to recruit a diverse group of participants
- How much time does it take?

## Recruitment

- Partnerships and relationships are essential
- Don't be afraid if the sessions are small

# 4 Photovoice

# Method

1. Recruitment
  - a. Collaborating with community partners
  - b. How long is a realistic recruitment timeframe?
2. Format of sessions
  - a. 6 sessions total
3. Important things to keep in mind
  - a. Making sessions engaging and interactive
  - b. Who is leading these sessions?
  - c. Is there someone present who youth trust?
4. Questions to ask
  - a. What questions would you ask for your community research?

# Photovoice Sessions

1

Registration Meeting  
Answering Questions  
Parental Consent

2

Project Overview  
Consent Discussion  
Telling Stories

3

Camera ethics  
Taking a good  
storytelling picture

4

Taking quality  
pictures  
SHOWeD Questions  
Introduce Topic 1

5

Small Group Discussion  
~20 Minutes  
Introduce Topic 2

6

Small Group Discussion  
~20 Minutes  
Whole Group  
Next Steps of Project

# Qualitative Data Analysis Approach

1. Similar to Community Conversations Analysis
2. Start with larger themes as “Code Groups”
3. Inductively code segments into smaller codes
4. Create more specific “subcodes”

# Challenges & Strategies

## Researcher-Participant Trust

1. Collaborate with community leaders for recruitment
2. Hold live information sessions with participants and parents

## Engagement

1. Make training sessions into discussions
2. Ask participants about their interests

Catering Landscape  
Analysis to your  
Community



A computer monitor is positioned on a wooden desk. The screen displays a list of four questions. To the right of the monitor, a portion of a desk lamp and a notebook are visible. The background is a plain white wall.

Virtually?

In-person?

How Long?

What Time?

How do you  
know where to  
hold group  
sessions?

## Other Research Methods

1. Virtual Asset Mapping
  - a. Where are transition resources in your community?
  - b. Are there barriers to accessing these resources?
2. Quantitative Designs
  - a. Incorporating evaluation into qualitative research
  - b. Community members rating proposed plans
  - c. Needs surveys

**What are some of your questions or concerns about conducting a community landscape analysis?**

# Thank You!

**Feel free to reach out and  
follow along through these  
platforms:**



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