1. Looking only at the first page of data, what jumps out to you in the areas of availability, accessibility, and coordination of pre-employment transition services?

2. When looking at the estimated availability, extent accessed, and coordination of specific pre-employment transition services on pages 2 through 7 of the report, what observations can we make? For example, are there any domains where all of the services are available, accessed, or coordinated more or less often than the combined indicator; or, does it look like domains which are offered less often have some services that are offered a lot and some services that are offered less often? In what ways is this consistent or inconsistent with what we know about our transition programming?

3. When thinking about the students in your school who have not had access to pre-employment transition services, what factors are contributing to this (e.g., age, gender, race or ethnicity, language, disability type, alignment with post-secondary goals or interests, program participation, motivation, factors outside of school, etc.)?

4. After reflecting on these questions, in what areas does it seem like your school is excelling? And, in what areas do you think there is room for improvement?

5. After reviewing the data and responses to these questions, please identify three to five gaps in services that you as a team feel are a priority for your team?