Appendix

For the

Utah State Office of Education

Special Education Section, Transition Team

Survey of Local Education Agencies

Revised December 31, 2011

Includes data from Spring and Fall Surveys

Items are included in the Appendix in the following order:

1. Survey from Qualtrics
2. Open ended responses for: How do you receive professional development in transition planning for students with disabilities? Other: please specify-
3. Open ended responses for: Which organizations provide you with professional development in transition planning for students with disabilities? Please mark all that apply.
4. Tally and all verbatim comments to Question 4: What do you perceive will be challenges in the future in providing transition services to your students?
5. Tally and all verbatim comments to Question 5: What are barriers to agencies being involved in transition planning for students with disabilities?
6. Cross-tabulations by County Respondent Indicated Working In
7. Cross-tabulations by Position

Default Question Block

Introduction

Utah State Office of Education's (USOE's) special education section is collecting information on what you need as special educators to more effectively serve students with disabilities as they complete transition planning. This information will help USOE to plan activities that will benefit you and your students!

Completing these questions should take about 5-7 minutes. If you have any questions regarding this, you can either contact Susan Loving, USOE, at (801) 538-7645 or Sara McCormick, University of Utah, at 801-585-7764. Sara will be analyzing your responses.

Thank you for your time and expertise!

How do you receive professional development in transition planning for students with disabilities? Please mark all that apply.

- ☐ Face-to-face large or small group training
- ☐ Individual coaching while working with students
- ☐ On-line training
- ☐ Other: please specify

Which organizations provide you with professional development in transition planning for students with disabilities? Please mark all that apply.

- ☐ My district or charter school
- ☐ USOE - Utah State Office of Education
- ☐ Utah Parent Center
- ☐ Other: please specify

What challenges are you currently facing in providing transition services to your students with disabilities? Please mark all that apply.

- ☐ Age-appropriate transition assessments
- ☐ IEP development (writing post-secondary goals)
- ☐ IEP development (writing annual IEP goals aligned with post-secondary goals)
- ☐ Parent training
- ☐ Self-advocacy training for students
- ☐ Relationships with regular education teachers
- ☐ Inter-agency collaboration (such as with Vocational Rehabilitation, Division of Services for People with Disabilities, applied technical colleges (ATCs), & higher education institutions)
- ☐ Drop-out prevention
- ☐ Development of sites for community work experiences

- [ ] Post high-school 18-22 year old population
- [ ] No challenges in providing transition services (This will exclude all other answers on this question)

What do you perceive will be challenges in the future in providing transition services to your students with disabilities?

Block 1

What are barriers to agencies being involved in transition planning for students with disabilities? Agencies could include Vocational Rehabilitation, Division of Services for People with Disabilities, applied technical colleges (ATCs), & higher education institutions.

Asking the last question in another way, the following are potential barriers to agency involvement. Please mark all that you think impact your ability to work with agencies.

- [ ] Scheduling meetings
- [ ] Obtaining parental consent for agencies to be invited to IEP meetings
- [ ] Agencies do not attend meetings when invited
- [ ] It is unclear which agencies should be included
- [ ] It is unclear when to invite agencies
- [ ] Other: please specify

Block 2

In your local education agency, what grade do school counselors typically start working with students with disabilities on their Student Education Occupation Plans (SEOP)?

- ○ 7th grade
- ○ 8th grade
- ○ 9th grade
- ○ 10th grade
- ○ 11th grade
- ○ 12th grade
- ○ Do not have school counselors available for students with disabilities

In your school (or district) how effectively do school counselors team with special education (SE) staff to develop SEOPs for students with disabilities?

- ○ Very Ineffectively
- ○ Ineffectively
- ○ Neither Effectively nor Ineffectively

- Effectively
- Very Effectively
- Do not have school counselors available for students with disabilities

Please indicate your agreement with the following statement:

Statewide strategic planning on transition services for students with disabilities would help schools and the USOE special education section function more effectively as a team.

- Strongly Disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree

What is your position?

- Special education director
- Special education teacher
- District level staff such as a coordinator
- Other: please specify

What county do you work in?

Beaver	Iron	Sevier
Box Elder	Juab	Summit
Cache	Kane	Tooele
Carbon	Millard	Uintah
Dagget	Morgan	Utah
Davis	Piute	Wasatch
Duchesne	Rich	Washington
Emery	Salt Lake	Wayne
Garfield	San Juan	Weber
Grand	Sanpete	Multi-county

Appendix 1 – Text Responses to Questions

The following are the full text responses to the question noted.

How do you receive professional development in transition planning for students with disabilities? Please mark all that apply.

- we parallel whatever the general ed. is doing and offer our kids the same opportunities
- previous knowledge from other employment
- ARL program
- Team Meeting
- reading professional journals and subscribe to membership in professional organizations and receive their newsletters with links
- During Team meeting- not a lot of time to learn
- master's program
- Large Group training
- Coaching as needed from administration
- none
- We don't in Canyons.
- none provided
- my own research
- USEAM or other USOE offered classes
- there has been no training
- college coursework
- We don't have professional development training for transition planning
- no training
- Quarterly Inservices
- transition conferences
- online and other references
- little bits of information via e-mail
- Through our department head who receives district training.
- From our TCM Manager
- Info from USOE
- memo
- trial and error
- none
- charter roundtables
- talking w/others
- copies
- we need this
- Master's program

Which organizations provide you with professional development in transition planning for students with disabilities? Please mark all that apply. Other: please specify

- Universities
- The district offers the legal paperwork, but they have no transition planning for the special ed. kids. We have to search and depend on the regular ed. for continued transition opportunities.
- Voc Rehab
- Department Head
- Vocational Rehabilitation and college/universtiy resource centers
- none
- SPED Department
- Ute Indian Tribe
- CEC and BIAU
- Law Conference
- my own research
- There might be some on-line classes. Also, there may have been some conferences, but I did not attend them.
- master's program
- Utah State Office of Rehab
- CHADD
- none
- None
- USU
- my own research/contacts
- Our Department Chairman attends meetings on a district level and then in a team meeting informs teachers
- mentor
- None
- none
- voc rehab, job core atec
- N/A
- CEC
- none
- conferences
- UPDC
- high school transition specialist
- teacher leader
- National Articles
- conferences
- none yet
- various resources

- Updc

Verbatim comments: What do you perceive will be challenges in the future in providing transition services to your students?	
Code Description	Tally
Employment related such as lack of jobs, job sites, appropriate placements; employment experience	37
Funding issues including funding for training & funding assessments	34
Other	19
Need training in transition/better understanding of services available	17
Helping students learn the value of getting passing grades and/or graduating	13
Working with parents on planning for future and follow through	13
Post HS services: accessing, sufficiency	11
Training to help students develop realistic plans	11
Understanding and accessing resources available including those from other organizations & the community	11
Time; time to implement plans & do follow up	10
Disability specific	10
Meeting mandates of various programs and agencies, such as IDEA, Common Core, and USOE	8
Training/job training	8
Hard to plan for future goals 7th, 8th, 9th	8
Student follow through/planning	7
Skill training for students; vocational education; issues with atcs	7
Issues about navigating high school; negotiating; knowing what is available	7
Post-secondary education including helping students realizing the importance	6
Collaboration with the agencies in the community.	5
Community	5
Personal development/social skills	5
No perceived challenges	4
Don't know	3
Lack of vocational training	3
Need training in transition assessments	3
Transportation	3
Rural services	2
Self advocacy	2
Concerns with drop-out rate calculation methodology	1
Transition planning not required for students at this age	1
Helping students to meet the Voc Rehab application requirements	1
Lack of staff	1
Lack of transition services in middle school	1
Student survey data	1
Blank	51
Total	329

Verbatim comments: What do you perceive will be challenges in the future in providing transition services to your stude...	code	code	code
Student survey data and collaboration with outside agencies	2	25	
Collaboration with the agencies in the community.	2		
I think the interagency collaboration is the trickiest thing. I really can't help my parents with that because I don't know that much myself.	2		
increase challenge in linking agencies due to cut backs.	2		
community, financial, and parental support.	3	8	11
Community Involvement	3		
Not enough access to the community	3		
Many of our students need more time to complete their high school diplomas. We have excellent programs to support them. The new way of counting dropouts does not give us credit for continuing to provide services for students ages 18-22.	4		
At the moment, our school includes only 7th and 8th graders. We have very little need to provide transition services.	5		
don't know	6		
Resource students aren't able to do the jobs they are interested in. There needs to be training for assistants to the desirable jobs that everybody wants. Funding and time are also issues.	7	8	14
Assessment, placement, drop out rates	7	16	9
Technology training and staying up with the shifts...Keeping students with different needs employed...	7	33	other
Finding places of employment for ID kids	7	35	
1)Job placement/employment;	7		
Appropriate placement for those students who have a foot in "both worlds."	7		
Budget and resources	7		
Budget issues from legislation have cut our staff and budget severely. Providing anything beyond the basic requirements of the IEP and mandatory curriculum will be very difficult.	7		
Community work experiences with experienced and qualified job coaches	7		
Community work opportunities	7		
Creating enough job sites that are viable	7		
Employment	7		
Finances and job placement	7		
Finding appropriate work sites and day programs matched to student abilities	7		
finding job opportunities and vocational education	7		
Finding jobs	7		
Getting them the experiences they need to be successful in employment after graduation.	7		

Verbatim comments: What do you perceive will be challenges in the future in providing transition services to your stude...	code	code	code
Having meaningful training available in the community to provide authentic work experience.	7		
Jobs that are available for our students.	7		
Less job options	7		
Locations and student preparation for their experiences	7		
Providing meaningful experiences that will enhance their ability to find and keep a job as well as manage their lives in a successful manner.	7		
Providing real world opportunities that may lead to post secondary opportunities	7		
Providing work experience that will be meaningful.	7		
The economy and finding jobs for our students after 22	7		
The economy is preventing them from getting jobs that they used to be able to retain.	7		
We need work sites	7		
Work site opportunities are limited, even more so now because of the economy	7		
Funding issues, placement in work or day activitiy centers, parent follow-through	8	11	7
rural services, funding	8	23	
transportation, funds, time	8	26	28
The lack of resources , time, and man power to implement the necessary transition goals	8	26	
Time and and money.	8	26	
Time to evaluate and plan or develop programs, meet diverse needs, $	8	26	
Funding to provide adequate community experiences and the means of reliable transportation.	8	28	
Outside agencies--continued access to and knowledge of; funding for job/work placements; funding for assessments	8	29	
Vocational training for students with learning disabilities, and post high school and post high school training for students with severe disabilities: resources available, etc.	8	33	20
The lack of available resources for students in charter schools and unwillingness of some of the large districts to contract with them.	8	other	
Adult service providers do not enough money to support students that need the extra help after leaving high school.	8		
Canyon District has reduced the amount of service available for students 18-22. This is a challenge to provide services for a population that needs and could benefit from 40 hours a week service.	8		
Districts need to learn to manage their funding.	8		
Funding	8		
Funding	8		

Verbatim comments: What do you perceive will be challenges in the future in providing transition services to your stude...	code	code	code
funding	8		
having axcess to the community because of funding cuts.	8		
Having enough staff to take students out in the community	8		
Lack of affordable, supported services with budget cuts.	8		
Loss of funding for programs because of cutbacks.	8		
Not enough resources to provide students with off-campus work training. We have 1 District car and the UTA only comes every hour which makes it difficult to use peer tutors to support our students. Classrooms have 10-15 students and 2 FT staff, 2 PT	8		
Resources (Money)	8		
Services available and funding	8		
The funding for training.	8		
Student lack of High School Diploma, lack of apprenticeship programs, employers who have no interest in providing opportunities for our students	9	7	
Leading them in the right direction; helping them understand the importance of education	9	21	
I have noticed a rise in difficulty of getting students to come to classes once they have started getting jobs. Some of my Ag science kids want to work on farms and don't think they need to go to school anymore.	9	30	22
Identifying appropriate goals that have meaning to students as they plan for post high school activities when they are just trying graduate.	9	30	22
Assisting mild / moderate students with the skills necessary to achieve diploma or GED. This is required for most to acquire a paying job.	9	35	
drop out	9		
Drop out prevention	9		
Our district has no plan in place for student who struggle with graduation credit.	9		
Some students have not learned the value of earning passing grades in order to meet high school grad. requirements.	9		
Students are catching up failed credits in previous grades, especially transfer students	9		
helping our students to meet the Voc Rehab application requirements (with their new requirements that exceed IEP process)	10		
The parents pushing for a general education diploma	11	9	
collaboration with the families and students	11	30	
Helping parents and students transition from a school schedule to a life schedule. (using public transit, volunteer/employment opportunities, etc.)	11	30	
parent and student awareness	11	30	
parent and student follow through	11	30	
Having parents understand that the student is an adult when they turn 18, unless they get guardianship over their student.	11		
Lack of follow through at home with life skills being taught.	11		
parent training	11		
Parents doing their part	11		

Verbatim comments: What do you perceive will be challenges in the future in providing transition services to your stude...	code	code	code
Some of my challenges include students who can't work and whose parents don't have plans for day treatment programs in place. It is challenging to write goals when parent anticipates them living at home, so goals are mostly self help in nature.	11		
understanding legalities of paperwork. How to involve parents and students more and at an earlier age.	11		
Lack of staff	12		
In the middle school setting it is difficult to provide transition services. There are not programs available nor are there many opportunities for transition.	13		
Lack of vocational programs for our students in our schools as well as post secondary education. These are students who are acccademically challenged and can not achieve success in a 4 year college degree.	14		
vocational training or opportunities	14		
Having to align IEP goals to the extended core curriculum, especially in math. Need training in how to write life-skills goals that will help with the end goal of transition when we are forced to use the extended core.	15	31	
aligning the need to fulfill transition services requirements as defined by the IDEA as well as ongoing challenges of teaching and implementing the new common core as it relates to students with disabilities in order for them to earn a high school dip	15		
Coordinating transition outcomes with extended core standards. Not enough time in the day to do both	15		
Retaining support for transition services in light of the Standard Core and the College to Career educational initiatives	15		
finding a correlation and alignment between school experiences and work	15		
assessing and finding out the individual needs of 9th grade students.	16		
helping them with what to do after graduation	16		
I do not perceive any challenges	17		
None	17		
none	17		
None anticipated	17		
Providing social skills training	18		
Relying on the schools to provide adequate training in household and personal development areas. We do pretty well with reading, writing, math, but not with cooking, record keeping, relationships.	18		
There seems to be more students who lack the skills to be independent upon graduation and providing this population with meaningful opportunites for them to grow less dependent will be challenging	18		
We need off campus opportunities to provide transition skills development	18		
Connecting with community resources that the student will be able to use after leaving school.	20		
Coordination of services for post high school success	20		
Decreases in services outside the disrtict, limited opportunites for work experiences after aging out, providing post-high services for such a wide range of needs in a small district	20		

Verbatim comments: What do you perceive will be challenges in the future in providing transition services to your stude...	code	code	code
Finding places for them to get anwers on what to do after they graduate.	20		
Our continued effort to make sure are students are connected with agencies and/or post education before they leave our setting.	20		
Post high (18-21) services	20		
Post-secondary programs for students who receice Certficate or Completion (not diploma), and accessing the right services in the community for students that need additional support or training.	20		
Providing the correct amount of service. Parents automatically think students should stay until age 22.	20		
college	21		
Helping them to understand the necessities of post secondary education.	21		
How to get students enrolled in a post secondary education program.	21		
With the push for having all students to be college ready has put an additional pressure on regular ed teachers to increase the quality of their work. This often translates into an increase in the quantity of work for students.	21		
transitioning from High School into the real world situations; work college ect.	21		
Finding an assessment that gives base line data of skills required for transition.	22		
Helping them to be realistic in establishing transition goals they can reach.	22		
Jr. High students knowing what / where they are headed for life long employment.	22		
making a plan for the student that he/she will actually follow rather than a fantasy plan.	22		
REalistic transitions for students.	22		
In a a small rural community, job site development is always an ongoing challenge	23		
Self-advocacy skills, setting realistic expectations for post secondary education, follow through from all concerned orrganizations	24	22	
Inability of teachers to provide these services with their many other responsibilities	26		
Individualizing the transition for each student is extremely time consuming	26		
Large case loads limiting my ability to teach to the individual needs.	26		
Personnel to follow through.	26		
appropriate job related training, community and post-educational support	27	3	20
Training program availability and lack of knowledge in public policy/procedures in collaboration with self advocay.	27	8	24
appropriate job training	27		
Getting needed one on one training to be prepared to go into the workplace	27		
Getting the students the services and training they need to be successful in the tough and competitive job market.	27		
Helping them get the training they need to accomplish their goals.	27		
opportunities for job training.	27		
training	27		

Verbatim comments: What do you perceive will be challenges in the future in providing transition services to your stude...	code	code	code
student motivation, and the students knowing what resources/job are in their community--the specifics--transportation to and from work/resumes/interview techniques etc.	28	18	30
Accessing the community	29		
Appropriate work training sies	29		
Keeping up with technology, keeping up with resources available in the community	29		
Knowing all that I need to for each of the organizations that are available and which resources would be best to send each parent to.	29		
Knowing and keep up-to-date of resources.	29		
Knowing what resources are available. It seems to be constantly changing.	29		
Knowledge of community resources for sheltered employment, group house, etc.	29		
Work training or work training sites that correspond to student's preferences and abilities; transition curriculum for functional skills level students	29		
Aligning the goal with the need and services	31		
Getting students to take this serious.	31		
goals and follow up	31		
helping them allign instruction with their desired goals	31		
Most of the students can not fathom beyond high school so they do not want to participate in this type of planning.	31		
Curriculum design and instruction.	31		
Don't know as of yet. I would like to see state traing on this...Maybe a two-day seminar...	31		
Funding issues, finding job sites	31		
Having the knowledge of what is available to my students.	31		
Knowing all of the options.	31		
Knowing enough about all of their options to be able to adequately help them.	31		
Knowing options on what is out there. Providing students with alternative vocaational options.	31		
knowing when to start	31		
Not having support or training in the area of transition. Also finding ways to integrate my students into the community for Work Base Opportunities.	31		
not knowing what is available and not knowing how to access what is already available.	31		
Remembering which grades do what part of transition, having it be relavant to the students who are in 7th and 8th grade, and writing relavant goals for that age group.	32	22	
At the moment, I can't think of any. At the 9th grade level, Trasntion requirements tend to be very rudimentary.	32		
helping them think so far ahead in jr. high	32		
Helping them transition into the proper classes in high school to allow them to graduate.	32		

Verbatim comments: What do you perceive will be challenges in the future in providing transition services to your stude...	code	code	code
In Junior High it is often hard to predict the student's future, so goals are difficult to write for such a distant future.	32		
Providing classes for 9th graders that will help them in their future vocations	32		
Realistic post secondary professions based on current performance and ability of ninth graders	32		
We are a K-9 school, it is difficult to write transition plan that will move on to another school. I feel we just start the process but am not sure if it is relavant to the furture school.	32		
Administrative support in facilitating success of students, USOE disregarding SPED when setting graduation requirements (ALG. II,etc), & eliminating ATC availability. Classes our kids can access independently are disappearing	33	29	15
A T C is again using test scores etc to limit the accesss to programs and it is killing resourse kids chances of attending	33		
More specific training related to actual skills needed for them to acquire prior to arriving on a job site.	33		
accommodations at the high school level	34		
Appropriate classes in High School that will match goals career goals.	34		
Getting high school credits for graduation that don't align with a vocational interest or skill or aptitude.	34		
Knowing what is available at the high school level.	34		
knowing what's available at the high school level	34		
Providing recommendations for classes in the High School.	34		
Figuring out what to do with the students that have serious diagnosis such as mental illness and some of those on the tougher behavior ones and those who have autism.	35	22	
18-22 year old severe work/skills options	35	33	
Asperger, High Functioning Autism helping them through the process before exiting high school. Finding a place for those who need an extra year before leaving the school system. Having a program that will accommodate HF Autism population.	35		
assessments for students with severe/profound disabilities	35		
Maintaining and increasing opportunities in the community for our 18-22 year old population	35		
Meeting the needs of a M/M population that have significant mental health needs. Helping high school teachers catch a vision of how transition can be incorporated into the academic curriculum.	35		
data	other		
The need for greater flexiblity in designing individualized transition plans for students while meeting the districts goals for a normal graduation.	other		
Government agencies not required to provide services and ATCs that don't have realistic idea of what skills really are required for each of their certifications, and not working closely enough with the schools to properly place students with disabili	other	2	33

Verbatim comments: What do you perceive will be challenges in the future in providing transition services to your stude...	code	code	code
appropriate instruments to measure abilitie and identify iterests, appropriate goal writing for post secondary outcomes	other	22	
Implementing the law related to transition planning: age-appropriate assessments, documenting activities, providing smooth transition to adult agencies, writing post secondary goals and annual goals that support the post-secondary goals.	other	31	
As the academies programs have developed, the gap between the regular ed. and special ed. has widened. What used to be an option for the disabled kids now has been pulled. The high schools are magneting out the extended school experiences.	other		
Communication of student needs	other		
Helping students be job ready and providing individualized placement for all students despite ability level/needs.	other		
I feel that possibly the general population, including medical caregivers and employers have difficulty recognizing that each student has something inside their brain that can communicate and understand their communication(s).	other		
including transition activities in sped classes	other		
Quality programs that are meeting the needs of integrated service longitudinally	other		
The ever growing gap between academic instruction/testing and the work force expectations	other		
The options as far as services or agencies for students who are not in the state custody.	other		
what does the law intend for it to mean? How does that work into a meaningful program for students? Enough staff to meet the individual needs in the various environments?	other		
Having enough technology in school to train them for the jobs that are steadliy requiring more skills with technology.	other		
FInding the right	unclear		

Q5 What are barriers to agencies being involved in transition planning for students with disabilities? (open ended question. The following is a list of the categories created and a tally of the responses assigned to that category. The verbatim comments are on the pages that follow.

Code	Code Description	count
9	Lack of understanding of process for involving outside agencies. Need increased knowledge of who, how and when to access agencies, need common language	42
6	Time; including difficulties around coordination and scheduling	32
8	funding	23
3	Agency is not responsive or difficult to work with including not knowing who to work with.	22
1	“none” or “n/a” or “not aware of barriers	17
12	too early in education to involved/age	14
13	ATCs do not provide access for students including students do not meet criteria	12
0	Other	10
19	difficulty related to family focus or commitment	9
21	do not know/have not worked with	8
17	proximity of agency including rural location	8
5	communication/lack of communication - response does not indicate with whom	8
15	agency high case load	7
7	eligibility	7
2	Agencies not available	7
22	Paperwork	6
14	agencies helpful/been involved	6
20	limited staff	4
4	availability of services including long waiting lists	3
18	confidentiality	2
16	amount of services offered to families	1
	no reponse	73
	Total	321

Verbatim responses					
	Q5 What are barriers to agencies being involved in transition planning for students with disabilities?...	**code**	**code**	**code**	
	availability of people in agencies	2			
	Until recently inviting them to IEP meetings.	2			
	access to the agency representative and consistency with the person who is assigned to the school	3			
	again--having representatives from these agencies come to the school/IEP's so the students are aware.	3			
	Contact information available to schools; information of what the offer (they change every year or mid-year and we aren't informed)	3			
	Follow up by VR; VR returning parents' phone calls	3			
	Individual employees from these agencies seem to have different philosophies in working with students still in school. They can work with them while in HS but some want to wait until after graduation, but students have needs in HS.	3			
	It has appeared to me, that the outside agencies feel so much pressue on their time and the funding is so thin, that if the students are receiving services somewhere, they don't need to. However; it might be an education process for them to understand the time will come they Will Need To.	3			
	Keeping the interest of agencies high so that they attend meetings	3			
	Lack of services and support coordinators through DSPD. Voc Rehab has been very supportive in Utah County.	3			
	the additional paperwork required when involving the agency. The agency occasionally giving the parents contradictory advice.	3			
	the lack of free flowing information between agencies.	3			
	Their scheduling...they often do not attend IEP meetings and want to set up appointments outside of the school setting. I see this as a problem. I agencies need to be collaborating with the schools.	3			
	There is no connection between teachers and these agencies. It would help students if goals were designed to fit in with the needs of the agencies that will work with the students after they leave school.	3			

	Q5 What are barriers to agencies being involved in transition planning for students with disabilities?...	code	code	code	
	Vocational Rehabilitation and there follow through. If you place a call they are not returning calls, very bad follow thru with job coaching and getting ahold of a job coach if a problem arises after a student has been hired. Parents are calling as they have trouble getting answers or phone calls back after leaving 15 more messages on phone machines. Calling the VR's supervisor is no better at giving a response.	3			
	Our relationship with Voc Rehab has not been the most successful.	3			
	voc. rehab	3			
	Communication.	5			
	lack of communication	5			
	Lack of communication	5			
	Lack of information and communication across agencies	5			
	connecting with them and making arrangements for them to see our students.	6			
	Coordinating interagencies and services	6			
	Coordination of services	6			
	Getting them to the schools.	6			
	Eligibility	7			
	eligibility requirements that exceed IEP process	7			
	Helping students raise reading skills to grade level 6 in order to access Davis Applied Technical College.	7			
	cuts to their funding	8			
	fund being cut for other agencies to particpate in transition meetings	8			
	Funding for DSPD. My studnets don't qualify for Voc Rehab, as they are not employable.	8			
	Lack of planning/funding.	8	planning		
	misalligned transitions, misplaced responsibilities with funding	8			
	Money available to agencies.	8			
	Money issues. further training for the career chosen. caring attitudes	8	other		
	Not enough money.	8			
	Given the transition fair in Davis County, I am more aware of what is out there, but am unsure what each one does.	9			
	Have know idea who they are and if they will get invovled with my students.	9			
	I do not work directly with them at the junior high level, but do neeed to know more for better direction	9			
	Identifying who should come to meetings and then actually getting them there.	9			

	Q5 What are barriers to agencies being involved in transition planning for students with disabilities?...	code	code	code	
	Knowing how and who to contact....Its word of mouth at the present time. It would be nice to have a brochure of somekind for classroom use. Davis District puts on a transition fair every year. It needs to keep growning.	9			
	knowing they should be involved; being invited, understanding of IEP process	9			
	Knowing what is available or how to use these agencies	9			
	knowing what's available	9			
	Knowledge of and access to agencies for charter schools	9			
	Knowledge of what services they provide to students who have IEP's	9			
	Knowledge of what these agencies can do for students and who might benefit.	9			
	Knowledge that these services exist for post-secondary students.	9			
	Lack of knowledge about what is available, especially mental health issues.	9			
	Lack of knowledge regarding how to utilize these agencies in the future for student program planning	9			
	Lack of networking opportunities	9			
	No knowing who you can contact and what are available.	9			
	Not being educated on all the services they provide	9			
	not enough information out there, not everyone qualifies	9			
	not getting the information out there to teachers and students with disabilities.	9			
	not knowing what is out there and who to contact	9			
	Not knowing who to contact and invite to IEP's. It would help if there was an "ambassador" of sorts from each agency to attend IEP meetings.	9			
	One barrier is not knowing what a particular agency can do to help a student.	9			
	School district not providing enough information about these agencies.	9			
	Teachers are not trained on how to contact them, what they do, how to invite them, etc.	9			
	Understanding these agencies, their resources and criteria for students to access their services as well as building strong relationships.	9			
	We don't know enough about the programs they offer.	9			
	We have to get parental permission to involve these agencies at IEPs, and I never remember to do so before hand.	9			
	We just need to know more information about what the different agencies do.	9			

	Q5 What are barriers to agencies being involved in transition planning for students with disabilities?...	code	code	code	
	We need to have training so we knopw who is willing to get involved and when they should be involved.	9			
	Getting on site visability and connection to students and parents on sources available and how to access them	9			
	I don't know what is available to students and what are not.	9			
	If we could have these agencies in our collaboration meetings offer training to all the staff it could be useful. Sending coaces paras and assistants to trainings that teachers can go to will also be useful.	9			
	Knowing the language of each agency, coordination etc. Utahfutures has been EXCELLENT in providing a common language. PLEASE DO ALL YOU CAN TO SUPPORT THIS WONDERFUL TOOL FOR COMMON ASSESSMENTS, GOAL SETTING, AND COMMUNICATION.	9			
	meeting schedules, no time in the school day for transition meetings, all time required to teach or for prepartaion or paper work	6			
	Scheduling	6			
	scheduling	6			
	Scheduling and time	6			
	Scheduling conflicts	6			
	scheduling times that are convienient for all parties involved. Getting people to come	6			
	Scheduling, travel	6			
	Time	6			
	time and schedules	6			
	At the middle school level, there isn't a lot that they can do to help	12			
	Because we are a middle school, agencies do not communicate with us, yet we are expected to write transition PLAAFPs and goals on the IEP.	12			
	Most are not available for junior highs.	12			
	ATEC's dont provide accomodations	13			
	Change in ATC availability - they have support programs in place that we cannot provide given limited staffing and time.	13			
	In the high schools for those students that are going to the extended programs after high school having axcess to the tech centers.	13			
	Meeting admissions standards to local technical college	13			
	Our students have difficulty meeting the academic requirements of the ATCs.	13			

	Q5 What are barriers to agencies being involved in transition planning for students with disabilities?...	code	code	code	
	Layton High school is getting better at including Voc Rehab but the ATC's don't have programs that appeal to my Ag Sci kids.	13			
	All of these agencies help	14			
	I have worked with UVU and they are excelent to work with.	14			
	Voc Rehab has been involved. DSPD has been discussed, but they have not been involved.	14			
	We have a good relationship with Voc Rehab, DSPD has not provided much help due to funding issues, ATC and higher education have good transition with the accessibility/disability resource centers.	14			
	Agencies have large caseloads and while my experience with voc rehab has been very positive, they are stretched thin. It would be nice to have one person at each agency designated to be the clearinghouse for high schools.	15			
	Case loads	15			
	They have too high of case loads. Depending on what county you live in Voc Rehab offers different services to clients. Reading levels are set too high for our students when using highter education.	15			
	The lack of access	15			
	Amount of services they offer to families	16			
	Distance	17			
	Distance from our community	17			
	Our ruralness	17			
	solid programs in rural areas	17			
	We live in a small town and we have to access these agencies from outside communities.	17			
	Getting students involved in seeking services.	19			
	Lack of parent involvement	19			
	Parental follow through in seeking those programs as suggested by the high schools and overestimation of their student's abilties.	19			
	parents and students unaware of services	19			
	parents don't know about agencies or take the time to see what they have to offer	19			
	Lack of staff	20			
	limited staff in transition planning	20			
	Do not work in cooperation with other agencies.	21			
	I do not know	21			
	I don't know.	21			
	I have not been in contact with any of these agencies	21			
	I have not worked with many agencies	21			

	Q5 What are barriers to agencies being involved in transition planning for students with disabilities?...	code	code	code	
	We just give parents the number of the agency but I am now sure what services they provide.	21			
	I wouldn't know because I only teach junior high.	12			
	I'm mostly working with K-9th population....	12			
	in 9th grade, my students do not even know about these agencies or understand why they are important to them	12			
	in jr. high?	12			
	Not quite sure	12			
	The process needs to start when a student begins 9th grade	12			
	Scheduling and our slightly rural location	6	17		
	Limited resources (time, staff availability) to attend IEP meetings to discuss transition outcomes	6	20		
	Confidentiality, age of majority issues.	12	18		
	I am really not sure, I am at a Jr. High setting and am not very familiar with angencies	12	9		
	confidentiality, time, money	18	8	6	
	They aren't very accessible. The best luck I've had is with Voc Rehab and it is very difficult to get them to return a call and scheduling is even more difficult. Working with the ATC's is difficult because they don't give us ways to access them.	2	11	13	
	Availability and proximity	2	17		
	Difficult to get a hold of, no contact people, difficulty getting them to the meetings.	2	3		
	Availability and funding	2	8		
	I think the biggest one right now is lack of funding!!!! Most agencies provided only minimal and/or inadequate services and now they are providing even less and more restricted services.	2	8		
	time and last minute meetings and they are not invited to meetings. Some agencies are difficult to committ to come.	3	6		
	Time- getting people together	3	6		
	Lacadaisical attitude on the part government agencies and ATCs as far as their not being required to serve students with disabilities.	3	13		
	VR is sometimes difficult to set up meetings with. Don't bother with DSPD unless court ordered. Applied Tech is still too "academic". They don't want to take our students. Most transition students need hands on training/apprenticeships.	3	13		
	Desire to participate on their part is sometimes lacking. The fact that they serve multiple districts/counties makes it difficult for them to participate	3	17		

	Q5 What are barriers to agencies being involved in transition planning for students with disabilities?...	code	code	code	
	DSPD waiting lists, ATC enrollment restrictions	4	13		
	Other agencies have huge caseloads and it is difficult to have parents commit to attending IEPs far enough in advance of the IEP for agency representatives to attend the IEPs.	4	19		
	Funding, long waiting lists, the necessity for families to be at crisis level to receive assistance	4	8	7	
	Communication & time	5	6		
	communication; time to make contacts	5	6		
	Scheduling meetings - too hard to include a representative of these agencies. Meetings just need to be announced so that parents and students can attend informative meetings if they want to. It's too difficult to try and make the high school responsible for informing the parents and students of these services also.	6			
	The paperwork process in inviting them, getting ALL members of the team to be able to meet at the same time, and other agencies often have such a large case-load that it is difficult for them to attend meetings and to return teacher/parent phone calls in a reasonable amount of time.	6	15		
	coordinating schedules, parents and students focuing on graduation only	6	19		
	coordinating and understanding all they have to offer	6	9		
	funding and eligibility for students	7	8		
	Time, money, graduation credits for the non-college bound student. Teacher training in the high school. Genuine interest & concern.	8	6		
	Time. IEP are often planned around parent schedules, how do we get outside agencies and coordinate time while also teaching and juggling other responsibilities	8	6		
	Agency client load; lack of funding for DSPD; ATC unable to take high functioning functional skills students as apprentices who are looking for hands-on training more than written certification;	8	13	15	
	personnel changes, too many kids with too few counselors, little money	8	20		
	Money, personnel to work with the disabled, and knowing services that are available so we can provide information to parents	8	9		
	Knowledge of what's out there; time to have them come to the school; contact information	9	6		
	Who to invite, more paperwork to get consent, scheduling	9	6		

	Q5 What are barriers to agencies being involved in transition planning for students with disabilities?...	code	code	code	
	information that helps parent and student understand how to apply for services	9	19		
	Parent knowledge and desire to have agencies at IEP meeting. Deciding the best time/age to have agency involvement.	9	19		
	Having enough information on the student	other			
	I only provide names and phone numbers for my Junior High students.	other			
	lack of support, knowledge and interest in transition students.	other			
	Planning	other			
	student turn over	other			
	testing forced on special kids that are not allowing accomodations and instructors and counselors who weed out our kids	other			
	The documentation that is required before they can even become invovled. Sometimes the parent isn't sure until they have a meeting with them. It is often difficult to start the ball rolling.	other			
	The ever changing qualification procedures to get students into other agencies and find the appropriate placmenet in the community.	other			
	They don't know the students	other			
	I see no barriers on the jr. high level.	10			

Cross-tabulations by Position

Cross-tabulations are only reported for multiple choice questions. Percentages are calucated by column and could exceed 100% if question indicates "mark all that apply."

		What is your position? (count/% in each position indicating this response)				
		Special education director	Special education teacher	District level staff (such as a coordinator)	Other: please specify	Total
How do you receive professional development in transition planning for students with disabilities? Mark all that apply.	Face-to-face large or small group training	28 47%	153 64%	11 61%	15 65%	207 61%
	Individual coaching while working with students	13 22%	48 20%	4 22%	4 17%	69 20%
	On-line training	13 22%	13 5%	3 17%	1 4%	30 9%
	Other: please specify	6 10%	26 11%	0 0%	3 13%	35 10%
	Total	60 100%	240 100%	18 100%	23 100%	341 100%
Which organizations provide you with professional development in transition planning for students with disabilities. Mark all that apply.	My district or charter school	13 39%	161 98%	9 82%	10 71%	193 87%
	USOE - Utah State Office of Education	31 94%	30 18%	9 82%	8 57%	78 35%
	Utah Parent Center	9 27%	16 10%	3 27%	4 29%	32 14%
	Other: please specify	4 12.12%	26 15.85%	2 18.18%	4 28.57%	36 16.29%
	Total	33 55%	164 68%	11 61%	14 61%	221 65%

		Special education director	Special education teacher	District level staff (such as a coordinator)	Other: please specify	Total
What challenges are you currently facing in providing transition services to your students with disabilities. Mark all that apply.	Age-appropriate transition assessments	9 27%	69 38%	5 42%	7 47%	90 37%
	IEP development (writing post-secondary goals)	10 30%	55 30%	5 42%	8 53%	78 32%
	IEP development (writing annual IEP goals aligned	11 33%	58 32%	7 58%	5 33%	81 33%
	Parent training	15 45%	61 34%	6 50%	4 27%	86 36%
	Self-advocacy training for students	16 48%	82 45%	7 58%	7 47%	112 46%
	Relationships with regular education teachers	4 12%	35 19%	3 25%	3 20%	45 19%
	Inter-agency collaboration (such as with Vocational Rehabilitation, Division of Services for People with Disabilities, applied technical colleges (ATCs), & higher education institutions)	20 61%	73 40%	6 50%	8 53%	107 44%
	Drop-out prevention	10 30%	44 24%	5 42%	2 13%	61 25%
	Development of sites for community work	18 55%	56 31%	6 50%	7 47%	87 36%
	Post high-school 18-22 year old population	12 36%	34 19%	3 25%	1 7%	50 21%
	No challenges in providing transition services	0 0%	14 8%	0 0%	2 13%	16 7%
	Total	33 100%	182 100%	12 100%	15 100%	242 100%

		Special education director	Special education teacher	District level staff (such as a coordinator)	Other: please specify	Total
In your local education agency, what grade do school counselors typically start working with students with disabilities on their SEOP?	**7th grade**	16 48%	75 42%	5 45%	5 33%	101 42%
	8th grade	4 12%	22 12%	1 9%	1 7%	28 12%
	9th grade	8 24%	33 18%	2 18%	3 20%	46 19%
	10th grade	1 3%	25 14%	1 9%	4 27%	31 13%
	11th grade	1 3%	7 4%	0 0%	0 0%	8 3%
	12th grade	2 6%	3 2%	0 0%	0 0%	5 2%
	Do not have school counselors available for students with disabilities	1 3%	14 8%	2 18%	2 13%	19 8%
	Total	33 100%	179 100%	11 100%	15 100%	238 100%
In your school (or district) how effectively do school counselors team with special education (SE) staff to develop SEOPs for students with disabilities?	**Very Ineffectively**	3 9%	18 10%	4 36%	1 7%	26 11%
	Ineffectively	5 15%	31 17%	2 18%	3 20%	41 17%
	Neither Effectively nor Ineffectively	8 24%	48 27%	2 18%	2 13%	60 25%
	Effectively	12 36%	46 25%	2 18%	5 33%	65 27%
	Very Effectively	5 15%	24 13%	0 0%	2 13%	31 13%
	Do not have school counselors available for students with disabilities	0 0%	14 8%	1 9%	2 13%	17 7%
	Total	33 100%	181 100%	11 100%	15 100%	240 100%

		Special education director	Special education teacher	District level staff (such as a coordinator)	Other: please specify	Total
Please indicate your agreement with the following statement: Statewide strategic planning on transition services for students with disabilities would help schools and the USOE special education section function more effectively as a team.	Strongly Disagree	4 12%	8 4%	1 8%	0 0%	13 5%
	Disagree	1 3%	11 6%	1 8%	1 7%	14 6%
	Neither Agree nor Disagree	7 21%	49 27%	0 0%	4 27%	60 25%
	Agree	19 58%	76 42%	6 50%	5 33%	106 44%
	Strongly Agree	2 6%	39 21%	4 33%	5 33%	50 21%
	Total	33 100%	183 100%	12 100%	15 100%	243 100%
The following are potential barriers to agency involvement. Please mark all that you think impact your ability to work with agencies. (This question was asked only if no response was given for the open-ended barriers question)	Scheduling meetings	3 60%	16 52%	1 100%	2 67%	22 55%
	Obtaining parental consent for agencies to be invited to IEP meetings	0 0%	6 19%	0 0%	0 0%	6 15%
	Agencies do not attend meetings when invited	3 60%	4 13%	0 0%	0 0%	7 18%
	It is unclear which agencies should be included	2 40%	19 61%	1 100%	1 33%	23 58%
	It is unclear when to invite agencies	0 0%	17 55%	1 100%	1 33%	19 48%
	Other: please specify	0 0%	3 10%	0 0%	0 0%	3 8%
	Total	5 100%	31 100%	1 100%	3 100%	40 100%

		Special education director	Special education teacher	District level staff (such as a coordinator)	Other: please specify	Total
What county do you work in?	**Beaver**	0 0%	0 0%	0 0%	0 0%	0 0%
	Box Elder	1 3%	0 0%	0 0%	0 0%	1 0%
	Cache	2 6%	19 10%	0 0%	1 7%	22 9%
	Carbon	1 3%	0 0%	0 0%	0 0%	1 0%
	Dagget	1 3%	0 0%	0 0%	0 0%	1 0%
	Davis	1 3%	59 33%	1 8%	0 0%	61 25%
	Duchesne	0 0%	0 0%	0 0%	0 0%	0 0%
	Emery	0 0%	0 0%	0 0%	0 0%	0 0%
	Garfield	1 3%	1 1%	0 0%	0 0%	2 1%
	Grand	1 3%	0 0%	0 0%	0 0%	1 0%
	Iron	0 0%	0 0%	1 8%	1 7%	2 1%
	Juab	1 3%	0 0%	0 0%	0 0%	1 0%
	Kane	1 3%	0 0%	0 0%	0 0%	1 0%
	Millard	1 3%	0 0%	0 0%	0 0%	1 0%
	Morgan	0 0%	1 1%	0 0%	0 0%	1 0%
	Piute	0 0%	0 0%	0 0%	0 0%	0 0%
	Rich	1 3%	0 0%	0 0%	0 0%	1 0%
	Salt Lake	8 24%	24 13%	6 50%	4 27%	42 17%

		Special education director	Special education teacher	District level staff (such as a coordinator)	Other: please specify	Total
	San Juan	0 0%	0 0%	0 0%	2 13%	2 1%
	Sanpete	1 3%	0 0%	0 0%	0 0%	1 0%
	Sevier	0 0%	0 0%	0 0%	0 0%	0 0%
	Summit	2 6%	1 1%	0 0%	1 7%	4 2%
	Tooele	0 0%	0 0%	1 8%	0 0%	1 0%
	Uintah	1 3%	1 1%	0 0%	0 0%	2 1%
	Utah	5 15%	60 33%	1 8%	5 33%	71 29%
	Wasatch	0 0%	6 3%	0 0%	0 0%	6 2%
	Washington	1 3%	0 0%	1 8%	0 0%	2 1%
	Wayne	0 0%	0 0%	0 0%	0 0%	0 0%
	Weber	2 6%	8 4%	0 0%	0 0%	10 4%
	Multi-county	1 3%	1 1%	1 8%	1 7%	4 2%
	Total	33 100%	181 100%	12 100%	15 100%	241 100%

Cross-tabulations by County Respondent Indicated Working In

Since not all counties had a large response due to either low staffing levels or non-respondents, counties not reported separately are summarized into all other. Cross-tabulations are only reported for multiple choice questions. Percentages shown are by column and could exceed 100% if question indicates "mark all that

		What county do you work in?											
		Utah		Davis		Salt Lake		Weber		All Other		Total	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
How do you receive professional development in transition planning for students with disabilities? Mark all that apply.	Face-to-face large or small group training	60	85%	53	88%	37	88%	7	70%	49	83%	206	85%
	Individual coaching while working with students	22	31%	14	23%	9	21%	6	60%	18	31%	69	29%
	On-line training	5	7%	6	10%	5	12%	1	10%	15	25%	32	13%
	Other: please specify	5	7%	11	18%	8	19%	2	20%	9	15%	35	14%
	Total	71	100%	60	100%	42	100%	10	100%	59	100%	242	100%
Which organizations provide you with professional development in transition planning for students with disabilities? Mark all that apply.	My district or charter school	61	86%	54	89%	31	74%	9	90%	37	63%	192	79%
	USOE - Utah State Office of Education	11	15%	13	21%	20	48%	5	50%	29	49%	78	32%
	Utah Parent Center	6	8%	8	13%	8	19%	0	0%	10	17%	32	13%
	Other: please specify	9	13%	12	20%	7	17%	1	10%	7	12%	36	15%
	Total	71	100%	61	100%	42	100%	10	100%	59	100%	243	100%

		Utah		Davis		Salt Lake		Weber		All Other		Total	
What challenges are you currently facing in providing transition services to your students with disabilities? Mark all that apply.	**Age-appropriate transition assessments**	28	39%	21	34%	13	32%	3	30%	25	42%	90	37%
	IEP development (writing post-secondary goals)	19	27%	20	33%	16	39%	3	30%	20	34%	78	32%
	IEP development (writing annual IEP goals aligned with post-secondary goals)	23	32%	22	36%	12	29%	3	30%	21	36%	81	33%
	Parent training	23	32%	17	28%	14	34%	6	60%	26	44%	86	36%
	Self-advocacy training for students	25	35%	27	44%	21	51%	6	60%	32	54%	111	46%
	Relationships with regular education teachers	13	18%	13	21%	8	20%	4	40%	7	12%	45	19%
	Inter-agency collaboration (such as with Vocational Rehabilitation, Division of Services for People with Disabilities, applied technical colleges (ATCs), & higher education institutions)	29	41%	21	34%	24	59%	5	50%	28	47%	107	44%
	Drop-out prevention	14	20%	16	26%	16	39%	3	30%	13	22%	62	26%
	Development of sites for community work experiences	21	30%	12	20%	17	41%	8	80%	29	49%	87	36%
	Post high-school 18-22 year old population	17	24%	3	5%	11	27%	3	30%	17	29%	51	21%
	No challenges in providing transition services (This will exclude all other answers on this question)	9	13%	3	5%	1	2%	0	0%	3	5%	16	7%
	Total	71	100%	61	100%	41	100%	10	100%	59	100%	242	100%
In your local education agency, what grade do school counselors typically start working with students? Mark all that apply.	**7th grade**	40	57%	28	46%	12	29%	4	40%	17	30%	101	42%
	8th grade	7	10%	5	8%	8	20%	0	0%	8	14%	28	12%
	9th grade	6	9%	13	21%	10	24%	0	0%	16	29%	45	19%
	10th grade	9	13%	6	10%	5	12%	4	40%	8	14%	32	13%
	11th grade	0	0%	5	8%	2	5%	0	0%	1	2%	8	3%
	12th grade	1	1%	1	2%	2	5%	0	0%	1	2%	5	2%
	Do not have school counselors available for students with disabilities	7	10%	3	5%	2	5%	2	20%	5	9%	19	8%
	Total	70	100%	61	100%	41	100%	10	100%	56	100%	238	100%

		Utah		Davis		Salt Lake		Weber		All Other		Total	
In your school (or district) how effectively do school counselors team with special education (SE) staff to develop SEOPs for students with disabilities? Mark one.	Very Ineffectively	8	11%	5	8%	7	18%	1	11%	5	8%	26	11%
	Ineffectively	11	15%	11	18%	9	23%	1	11%	9	15%	41	17%
	Neither Effectively nor Ineffectively	16	23%	20	33%	9	23%	3	33%	11	19%	59	25%
	Effectively	20	28%	11	18%	12	30%	3	33%	20	34%	66	28%
	Very Effectively	8	11%	11	18%	2	5%	0	0%	10	17%	31	13%
	Do not have school counselors available for students with disabilities	8	11%	3	5%	1	3%	1	11%	4	7%	17	7%
	Total	71	100%	61	100%	40	100%	9	100%	59	100%	240	100%
Do you agree: Statewide strategic planning on transition services for students with disabilities would help schools and the USOE special education section function more effectively as a team. Mark one.	Strongly Disagree	3	4%	6	10%	2	5%	0	0%	2	3%	13	5%
	Disagree	3	4%	4	7%	3	7%	1	10%	3	5%	14	6%
	Neither Agree nor Disagree	15	21%	22	36%	7	17%	2	20%	13	22%	59	24%
	Agree	33	46%	23	38%	16	38%	4	40%	31	53%	107	44%
	Strongly Agree	17	24%	6	10%	14	33%	3	30%	10	17%	50	21%
	Total	71	100%	61	100%	42	100%	10	100%	59	100%	243	100%
What is your position? Mark one.	Special education director	5	7%	1	2%	8	19%	2	20%	19	32%	35	14%
	Special education teacher	60	85%	59	97%	24	57%	8	80%	30	51%	181	74%
	District level staff such as a coordinator	1	1%	1	2%	6	14%	0	0%	4	7%	12	5%
	Other: please specify	5	7%	0	0%	4	10%	0	0%	6	10%	15	6%
	Total	71	100%	61	100%	42	100%	10	100%	59	100%	243	100%
The following are potential barriers to agency involvement. Please mark all that you think impact your ability to work with agencies. (This question was asked only if no response was given for the open-ended barriers question)	Scheduling meetings	7	64%	6	46%	3	60%	0		7	58%	23	56%
	Obtaining parental consent for agencies to be invited to IEP meetings	4	36%	2	15%	0	0%	0		0	0%	6	15%
	Agencies do not attend meetings when invited	1	9%	1	8%	2	40%	0		4	33%	8	20%
	It is unclear which agencies should be included	7	64%	9	69%	2	40%	0		5	42%	23	56%
	It is unclear when to invite agencies	4	36%	7	54%	2	40%	0		6	50%	19	46%
	Other: please specify	0	0%	2	15%	0	0%	0		1	8%	3	7%
	Total	11	100%	13	100%	5	100%	0		12	100%	41	100%