

# NEVADA AUTISM COMMISSION ADULTS AND AGING SUBCOMMITTEE

## AUTISM TASK FORCE RECOMMENDATIONS RELEVANT TO ADULTS AND AGING SUBCOMMITTEE

July 21, 2014

### Best Practices Recommendations

1. The Nevada Department of Health and Human Services and the Department of Education should collect data and report annually to the Governor and Legislative Counsel Bureau the numbers of children and adults who meet the criteria for ASD.
2. Fund a Nevada Autism Registry. An Autism Registry would collect a variety of data to answer questions, support future grant proposals, and provide the state with accurate numbers of those affected by ASD.
3. Fund grants to improve current data collection systems to more accurately determine the number of Nevadans who meet the diagnostic criteria for ASD, independent of or in addition to other impairments.
- 4 & 5. These recommendations are what produced the NV Autism Commission.
14. Provide funding to the Nevada Department of Education for state-wide training grants on evidence-based practices for children, youth and adults with ASD in public school and in the community. These funds would be used to enhance existing programs in Reno and Las Vegas and to develop new programs in rural Nevada.
15. Provide funding to the Nevada State System of Higher Education to enhance education and practical training of undergraduate and graduate students in ABA at UNR and UNLV. Education and training for post-baccalaureate students should prepare them to sit for and pass the behavior analysis board certification examination at the associate level, and education and training for post-masters students should prepare them to sit for and pass the examination at the full, board-certified level.
16. Provide state-wide funding for training to first responders, law enforcement personnel and hospital staff who contact children, youth and adults with ASD.

### Education Recommendations

17. Offer school districts incentives to develop tiered professional development for licensed staff and support staff to get additional training specific to autism.
21. State Department of Education support online training for teachers and paraprofessionals working with students who have autism.
22. State Department of Education support colleges to offer online or distance education college courses that meet the endorsement requirements for teachers.

34. Provide funding to the Nevada University and Community College systems to create a certification program for paraprofessionals.
38. Provide regional autism centers, which parents can go into to get general autism information, assistance, best practices, research information about treatments, and referrals to programs. Fund grant process to work with existing university and community college systems to develop regional autism centers to provide ongoing community-based assistance to families in Southern Nevada, Northwest Nevada and rural Nevada.

Financing Comprehensive Systems of Care Recommendations:

42. Given the investment of State resources necessary to develop an Autism Waiver, the limited number of Nevadans who could likely be served by such a Waiver, and the anticipated difficulty in getting a new waiver approved by CMS, it is recommended that Nevada instead increase its investment in existing Autism programs through the MDHS Regional Centers and Office of Disability Services. This recommendation may change as the factors here evolve.
43. The absence of a Waiver should also be offset by an increased appropriation to Vocational Rehabilitation (which offers a 4 to 1 federal match) to build transitional supports for young adults with Autism moving from high school into adult training, education and work.

Training, Certification, and ABA Recommendations:

63. Increase Nevada's capacity to produce a sustainable workforce of behavioral analysts credentialed by the nation's Behavior Analysis Certification Board (BACB) to serve individuals of all ages living with ASD across their lifespan.
64. Support Nevada's system of Higher Education to provide undergraduate and graduate students access to academic training and supervised practical experiences needed to achieve this end.

Transition, Employment and Community Inclusion Recommendations:

66-140 (attached)

Workforce Recommendations:

141-147 (attached)

## **Transition, Employment and Community Inclusion Recommendations:**

### **Transition:**

66. Nevada will develop a comprehensive statewide system to accurately identify the number of individuals with autism. The state will establish and maintain a statewide registry of individuals with ASD. Participation should include parents, guardians, and individuals with ASD as they are the primary stakeholders in developing future appropriate statewide services and obtaining funding. Information will be kept confidential and its use be determined by the Nevada Autism Task Force.
67. Each year, all Nevada school districts will report the number of students with a primary and secondary diagnosis of ASD. The purpose is to obtain an accurate count of the number of school-age individuals with ASD.
68. The Nevada Department of Education (NDE) will collect post-school outcome data through the State Performance Plan's Indicator 14 or comparable data collection method for students with a primary or secondary diagnosis of ASD. Life Tracks, Inc., who currently collects the data for the NDE, will survey a representative sample of individuals with ASD each year. The 2008 State Performance Plan (SPP) data for Indicator 14 only includes students with learning disabilities, mental retardation, and emotional disturbance.
69. Designate an independent organization to provide leadership in coordinating autism services statewide. This organization will help develop a web-based, clearinghouse site for ASD services and include information from various theoretical orientations. This organization will also provide an independent annual review of statewide progress on Nevada Autism Task Force recommendations.
70. Futures planning for each student beginning at age 14 (although earlier is preferred). The purpose is to identify desired post-school outcomes and develop an action plan to help the students work toward those goals. Futures planning encourages person-centered planning and helps facilitate movement toward a common vision for the future.
71. Clarify roles and responsibilities of teachers and transition specialists in the transition planning. Provide both professional development opportunities for teachers and training for parents to clarify their roles in the transition process.
72. Teacher preparation institutions should collaborate to identify desired outcomes of transition courses in the state. A greater focus should be in preparing teachers in the futures planning and transition planning process.
73. Develop a university training program to prepare transition specialists across the state. Currently, few specialists are available to bridge the gap between school and community-based services. A possible funding source includes federal personal preparation grants.
74. Fund additional transition specialists to assist school personnel in connecting all students with disabilities to community agencies and post-school opportunities.

75. Increase the capacity of the current local education agency (e.g., district) transition and post-school programs to provide services to students with more significant disabilities.
76. Create a transition resource guide that is distributed through schools and community agencies to parents/ individuals with ASD beginning at age 14.
77. Restructure the State of Nevada Transition IEP document to facilitate person-centered planning. The students' post-secondary goals should guide the planning process, including selecting appropriate transition assessments, developing an action plan, and creating annual goals. To assist implementing the transition IEP, the document should identify necessary steps and the person responsible, which may include parents, students, community service providers, local education agencies, and teachers.
78. Establish a protocol for providing social skills and life skills training for students with ASD without regard to educational placement. Opportunities should be provided during school, in after-school programs, and in summer programs. Students should learn and practice skills in the most integrated settings possible. The goal is to prepare students to live, work and recreate in their community.
79. High school students with ASD, including students pursuing a standard diploma, will have work experiences in multiple settings commensurate with their abilities prior to exiting school. Work opportunities will explore interests, determine strengths and identify areas of need and support. Opportunities during school, after school and/or school vacations should be available.
80. Mandate that teachers, support staff (including principals), and transition specialists receive education and training on the needs and supports for students with ASD. Provide access to autism specialists as mentors, classroom consultants and teacher support group leaders.
81. Provide exposure to transition-age youth with ASD and their parents to Post Secondary Education (PSE) environments and options, including life enrichment programs, campus recreation, activities, events, and clubs. Exposure will include training in "entitlement" vs. "eligibility" reflected in changing from a nurturing education system to those requiring self-advocacy skills.
82. Equip Institutions of Higher Education (IHE) with the tools and resources (e.g., training, financial assistance) to assist individuals with ASD in developing routines, socializing, and adapting to college life.
83. High school guidance and vocational rehabilitation counselors will provide all students with ASD and their parents information about post-secondary education requirements, opportunities and supports by age 16. Information can be presented in collaboration with the IEP team.
84. Provide students with instruction to develop self-determination skills, including goal setting, self-awareness, choice making, self-advocacy, self-regulation, and problem solving. In a post-secondary education environment, for example, the student with ASD will decide when to inform the instructor about his/her disability,

if they choose to at all. The New England Asperger's Association suggests that "early disclosure to appropriate college personnel improves the chances for success, and minimizes the chances of misunderstandings or unfortunate incidents... We highly recommend that you give college information about yourself and about AS after you are admitted and before the first semester" (Jekel & Loo, 2003).

### **Employment:**

85. During the intake process, have a facilitator present who knows the applicant. This person must be someone that the applicant feels comfortable with and someone the applicant wants involved in the intake process. If the applicant is nonverbal or cannot answer a question, rephrase the question or allow the facilitator to answer. Determine if the person with ASD has a legal guardian and include the guardian if possible and/or feasible.
86. Consider the social aspects of different job environments when making a job placement. Discuss with coworkers the characteristics and behaviors of people with ASD. Build in natural supports so the person can have someone to go to if there is a problem or a need for clarification. Communicate information directly and avoid metaphors and idioms, which may be interpreted literally. For example, ask, "How are you today?" rather than "What's up?" Provide consistency of instruction given by the same person if possible. Do not depend on nonverbal cues—such as telling an individual, "Your job is finished," standing up to leave, and expecting the person to follow. The person may need a verbal directive such as "It is time to leave the room and go to the second workstation; follow me, please." For the nonverbal person with ASD, use a communication aid such as a picture cue system or some form of assistive device that aids the person with communication. People with ASD often require extra time to process conversation.
87. Any time a request is made, wait for a response before repeating the statement. Don't ask a series of questions. Tell the person, using clear, concise, concrete language, what you want him to do. Model the appropriate behavior. Structure, order, routine, and clear rules and assignments are the key to success for a person with ASD (Hurlbutt & Chalmers, 2004; Doyle, 2003).
88. Secure a job that requires limited problem-solving skills. Provide a job task which, once started, can be finished without interruptions. One example is an assembly job that requires the same steps every time it is performed.
89. When teaching the job, have the person with ASD restate the directions. Break directions down into simple steps, with time limits delineated for completion of a task. Provide a consistent work station or work set-up. Ensure that the employee knows what to do when the task is finished. Provide regular reminders and positive feedback.
90. Develop a system for transitioning from one task to another. Be sure that during a break or downtime, the person with ASD has a preferred activity to engage in, such as a video game.
91. State differences of opinion calmly and in a nonconfrontational manner. Avoid suggestive and indirect language (Myles & Simpson, 2003).

92. Provide training to coworkers and supervisors in how best to solve a problem. Explain the situation in terms of the problem and not the person (Shattuck, 2001). Attempt to emphasize the concrete aspects of the task, not the big picture. Teach the job right the first time by establishing a routine as quickly as possible. For example, use a pictorial chart of the hierarchy of who to go to if there is a problem (Emmett, 2004).
93. Social skills that are needed on the job must be trained, just as technical skills are trained. Social skills are critical for successful employment. Two methods for teaching appropriate social skills are role playing and video modeling. All of the references listed in this chapter are excellent resources for teaching social skills.
94. Discuss with coworkers the individual's response to certain situations, such as lack of eye contact, failure to make small talk, or walking between two people who are talking. Others may perceive these responses as rudeness. However, they should be explained as a common characteristic of autism. Job coaches and other staff must be very consistent in the way they teach the person social behavior necessary for successful employment.
95. Respect the sensory sensitivities by designing the work area to minimize seriously distracting sights and sounds. For example, allow the individual to wear ear plugs or to listen to his or her choice of music through headphones; use tinted glasses to minimize the effect of fluorescent lighting or other harsh light; have the employee's work station near a window that provides natural light; and if the employee is required to wear a uniform, allow modifications that will make the uniform more comfortable.
96. A useful technique for self-regulation could include relaxation and deep breathing exercises. Schedule sensory breaks throughout the work day to assist the employee in coping with the busy work environment.
97. Be sure that the solution to the person's sensitivities is not degrading and does not call undue attention to the problem. Do not sneak up on someone with ASD or startle them. If the person's back is turned, announce yourself. If the person gets too close to you when talking, calmly ask the person to move back a step. A quiet setting out of heavily trafficked areas is usually the best work location for someone with ASD (Grandin & Duffy, 2004). If clutter is a problem, develop a plan (and share it with the person with ASD) to get things organized into neat specific categories. People with ASD are "systemizers," which could be a real asset on a job.
98. Carefully match the job with the individual's interests and skills. Analyze the job and make adaptations using jigs and other prostheses that can help compensate for deficits in fine and gross motor skills. Consult with an occupational therapist who could assist in making accommodations for the individual (Myles & Simpson, 2003).
99. Build on the compulsions and rituals of the person whenever possible. For example, a person who memorizes the rules of grammar will probably do well in a job requiring coding and classifying books or materials.

100. Facilitate the interview process with the applicant through role playing. Highlight the applicant's strengths. Have a resume prepared. Practice rote responses and have four or five questions prepared for the interviewer. Assist the person with ASD in planning for and dressing appropriately for the job being sought. If it is a mechanic's job, a suit and tie would not be appropriate (Grandin & Duffy, 2004); however, the person with ASD will not know what is and what is not appropriate dress. In lieu of the traditional job interview, an arrangement could be made for the employer to make available short-term job try-outs, in order to demonstrate the person's abilities and strengths (Hagner, 2005). Three or four different on-the-job try-outs could be helpful in assessing desires and capabilities. A well-trained job coach will make sure that the employer perceives the person with ASD as an asset and helps to ensure that the job will be done as the employer expects.
101. If possible, procure a job with duties that enable the person's challenging behavior to become an asset. For example, an individual who likes to break glass could work in a glass recycling job which requires the employee to toss glass items into a large bin. A person with ASD whose intense interest is putting together a 500-piece jigsaw puzzle would probably be successful in an intricate assembly job. The employer and coworkers must feel confident that if a behavior problem occurs, the job coach or supporting agency will effectively and efficiently handle the situation with a minimum of worksite disruption. The job coach must systematically identify the problem and then design and implement a solution. Personal networking and the development of ongoing relationships with employers must be maintained. If the person is presently taking medication to assist in controlling anxiety, depression, or any other comorbid condition, make sure assessments are made on a regular basis to ensure that he or she is taking the medications properly
102. When training a new set of job skills, keep the conditions consistent until the employee is responding correctly on a regular basis. Then gradually fade the instructions and prompts as the employee begins to acquire the skill (Scheuermann & Webber, 2002).
103. Provide support during transition from one task to another. Doing one task at a time is more suitable for the person with ASD (Grandin & Duffy, 2004).
104. Scheduled job duties need to follow a predictable pattern. Transitions need to be carefully planned and carried out gradually. When change/exceptions must occur, give the employee with ASD as much notice as possible and explain the change. For example, his desk must be moved. If possible, give him choices in some aspect of the move, like which way his desk faces in its new place. Facilitate generalization of skills by briefly retraining the task in the new work environment (Emmett, 2004).

### **Seeking Employment:**

105. Using a standardized data collection tool, collect employment data – such as length of job search, time between employments, and locations of employment outcomes (e.g., center-based workshops, enclaves, competitive jobs) – from disability-based employment agencies (i.e., vocational rehabilitation, private agencies, and non-profit organizations) about the employment services sought and obtained by individuals with ASD.

106. Employment agencies and services (e.g., vocational rehabilitation, private organizations) will promote successful employment outcomes for individuals with ASD and share information with potential employers.
107. Develop a promotional campaign aimed at educating businesses on the benefits of employing people with disabilities (e.g., brochure, radio announcements, television broadcasts). The outcomes are to increase awareness among potential employers and increase the job bank.
108. Provide employment agencies and services with a networking tool designed to increase access to and relationships with employers who can provide volunteer opportunities, work experience, and/or long-term employment.
109. Provide monetary incentives to employment agencies and service providers who secure meaningful, long-term employment (90 days or more) for individuals with ASD considered “hard-to-place.”
110. Provide employment agencies and service providers, prospective employers, and current employers incentives to provide employee training about ASD and developing natural supports (those not requiring paid supports) to improve opportunities for long-term employment
111. Provide a variety of opportunities for individuals with ASD to obtain work experience in the areas of abilities and interests and use those opportunities to assess job potential. Utilize job-carving strategies to find job niches matching employee and employer needs.
112. Educate all employment service agencies, including Vocational Rehabilitation and approved contractors, on the Personal Challenges #1 through #9 experienced by individuals with ASD as presented in Chapter 5 of 32<sup>nd</sup> IRI Rehabilitation of Individuals with Autism Spectrum Disorders.
113. Vocational Rehabilitation will provide services from an ASD consultant or create an in-house position responsible for ongoing ASD education to train counselors, staff and potential employers. The committee recommends that Vocational Rehabilitation refer to the recommendations found in this document and Chapter 5 of 32<sup>nd</sup> IRI Rehabilitation of Individuals with Autism Spectrum Disorders in developing training modules.
114. VR counselors seeking job coaches should look for these personal attributes:
  - Great communication skills
  - Intellectual curiosity
  - High energy level
  - A striving for excellence
  - Initiative; being a self-starter
  - Respect for the dignity and worth of a person with ASD
  - Keen sense of appropriate dress for self and person with ASD, taking into account the culture of the job and community
  - Keen sense of grooming and personal hygiene
  - Creativity

115. In addition, VR counselors who find job coaches with these attributes should train them for specific skills:

- General knowledge of characteristics of autism
- Understanding of the “theory of mind” (see Glossary)
- Knowledge of positive behavior supports and how to implement them
- Skill to assess the sensory needs of the person with ASD and to modify the work environment to meet these needs
- Skill to conduct a functional assessment of behavior
- Ability to communicate with the person with ASD
- Ability to support the person with ASD to ensure success on the job
- Ability to use information from a functional assessment of behavior to minimize challenging behavior
- Ability to manage challenging behavior with positive behavior supports
- Ability to coordinate information from a task analysis of the job and needs of the person with ASD to provide the best level of support
- Ability to address employee/employer relations

116. Job coaches and their supervisors must be knowledgeable regarding the range and type of behavior and challenges faced by the person with ASD in the workplace and must be capable of designing supports that enable success on the job (Department of Public Welfare, Commonwealth of Pennsylvania, 2004). Job coaches must be trained and have first-hand knowledge of the job. It is important to teach the job skill in the setting where the person with ASD will be working. This should minimize the need to generalize from cues in the training setting to cues in the work setting (Smith, 1990).

117. A job coach who knows and understands the person with ASD is essential to successful job placement (Autism Society of Delaware, 2005). Experienced and qualified job coach trainers should mentor less experienced job coaches. A career path in job coaching should be encouraged and compensated at a higher level. Perhaps the Association of Community Rehabilitation Education could develop a certification for job coaches. Collaboration with programs such as the Commission on Rehabilitation Counselor Certification to mandate ASD training for certified rehabilitation counselor continuing education hours is recommended. Staff support ratios must be individualized and may vary from time to time, depending on life and job circumstances. Job coach support should be faded gradually and systematically. In some cases, continual job coach support may be necessary for long periods if the person with ASD is to maintain employment.

118. College and university departments who train VR professionals need to provide coursework and practicum experience in ASD. Federal, state, and regional administrators of VR should provide in-service training for all professional staff in their departments to work with persons with ASD.

119. The Rehabilitation and Continuing Education Program should increase training

in ASD... The leadership of VR agencies should conduct in-service training and utilize providers in the community who have experience and expertise working with adults with ASD. Information on existing community providers in the U.S. can be found at the website of the National Association for Residential Providers for Adults with Autism (NARPAA; [www.NARPAA.org](http://www.NARPAA.org)).

120. The Rehabilitation Services Administration (RSA) should collaborate with other federal agencies to secure funding for the long-term support needed when VR services end. At this time there is no mandate for such a funding arrangement. Medicaid's Home and Community Based Waiver Program will fund job coaches, but that support is not mandatory. The lack of funding for long-term support seriously jeopardizes employment for this vulnerable population. The system needs to provide a seamless continuum of services.

121. Universities should collaborate with the public and private sector in the autism community for outcome-based applied research on promising practices for successful employment, such as

- The application of technology using video modeling
- Determination of the best job match
- Social skills training for adults
- Job coach training
- Development of natural supports

122. A transition plan with the parents/guardian, the individual, the school district, the community disability agency, and the VR counselor should be developed and implemented by age 16 for the person with ASD.

123. At age 16 an application for developmental disability long-term funding should be completed and submitted so VR services can start at age 21, or upon leaving school.

124. A good choice for a vendor would be an agency that has experience delivering services for adults with autism. For contact information on experienced agencies, go to the [www.NARPAA.org](http://www.NARPAA.org) website. The Autism Society of America website ([www.autism-society.org](http://www.autism-society.org)) is another resource. Websites on autism should include information and links regarding employment of persons with ASD. If autism-specific services are not available in your area, attempt to find a community developmental disability agency that would be willing to be trained in autism. Training should be provided by a specialist in adult autism issues and needs. Use the NARPAA Standards, which are located in Appendix F, for evaluating vendor staff qualifications. Given the shortage of knowledgeable vendors, the VR counselor may need to provide case management for the person with ASD.

125. Measure the impact on employment for persons with ASD.

126. Determine a baseline from the RSA-911 report (See Glossary) for persons with ASD.

127. Periodically review the RSA-911 report over the next 5 years to determine the impact.
128. Ensure that websites of autism organizations contain links to the IRI document.
129. Review this IRI document in 5 years and update it with current information, then disseminate the information.
130. Develop a network of resources of VR counselors and autism providers. Provide meaningful opportunities for the groups to work together.

**Community Inclusion:**

131. Initiate a state campaign to increase awareness of ASD and to educate the general public by using a strength-based portrayal of individuals with ASD. Use public service announcements to share “best practice” information about ASD and direct inquiries about ASD to reliable sources.
132. Develop and utilize a centralized, web-based information site which establishes all Nevada ASD supports and services in a central clearinghouse. The site should include an interactive on-line support section where parents and individuals with ASD can ask questions and receive timely answers. The site must provide information about available life-planning services to allow caregivers opportunities to prepare for when they can no longer care for children. To increase accessibility, hard copies of important information should be provided at libraries and public agencies.
133. Provide a single point of entry for families and individuals with ASD to access Nevada resources and support a single agency to help parents navigate the service system. Provide seamless transition from one service agency to another so parents do not have to repeat their stories and reduce/eliminate duplicate paperwork.
134. Develop services and supports for adults with ASD so that they may live, work and recreate within their community.
135. Use person-centered planning to assist individuals with ASD in personal decision making. Develop guidelines for persons working individuals with ASD in how to implement person-centered planning. The goal is so adults with ASD can be free to choose their living situations, receive financial information/supports, legal representation, appropriate medical and dental services, mental health services, access to inclusive recreation, vocational training, employment in their communities, etc.
136. Develop a support network for adults with ASD so that they may experience a desired quality of life and live free from isolation and harm.
137. Provide training and supports for individuals with ASD interested in using public transportation. Prepare public transportation employees to address the unique needs of individuals ASD and help avert crises in the community.
138. Support inclusion of students with ASD in school-based programming to

encourage the development of natural supports, friendships, and appropriate social skills leading to full participation in their community as they transition into adulthood.

139. Create a NEVADA AUTISM HELP & SUPPORT LINE so families and individuals with ASD can receive appropriate and timely support.
140. Develop a mechanism where adults with ASD can self-direct funding for the purchasing of services.

### **Workforce Recommendations:**

141. Increase Funding for ASD Programs in Critical Shortage Areas. Direct service provider professions with critical shortages include special education, speech/language therapy, applied behavior analysis, and adult vocational services. The Nevada Legislature must create line item budgetary funding for critical shortage area programs at UNLV, UNR, and Nevada's other colleges. Funding would support the hiring of faculty to train direct services providers, tuition for students, and infrastructure to support programs.
142. Maintain Funding for Nevada's System of Higher Education at Parity with the National Average. Budget cuts to the Nevada System of Higher Education compromise existing and future programs to train direct services providers. As one of the fastest growing states in the nation, it is critical for Nevada's System of Higher Education to keep pace with increasing demand for ASD support professionals. Maintaining a reasonable level of funding for Nevada's System of Higher Education will help to ensure that programs continue and grow.
143. Create Incentives for ASD Professionals to Stay in Nevada. To stem the flow of ASD professionals out of state, provide incentives, such as signing bonuses and tuition reimbursements, for professionals to remain in their current positions. Support Alternative Route to Licensure (ARL) Programs for teachers to attain autism endorsements. Initiate professional certification for paraprofessionals working with students with ASD to enhance the quality of classroom instruction.
144. Initiate Professional Training Programs that Target Adult Nevadans with ASD. Services that cater to adults with ASD are almost non-existent in our state. Many adults with ASD, particularly higher functioning individuals, are capable of working and living independently with professional support. Programs that target professionals who work with older populations will increase the capacity of adults to live and work more independently.
145. Secure Federal Funding to Support Professional Training Programs. Federal assistance is available to defray the costs of ASD professional training programs. The Nevada System of Higher Education could secure federal funding to match state revenues expended on ASD programs. Potential sources of federal monies

include competitive grants and contracts from the U.S. Department of Education and the U.S. Department of Health and Human Services. Nevada System of Higher Education colleges and universities should collaborate for procurement of funds to support collaborative programs across units.

146. Develop a 10-Year Strategic Plan to Address Nevada's ASD Workforce Needs. Nevada's population will change dramatically in the next ten years. Ongoing planning is necessary to understand the changing demands for ASD professionals. The Nevada Autism Taskforce should develop a 10-Year Strategic Plan to address the state's needs for both primary and peripheral ASD service providers. The strategic plan should include ongoing and formal assessments of professional preparation needs.