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# **Provider Workforce Capacity Task Force Update**

**Marina Yoegel and Lidiya Lednyak, Task Force Co-Chairs**

**June 11, 2025, Early Intervention Coordinating Council, Empire State Plaza, Albany, NY**

# Objectives

- Task Force Overview
- Accomplishments to Date
- Early Intervention Competencies, Academic Research Team Findings and Task Force Recommendations Review
- Ongoing Taskforce Work
- Next Steps

# TASK FORCE OVERVIEW



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# TASK FORCE MEMBERS

- Co-Chairperson: Marina Yoegel
- Co-Chairperson: Lidiya Lednyak
- Parent: Amy DeVito
- Parent: Leah Esther Lax
- Personnel Prep or Training: Brigitte Desport
- Provider Rep: Steve Held
- Muni Rep: Heidi Bond
- State Agency: Joy Connolly and Patricia Zuber-Wilson
- Advisor: Roxana Inscho

# TASK FORCE CHARTER

**Charge:** To develop recommendations for the Department to increase provider workforce capacity to deliver Early Intervention services to eligible children with developmental delays or disabilities and their families. The objective is to improve timeliness of Early Intervention service delivery for children and families participating in the Early Intervention Program.

# TASK FORCE ACCOMPLISHMENTS



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# TASK FORCE ACCOMPLISHMENTS

- The Workforce Capacity Task Force is committed to supporting the NYS Bureau of Early Intervention in its goal of building the Early Intervention workforce.
  - Recommended reducing the number of clock hours required to become an approved provider from 1600 to 1000 hours.
  - Developed competencies for academic preparation programs to utilize in developing coursework and specialization in early childhood and early intervention.
  - Developed a companion document to support institutions of higher education to integrate the competencies.
  - Finalized surveys for caregivers and providers regarding the use of telehealth in NYS.

# TASK FORCE ACCOMPLISHMENTS

- Provided feedback on the Bureau's Telehealth Guidance Document.
- Informed the development of a webpage regarding the Competency Areas.
- Partnered with NYC Early Childhood Network, CUNY Research Network to conduct a research project to examine and research Institutions of Higher Education (IHE) requirements with NYSED and the Office of the Professions (OP).

# Academic Research Task Force Recommendations Review



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# RECAP COMPETENCIES

## Competencies for the Delivery of Early Intervention Services

1. Typical and atypical childhood development and behavior (birth to three) to support evaluations, monitoring of progress, and the creation of developmentally-appropriate, individualized strategies in partnership with caregivers.
2. Multi-cultural and diversity factors related to engaging and working with Early Intervention families.
3. Understanding the parent-child dyad and enhancing families' capacities to help their children through communication, coaching, coordination and collaboration.
4. Use of evidence-based, family-centered best practices with families and caregivers via parent/caregiver collaboration, coaching and strengthening family capacities.
5. Reflective practice and reflective supervision to support self-reflection and on-going professional development.

# ACADEMIC PREPARATION PROJECT BACKGROUND

- Development of the competencies resulted in identification of structural issues impacting the development and growth of the Early Intervention workforce, including:
  - Standard curricula requirements in Early Childhood Special Education, Occupational Therapy, Physical Therapy, and Speech Language Pathology academic programs do not require students to learn about Early Intervention or engage in clinical experiences with infants/toddlers and their families.
  - Lack of college-level Early Intervention course content, and clinical experiences devoted to Early Intervention and the birth to three population.
  - Internships in home and community settings do not typically occur and/or are not counted toward student licensure or certification requirements.

# REQUIREMENTS OF PROFESSIONAL DEVELOPMENT

- The CUNY Academic research team examined the licensure and certification requirements within the NYSED Office of Higher Education and NYSED Office of the Professions with the goals of:
  - Enhancing the quality of educational preparation of current and future pre-service early interventionists across four key disciplines authorized to provide Early Intervention (EI) in New York - Early Childhood Special Education (ECSE), Occupational Therapy (OT), Physical Therapy (PT), and Speech-Language Pathology (SLP).
  - Address NYS's shortage of early interventionists, including professionals from culturally and linguistically diverse backgrounds, and to build the Early Intervention workforce capacity across these four key disciplines.
  - Key recommendations made to the Bureau for consideration on various pathways to address building capacity.
- The task force provided feedback and final recommendations to the Bureau for discussion and to prioritize recommendations that could be immediately addressed.

# WFCT PRIOTIZED RECOMMENDATIONS

- The WFCT to develop a letter for approval by EICC to engage SED in discussion and partnership regarding the Academic Research Team findings, including:
  - Issuing clarification that the NYS DOH BEI competencies including curricula and fieldwork placements with infants and toddlers are accepted towards certification and licensure for ECSE, OT, PT, and SLP since competencies overlap with NAEYC and DEC national early childhood standards
  - Explore the integration of Early Intervention competency language into continuing education requirements for OT, PT, and SLP
  - Discussion of the development of interdisciplinary extension in Early Intervention
  - Annotation for Teacher-Supporting Infants and Toddler with Developmental delays or Disabilities in Early Intervention

# TASK FORCE PRIOTIZED RECOMMENDATIONS

- The task force to continue working with Bureau to:
  - Finalize and implement the Graduate Program Approval Process
  - Issue communication in the form of a Dear Colleague Letter regarding Bureau expectations regarding alignment of professional development with competency areas
  - Explore Bureau partnership with Academic Institutions across NYS to develop:
    - Micro-credentialing, Continuing Education Units, and Continuing Education Teacher and Leaders Units in Early Intervention competency areas
    - Count a portion of this coursework towards 1,000-hour requirement to help professions transition and integrate work in Early Intervention settings into current practice
  - Work with Measurement Inc. to develop modules on the competencies

# ONGOING TASK FORCE WORK



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# ONGOING TASK FORCE WORK

- Continue with presentation of research findings to multiple stakeholders including CUNY Graduate Programs, the Children's Agenda and the New York State Association of County Health Officials.
- On 5/15/2025, the Bureau issued a State Education Department (SED) Letter of Engagement and CUNY research findings to SED Leadership.
- Planning initial joint Bureau and Task Force presentation to the NYSED Office of the Professions; meeting to be scheduled. The Bureau will peruse, within SED, a contact for Teacher Certification.

# ONGOING TASK FORCE WORK

- The Bureau informed the task force that the Academic Approval process is near final approval. Discussed several recommendations regarding overall 1000 hours. Finalizing decisions re:
  - Parameters on how to determine number of hours to account for academic coursework vs. clinical experience hours.
  - Allowing clinical supervision of graduate students in Early Intervention (EI) to count towards the 10-hour professional development requirements outlined in the NYS EI Provider Agreement.
- Transition - Policy Change Discussion to Build workforce capacity in EI; Proposed methodology analysis.
- Exploring the use of Registered Behavioral Technicians (RBTs) to deliver Applied Behavioral Analysis services to children in EI as a method to expand workforce capacity.

# NEXT STEPS



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# Next Steps

- Awaiting Bureau final approval for:
  - The Academic Approval Process regarding allowing clinical supervisors to obtain Continuing Education Units/ Continuing Teacher and Leader Education when providing clinical supervision to graduate students.
  - Clarifying the request to determine the number of hours to account for academic coursework vs. clinical experience hours.
- Bureau Task Force presentation to the NYSED Office of the Professions meeting to be scheduled.
- Transition: Bureau to complete Data analysis of children remaining in Early Intervention (EI) beyond their 3<sup>rd</sup> birthday.
- Develop recommendation on the use of Registered Behavioral Technicians in EI.
- Work with the Bureau to explore implementation pathways based on Academic Research team recommendations.

# Questions



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