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# PROVIDER WORKFORCE CAPACITY TASK FORCE UPDATE

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**TASK FORCE CO-CHAIRS**

**EARLY INTERVENTION COORDINATING COUNCIL MEETING**  
**MARCH 11, 2026 | EMPIRE STATE PLAZA | ALBANY, NY**

# OBJECTIVES

- Task Force Overview
- Accomplishments to Date
- Ongoing Taskforce Work
- Next Steps

# TASK FORCE OVERVIEW



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# TASK FORCE MEMBERS

- Co-Chairpersons: Marina Yoegel and Lidiya Lednyak
- Parent: Leah Esther Lax
- Personnel Preparation or Training: Brigitte Desport
- Provider: Steve Held, Julie Opalecky
- Municipal Representative: Heidi Bond
- State Agency Representatives: Joy Connolly (Office of Child and Family Services), Angella Timothy (Department of Health), Elina Tsenter (New York State Education Department) and Patricia Zuber-Wilson (Office of Addiction Services and Supports)
- Advisor: Roxana Inscho

# TASK FORCE CHARTER

To develop recommendations for the Department of Health (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

- Recommended reducing the number of clock hours required to become an approved provider from 1600 to 1000
- Partnered with the New York City Early Childhood Network, City University of New York Research Network to conduct a research project to examine and research institutions of higher education requirements with the New York State Education Department and the Office of the Professions
- Provided feedback on the New York State Bureau of Early Intervention Telehealth Guidance
- 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 into their required graduate course work and /or develop early intervention specialization tracks
- Developed surveys for caregivers and providers regarding the use of telehealth in New York State
- Recommended that Bureau of Early Intervention implement an academic program approval process to create incentives for academic programs to integrate the competency areas in their curricula

# **ACADEMIC RESEARCH TASK FORCE RECOMMENDATIONS REVIEW**



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# RECAP COMPETENCIES

## Competencies for the Delivery of Early Intervention Services

1. Knowledge -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. Understanding- 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. Knowledge -Use of evidence-based, family-centered best practices with families and caregivers via parent/caregiver collaboration, coaching and strengthening family capacities
5. Engage- 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 City University of New York academic research team examined the licensure and certification requirements within the New York State Education Department Office of Higher Education and New York State Education Department Office of the Professions with the goals of:
  - Enhancing the quality of educational preparation of early interventionists across four disciplines - Early Childhood Special Education, Occupational Therapy, Physical Therapy, and Speech-Language Pathology
  - Addressing New York State'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 of Early Intervention (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

# TASK FORCE PRIOTIZED RECOMMENDATIONS

- The task force developed a letter which was approved by the Early Intervention Coordinating Council to engage the State Education Department in discussion and partnership regarding the academic research team findings, including:
  - Issuing clarification that the New York State Bureau of Early Intervention competencies, including curricula and fieldwork placements with infants and toddlers, are accepted towards certification and licensure for Early Childhood Special Education, Occupational Therapy, Physical Therapy, and Speech-Language Pathology since competencies overlap with the National Association for the Education of Young Children and Division of Early Childhood National Early Childhood Standards
  - Exploring the incorporation of early intervention competency language into continuing education requirements for Occupational Therapy, Physical Therapy, and Speech-Language Pathology
  - Discussing 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

- For the task force to continue working with Bureau of Early Intervention (Bureau) to:
  - 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 New York State 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 training modules on the competencies

# ONGOING TASK FORCE WORK



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# ONGOING TASK FORCE WORK

- Continue with the presentation of research findings to multiple stakeholders
- The Bureau of Early Intervention (Bureau) sent an engagement letter on 5/15/2025 to the New York State Education Department leadership to initiate discussion regarding the City University of New York research findings
- Planning an initial joint Bureau and the Provider Workforce Capacity Task Force presentation to the New York State Education Department Office of the Professions; meeting to be scheduled
- The Bureau will pursue, within the New York State Education Department, a contact for Teacher Certification/ Requirements

# ONGOING TASK FORCE WORK

- Transition - Policy Change Discussion to Build Workforce Capacity in Early Intervention; Proposed Methodology Analysis.
  - Westchester County submitted a draft, “Summary Analysis of Early Intervention Children Who Were Determined Eligible for Preschool Special Education and Continued to Receive Early Intervention Services after Their 3rd Birthday” to the Bureau of Early Intervention (Bureau) for review and feedback on 8/1/2025
  - Westchester County in the process of completing Bureau requested Analysis of Related Services in 4410 Preschool Special Education Tuition Programs. Draft analysis will be provided 3/26
  - The Bureau presented its initial data analysis of children remaining in the Early Intervention Program beyond their 3<sup>rd</sup> birthday statewide on 2/5/26

# ONGOING TASK FORCE WORK

- Exploring the use of Registered Behavioral Technicians to deliver Applied Behavioral Analysis services to children in the Early Intervention Program as a method for expanding workforce capacity.
  - The Provider Workforce Capacity Task Force drafted an initial analysis and a set of recommendations for the use of Registered Behavioral Technicians in the New York State Early Intervention Program on 1/7/25
  - Background information being reviewed by the Bureau of Early Intervention staff to finalize analysis and recommendations for the use of Registered Behavioral Technicians to deliver Applied Behavioral Analysis in the Early Intervention Program
  - Following the review of the background information and recommendations by the task force, a full set of recommendations will be presented to the Early Intervention Coordinating Council



# ONGOING TASK FORCE WORK

- Provided feedback to the Bureau of Early Intervention (Bureau) on the plan to implement Qualified Personnel changes to align with updated Early Intervention Program regulation and the approved Early Intervention Program Medicaid State Plan, including:
  - Implementation timeline to facilitate changes as Individualized Family Services Plans expire and to take advantage of the 8/31 age out period. Request that timeline be changed to “As of 9/1/2026”.
  - Request to clarify continued use of Applied Behavior Analysis methodology and technique.
  - Background information is being reviewed by Bureau staff to finalize analysis and recommendations for the use of Registered Behavioral Technicians to deliver Applied Behavioral Analysis in the Early Intervention Program.
  - Request to change the EI-Hub to prevent this issue in the long term.
  - Concerns raised regarding the full elimination of Individuals who have a “Limited Permit” issued by the New York State Department of Education.

# NEXT STEPS



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# NEXT STEPS

- Transition: For the Bureau of Early Intervention (Bureau) to continue its data analysis of children remaining in the Early Intervention Program beyond their 3<sup>rd</sup> birthday statewide
- Westchester County to provide its initial DRAFT Analysis of Related Services in 4410 Preschool Special Education Programs by 3/26
- The Bureau and Task Force submit joint final recommendations on the use of Registered Behavioral Technicians in Early Intervention to the Early Intervention Coordinating Council
- Bureau and Task Force presentation to the New York State Education Department Office of the Professions once meeting is scheduled
- Work with the Bureau to explore other recommendation made by the academic research team
- Awaiting Bureau integration of the task force committee feedback on the Bureau plan to implement proposed qualified personnel changes





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# Questions



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