



**Department  
of Health**

# **Provider Workforce Capacity Task Force Update**

**September 12, 2024**

**Marina Yoegel, Task Force Co-Chair  
Lidiya Lednyak, Task Force Co-Chair**

# 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
- **Provider Rep:** Robin Stegman
- **Muni Rep:** Heidi Bond
- **State Agency:** Joy Connolly, Elina Tsenter, and Patricia Zuber-Wilson
- **DOH Staff:** Raymond Pierce, Peter Baran, Mike Iorio, Rhorianne Foster, Diane Ginsburg, Jennifer Sandshaw, and Ashley Tomlin
- **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.

## Committee 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.
  - Provided feedback on the Bureau's Telehealth Guidance Document.
  - Informed the development of a webpage regarding the Competency Areas.

# Parent and Provider Telehealth Surveys

## ➤ Telehealth surveys

- In June 2023, the task force updated the Parent telehealth survey and the Provider telehealth survey and sent to the Bureau for final review, approval and dissemination
- Co-chairs reviewed and integrated final Bureau feedback in 10/23
- Telehealth surveys released by the Bureau on 3/4/2024
- Co-chairs provided feedback on the Bureau's Telehealth Survey Presentation on 8/14/24

The task force was pleased to see the release of the survey results and analysis and hopes that the information will be utilized to inform policy and program decisions.

# 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.

# Examining Requirements of Interdisciplinary Professional Development

- As part of the development of the competencies, structural issues were identified affecting 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.

# Examining Requirements of Interdisciplinary Professional Development

- To examine and act upon the structural issues identified, the task force partnered with the NYC Early Childhood Research Network to engage a funder to support a research project to review requirements and make recommendations.
  - Committee Chairs submitted report to the Bureau on 3/6/2024
  - Final report submitted to CUNY Research Network, to the Bureau, and to the task force along with a presentation to the Council on 3/14/2024
  - Presentation of findings to multiple stakeholders ongoing including a CUNY Graduate Programs, The Children's Agenda, and the New York State Association of County Health Officials
- The task force met to discuss which recommendations to prioritize and the next steps needed to engage partners at State Education Department.



# Summary of Recommendations

High Level Recommendation	Research Team Recommendation Detail	WFCTF Feedback and Final Recommendation to BEI
<p><b>Amend NYSED regulations and requirements to include the NYS DOH BEI Competencies and require fieldwork with infants and toddlers</b></p>	<ol style="list-style-type: none"> <li>1. Include “Birth to 3 years” specific language with general and specific SWD-EC regulations.</li> <li>2. Incorporate the NYSDOH Five Competencies for Early Interventionists within SWD-EC 13 subcategories.</li> <li>3. Require “Birth to 3 years” fieldwork and/or student-teaching experiences – in EI and w/ infants/toddlers.</li> <li>4. Proposed memoranda - require “Birth to 3 years”, above the entry requirements for the allied health professions by the Office of the Professions.</li> <li>5. Continuing education regulations - provide EI-specific content to support best practices and provide professional development for those licensed and certified professionals that want to work in EI.</li> </ol>	<p>1. WFCTF to develop letter for approval by EICC to be sent to engage relevant SED Offices in a discussion of the findings of the Academic Research Team to engage NYSED and Office of Professions regarding:</p> <ul style="list-style-type: none"> <li>• Issuing clarification stating that: <ul style="list-style-type: none"> <li>○ The NYS DOH BEI competencies curricula <b>and</b> fieldwork placements with infants and toddlers are now accepted toward certification and licensure for ECSE, OT, PT, SLP since 5 NYS DOH BEI competencies overlap with required NAEYC/DEC national EC Standards</li> <li>○ Exploring the integration of Early Intervention competency language into continuing education requirements for OT, PT, SLP</li> </ul> </li> </ul>



# Summary of Recommendations

High Level Recommendation	Research Team Recommendation Detail	WFCTF Feedback and Final Recommendation to BEI
<b>Develop cross-disciplinary pathways to becoming an approved Early Intervention provider</b>	<ol style="list-style-type: none"> <li>1. Interdisciplinary Extension in Early Intervention [NYS DOH BEI, NYSED subcommittees, Board of Regents]</li> <li>2. Annotation for Teaching-Supporting Infants and Toddlers with Disabilities in Early Intervention [NYS DOH BEI, NYSED, Board of Regents]</li> </ol>	<ol style="list-style-type: none"> <li>1. WFCTF letter for approval by EICC to include engagement of relevant SED Offices in a discussion regarding the development of: <ul style="list-style-type: none"> <li>•Interdisciplinary Extension in Early Intervention</li> <li>•Annotation for Teaching-Supporting Infants and Toddlers with Disabilities in Early Intervention</li> </ul> </li> </ol>

# Summary of Recommendations

High Level Recommendation	Research Team Recommendation Detail	WFCTF Feedback and Final Recommendation to BEI
<b>Develop individual evaluation pathways for professionals to access and learn Early Intervention competencies</b>	<ol style="list-style-type: none"> <li>1. NYSDOH EI Memoranda - “Dear Colleague” - Clarification of Existing Policy to current EI providers</li> <li>2. Credit-bearing college EI/ECSE courses/programs: promote programs that offer EI curricula based on the competency areas Continuing Education courses:</li> <li>3. Micro-credential courses on the five competencies               <ul style="list-style-type: none"> <li>• Continuing Education Units (CEUs)</li> <li>• Continuing Education Teacher and Leader Units (CE/CTLEs)</li> </ul> </li> <li>4. Modules/Trainings from NYSDOH EI</li> </ol>	<ol style="list-style-type: none"> <li>1. BEI to implement the Graduate Program Approval Process</li> <li>2. BEI to partner with Academic Institutions to develop:               <ul style="list-style-type: none"> <li>• Micro-credential courses on the five competencies</li> <li>• Continuing Education Units</li> <li>• Continuing Education Teacher and Leader Units</li> <li>• Count a portion of this coursework towards the 1,000 requirement</li> </ul> </li> <li>3. BEI to work with Measurement Inc to develop modules on the competencies .</li> </ol>



## Next Steps

- Convene academic partners across NYS to expand exposure to NYS Competency Areas and create a forum for academic programs to discuss the creation of concentrations and specializations in Early Intervention.
- Awaiting feedback and next steps on graduate approval and other recommendation made to the Bureau at the 6/13/2024 Council meeting.
- Review and vote on Letter to engage the State Education Department in discussion regarding CUNY Research Team Recommendations.

# Questions

