

1 **NYSAC 2024 Fall Seminar**  
2 **Standing Committee on Children with Special Health Care Needs**  
3 **Resolution #1**

4  
5 **Resolution Urging New York State Department of Health (NYSDOH), New**  
6 **York State Education Department (NYSED), SUNY and CUNY Colleges and**  
7 **other Private and Public Institutes of Higher Education in New York to**  
8 **Develop Additional Pathways to Expand and Enhance the Early**  
9 **Intervention (EI) Workforce**

10  
11 **WHEREAS**, the Early Intervention Program (EIP) provides critical developmental  
12 services to infants and toddlers (ages 0-3 years) with developmental delays or  
13 disabilities and their families at a time when these services can have the greatest impact;  
14 and

15  
16 **WHEREAS**, provider capacity issues often pose barriers to medically fragile children  
17 and/or to infants and toddlers with special needs receiving Early Intervention (EI)  
18 services; and

19  
20 **WHEREAS**, a survey conducted in Spring 2022 of 48 counties found that  
21 approximately 5,769 children were on waiting lists for EI Services across New York  
22 State; and

23  
24 **WHEREAS**, current regulations for EI providers in New York State, set by New York  
25 State Education Department's (NYSED) Office of Professions, do not require EI  
26 providers to learn EI core competencies or to engage in clinical experience with  
27 individuals in the EI program or with infants and toddlers in other community-based  
28 settings; and

29  
30 **WHEREAS**, a report by the City University of New York Brooklyn College and the New  
31 York Institute of Technology School of Health Professions makes 3 core  
32 recommendations for expanding and enhancing New York State's Early Intervention  
33 workforce; and

34  
35 **WHEREAS**, the first of these recommendations is to consider amending NYSED  
36 regulations to increase EI competencies within the Early Childhood Workforce;  
37 *“Specifically, consider; 1. Updating the NYSED regulations and requirements to*  
38 *incorporate NYSDOH five early intervention competencies in Teaching Students with*  
39 *Disabilities in Early Childhood (SWD-EC; Birth to Grade 2) as well as requiring*  
40 *fieldwork with infants and toddlers. Incorporate EI competencies within New York*  
41 *State Regulations Part 156.2 for Occupational Therapists; NYS Regulations Part 77,*  
42 *2a. for Physical Therapists; and NYS Regulations Part 8209 for Speech-Language*

1 *Pathologists & Audiologists, as well as Recommendations for Memoranda to Office of*  
2 *Professions - Provision of Services from Birth to Three, across these disciplines”; and*

3  
4 **WHEREAS**, the second of these recommendations is to consider developing three  
5 cross-disciplinary pathways to become an EI provider in New York State, with the long  
6 term goal of helping bolster provider capacity for the EI Program: “1. *NYSDOH*  
7 *Memoranda - “Dear Colleague” - Clarification of Existing Policy - from NYSDOH to*  
8 *inform all potential early interventionists of requirements to become NYS approved*  
9 *Providers; 2. Create an Interdisciplinary Extension in EI, similar to existing programs*  
10 *(e.g., Bilingual Extension) via NYSED; and/or 3. Introduce an Annotation for*  
11 *Teaching-Supporting Infants and Toddlers with Disabilities in EI, similar to the*  
12 *existing NYSED Annotation for teaching students with Severe Disabilities and Multiple*  
13 *Disabilities”; and*

14  
15 **WHEREAS**, to further bolster the EI workforce, the third of these recommendations is  
16 to consider developing Individual Evaluation Pathways for professionals to access and  
17 learn the specific EI competencies necessary to become an EI provider including:  
18 “*NYSED Credit-bearing EI/ECSE courses/programs, Continuing Education courses*  
19 *[Continuing Education Units (CEUs) or Continuing Teacher, and Leader Education*  
20 *units (CTLEs)] and/or Modules/Trainings from NYSDOH”; and*

21  
22 **WHEREAS**, following these recommendations has the potential to develop and  
23 diversify the EI workforce by providing access to appropriate education and trainings  
24 for a relatively large pool of already existing licensed/certified professionals working  
25 across a variety of disciplines; and

26  
27 **WHEREAS**, these recommendations have the potential to increase fieldwork  
28 placements, which will create additional opportunities for entry-level practitioners to  
29 join the EI workforce and increase the number of EI providers throughout—reducing EI  
30 shortages and decreasing service wait times for children with disabilities and their  
31 families.

32  
33 **NOW, THEREFORE, BE IT RESOLVED**, that the New York State Association of  
34 Counties urges NYSDOH, NYSED, institutes of higher education in New York State,  
35 including State Universities of New York (SUNY) and City Universities of New York  
36 (CUNY) colleges, and any other applicable agencies or organizations, to support the  
37 development of the above pathways to demonstrate competency for provider eligibility  
38 in early intervention in order to expand and enhance the early intervention workforce in  
39 New York State; and

40  
41 **BE IT FURTHER RESOLVED**, copies of this resolution be sent to the counties of  
42 New York encouraging member counties to enact similar resolutions; and

1 **BE IT FURTHER RESOLVED**, that New York State Association of Counties shall  
2 forward copies of this resolution to the New York State Department of Health, the New  
3 York State Education Department and all others deemed necessary and proper.