

Pathways to Preparing Culturally Responsive Early Intervention/Early Childhood Special Educators (Pathways)

US Department of Education, Office of Special Education and Rehabilitative Services

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Purpose: This project will recruit for application to the program instructional assistants who are bilingual and/or bicultural or who wish to work with culturally and linguistically diverse (CLD) children and become licensed early intervention special education (EISE) teachers.

Method: Specifically, the project will: (a) recruit, admit, and retain instructional assistants for completion of a three-year program leading to licensure in EISE; (b) provide an integrated (EI/SE) linguistic and cultural competency-based preservice program to participants; (c) monitor the instructional effectiveness of Pathways' graduates for progress towards IFSP/IEP goals and objectives for young children with special needs; and (d) promote retention in the field by providing mentors and networking for graduates.