The Center for Excellence in School Counseling and Leadership (CESCaL) seeks to collaborate with school counselors and administrators to improve educational equity and the quality of life for all students. CESCaL disseminates exemplars for educator use as a service to school counselors, school counselor educators, and administrators who supervise school counselors.

Center for Research in Mathematics and Science Education (CRMSE)
William C. Zahner, Director
Randolph A. Philipp, Associate Director
The Center for Research in Mathematics and Science Education (CRMSE) is an interdisciplinary consortium of faculty interested in research on substantive questions related to the learning and teaching of science and mathematics. The center was established in the College of Sciences in 1986 and became an interdisciplinary center with the College of Education in 1987. The center currently has members of the faculties of biology, chemistry, physics, psychology, and teacher education. CRMSE supports faculty in their current research projects and in the preparation of manuscripts for publication and grant proposals for continued research. The center houses the Doctoral Program in Mathematics and Science Education (MSED) that is offered jointly by SDSU and the University of California, San Diego. It also houses the Professional Development Collaborative to serve area teachers.

The Center for Social Equity Technical Assistance
Alberto M. Ochoa, Director
The center conducts training and research on issues of social equity and bilingual/multicultural policy, and provides technical assistance to districts throughout southern California. The center conducts research in public equity and school finance. The center houses projects funded by federal, state, and private sources. Current projects include the Parent Leadership and the Social Equity Project. The center functions within the SDSU Department of Dual Language and English Learner Education.
The institute has the following six centers:

- The Center for Educational Leadership, Innovation, and Policy (PCI) promotes college access and completion for underserved students, implements innovative programs to enhance excellence in teaching and learning in multicultural settings, and studies their outcomes. Founded in 1983, PCI provides an invaluable service to our communities’ multicultural low-income, underrepresented, and underserved students. The faculty and staff of PCI believe that students can achieve their potential by enrolling in and completing a postsecondary program of their choice. Through multiple federally funded grants, our students receive academic advising, mentoring, personal and financial counseling, personalized college preparation, summer supplemental instruction, and tutorial assistance throughout their high school career. The institute, operating from the university’s historic strength in teacher education and its proximity to Mexico, works closely with parents, principals, school counselors, teachers, and SDSU undergraduates to decrease the achievement gap between high- and low-performing schools. The institute supports continuous growth of its faculty and staff through a systematic professional development program.

- The SDSU Pre-College Institute (PCI) promotes college access and completion for underserved students, implements innovative programs to enhance excellence in teaching and learning in multicultural settings, and studies their outcomes. Founded in 1983, PCI provides an invaluable service to our communities’ multicultural low-income, underrepresented, and underserved students. The faculty and staff of PCI believe that students can achieve their potential by enrolling in and completing a postsecondary program of their choice. Through multiple federally funded grants, our students receive academic advising, mentoring, personal and financial counseling, personalized college preparation, summer supplemental instruction, and tutorial assistance throughout their high school career. The institute, operating from the university’s historic strength in teacher education and its proximity to Mexico, works closely with parents, principals, school counselors, teachers, and SDSU undergraduates to decrease the achievement gap between high- and low-performing schools. The institute supports continuous growth of its faculty and staff through a systematic professional development program.

- The Minority Male Community College Collaborative (M2C3) seeks to foster not only a network of interested faculty within the College of Education, but also encourages faculty involvement from other colleges on campus as well as from other organizations and universities in the San Diego area.

- The National Center for Urban School Transformation (NCUST) helps school districts transform urban schools into places where all students achieve academic proficiency, evidence a love of learning, and graduate prepared to succeed in post-secondary education, the workplace, and their communities. The center pursues this mission through the following strategies:
- Strategy 1: Identify, celebrate, and study urban schools and districts that are transforming teaching and learning, as evidenced by excellent learning results for all students;
- Strategy 2: Engage in focused, long-term partnerships that support urban school districts as they endeavor to create model, high-performing schools;
- Strategy 3: Disseminate useful information about effective strategies to transform urban schools.

- The Interwork Institute supports teachers’ continued development of their own expertise while taking advantage of their knowledge, skills, and experience in assessing effects on students’ critical thinking, creative productivity, and academic performance.

- The College of Education fulfills this mission through the following strategies:
- Strategy 1: Identify, celebrate, and study urban schools and districts that are transforming teaching and learning, as evidenced by excellent learning results for all students;
- Strategy 2: Engage in focused, long-term partnerships that support urban school districts as they endeavor to create model, high-performing schools;
- Strategy 3: Disseminate useful information about effective strategies to transform urban schools.

- The Center for Teaching Critical Thinking and Creativity (CTCTC) advances performance and productivity in diverse communities by enhancing critical and creative thinking in schools. The center collaborates with teachers to develop and evaluate applications of research on critical and creative thinking applied to rigorous content and supported by appropriate technologies. CTCTC supports teachers’ continued development of their own expertise while taking advantage of their knowledge, skills, and experience in assessing effects on students’ critical thinking, creative productivity, and academic performance.

- The Interwork Institute’s efforts focus on promoting the integration of all individuals, including those with disabilities, into all aspects of education, work, family, and community life. The institute conducts research, training, and education using a variety of strategies including distance-learning technologies. Current efforts include universal design in all aspects of our community, educational and research efforts involve organizations and individuals in all states, tribal communities, the Pacific Basin, Asia, Mexico, South America, and Europe. Faculty and staff associated with the institute are uniquely prepared to promote the meaningful participation and productivity of each member of the community.

- The Minority Male Community College Collaborative (M2C3) was established with a grant from the SDSU President’s Leadership Fund. The goal is to partner with community colleges across the U.S. to enhance access, achievement, and success among minority male community college students. M2C3’s research and practice agenda prioritizes men who have been historically underrepresented and underserved in postsecondary education.

- The Center for Pacific Studies (CPS) provides research, training, and technical assistance services in partnership with institutions of higher education, government agencies, and non-profit organizations in the following Pacific Island jurisdictions: American Samoa, Republic of the Marshall Islands, Federated States of Micronesia, Territory of Guam, Commonwealth of the Northern Mariana Islands, Republic of Palau, and the State of Hawaii.

- Circle for American Indian Rehabilitation (CAIR) is devoted to the continuing education, training, and technical assistance needs for programs funded through American Indian Rehabilitation Service Projects (Section 121 of the Rehabilitation Act).

- The Collaborative for Distance Learning (CDL) provides the technology and instructional design support for all Department and Interwork activities. This has been in operation since 1993 when initial funding was received from the US Department of Education.

- The Exceptional Family Resource Center (EFRC) was initially developed under the Department of Special Education. It was transferred to the Interwork Institute in 2006. They have been serving individuals and families of children with disabilities and the professionals who assist them throughout San Diego and Imperial Counties since 1990.

- The Interwork Institute’s facilities are located at 6367 Alvarado Court, Suite 350. For more information, visit the website at http://interwork.sdsu.edu.
and Human Services. The Pathways Office, through a partnership with PCI, the College of Education, and the Office of Financial Aid and Scholarships, provides current SDSU students with a service-learning opportunity to work as tutors at our partner school sites to provide in-class and afterschool tutoring. Tutors enroll in Education 201 and/or Teacher Education 362. Many of our tutors are interested in pursuing a career in teaching or education. The Pathways Office tutors are near-peer leaders and often serve as mentors to the students they tutor. The office recruits and trains approximately 120 volunteer and work-study eligible students per academic year. America Counts tutors work with middle and high school students on mathematics and science. America Reads tutors promote early literacy for kindergarten through third grade. All tutors attend tutor training and participate in monthly professional development seminars.

For more information, please access our website at http://pci.sdsu.edu/education/pci.

San Diego State University Literacy Center
Katherine Sciurba, Director

The SDSU Literacy Center supports collaborative partnerships that serve a variety of diverse literacy needs in our community including assessment and tutoring in reading and writing for children, adolescents, and adults; workshops for parents to promote family literacy; professional education for teachers through coursework and institutes; and, research to inform teaching practice and effect systemic change in literacy education. The center houses the Community Reading Clinic. Credentialed teachers enrolled in graduate reading, Reading and Literacy Added Authorization, and Reading and Literacy Leadership Specialist credential programs, as well as professional staff, conduct tutoring and assessments. Professional development for reading recovery teacher leaders occurs at the center, and institutes are planned for reading recovery and elementary teachers in the community. Literacy center faculty members engage in research on effective instruction in reading and writing, teacher practices, and early intervention. The SDSU Literacy Center is located in City Heights in the Dede Alpert Center for Community Engagement, San Diego State University, 4283 El Cajon Blvd., Suite 200, San Diego, CA 92105. For more information, visit http://edweb.sdsu.edu/literacy/.