

Western Educational **EQUITY** Assistance Center

Resources Identified by WEEAC: Reading Resource Team

Federally Funded Labs and Centers

Comprehensive Centers Network:

- <https://www2.ed.gov/about/contacts/gen/othersites/compcenters.html>
- <https://www2.ed.gov/programs/newccp/index.html>
- <https://compcenternetwork.org/states>

Regional Educational Laboratories:

- <https://ies.ed.gov/ncee/edlabs/about/>

Equity Assistance Centers:

- <https://www2.ed.gov/programs/equitycenters/contacts.html>

Special Education:

- <https://sites.ed.gov/idea/>
- <https://osepideasthatwork.org/>
- <https://www.parentcenterhub.org/find-your-center/>
- <http://www.wpic.org/>

Resources Specific to Reading

Florida Center for Reading Research

- <https://fcrr.org/>

State Policy Levers for Improving Literacy – Barbara Foorman:

- <https://compcenternetwork.org/sites/default/files/local/5704/StatePolicyLeversforImprovingLiteracy.pdf>

RMC Research Corporation – Reading and Literacy Resources

- <https://rmcresearchcorporation.com/portsmouthnh/category/reading-and-literacy/>

WestEd – Doing What Works Reading Comprehension

- https://dwwlibrary.wested.org/resources?t_id=11

Quantitative Research

What Works Clearinghouse:

Practice guides:

- <https://ies.ed.gov/ncee/edlabs/regions/southeast/plc.asp> (also has videos)
- <https://ies.ed.gov/ncee/edlabs/regions/southwest/plc.asp>

Qualitative Research and Mixed Methods:

Schorr, L. B. (2012). Broader evidence for bigger impact. *Stanford Social Innovation Review, Fall*: 50–55.
Retrieved from

http://www.ssireview.org/pdf/Fall_2012_Broader_Evidence_for_Bigger_Impact.pdf

Levitt, H. M., Bamberg, M., Creswell, J. W., Frost, D. M., Josselson, R., & Suárez-Orozco, C. (2018). Journal article reporting standards for qualitative primary, qualitative meta-analytic, and mixed methods research in psychology: The APA Publications and Communications Board task force report. *American Psychologist*, 73(1), 26-46. <http://dx.doi.org/10.1037/amp0000151>. Retrieved from

<https://www.apa.org/pubs/journals/releases/amp-amp0000151.pdf>