



Jennifer Elise Iriti, PhD

“Make the important measurable, not the other way around”

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My professional goal is to leverage research and data in service of the work of education practitioners and decision-makers. The flexible use of mixed-methods evaluation and improvement science approaches in conjunction with the insights gleaned from the learning sciences are the key tools I employ to identify and focus on what matters for continuous improvement in education organizations. Under my direction, the Evaluation for Learning team at the University of Pittsburgh’s Learning Research and Development Center has worked with local and national education organizations to design, document, and evaluate a wide variety of educational programs and strategically build capacity of these organizations to continuously identify and solve problems of practice. The work is driven by a focus on collaboration, boundary spanning, and the integration of research and practice for organizational decision needs.

EDUCATION AND CAREER DEVELOPMENT

University of Pittsburgh: (2003) PhD in Developmental and Educational Psychology with a minor in Research Methodology.

Certificate in Interdisciplinary Policy and Evaluation: (2001) Fellowship at the University of Pittsburgh including two years of coursework in interdisciplinary policy and evaluation as well as internships in educational evaluation settings.

MTS Evaluation Institute: (2000) Three-week summer institute on evaluation in science, mathematics, and technology at Western Michigan University’s Evaluation Center. This intensive institute was funded by the National Science Foundation and was awarded on a competitive basis.

Frostburg State University, Bachelor of Science, *cum laude*: (1995) Double- major in Psychology (cumulative GPA 4.0) and Speech Communication (cumulative GPA 3.9).

APPOINTMENTS

Research Associate	Learning Research and Development Center- University of Pittsburgh; Director of the Evaluation for Learning Project	2002- present
Faculty Fellow	Center for Urban Education	2014- present
Graduate Faculty	School of Education- University of Pittsburgh	2014- present
Adjunct Assistant Professor	Learning Sciences Program- University of Pittsburgh	2012- 2014

SAMPLE OF CURRENT AND RECENT GRANTS/CONTRACTS

Pittsburgh Public Schools (PI: J. Iriti) 09/16 – 09/17

Developing infrastructure for internal data use to shape policy and practice.

The Pittsburgh Public Schools seeks to build an internal framework and infrastructure to help the organization more effectively use data for shaping policy and practice decisions. This work will focus on the districts' goals and programming around summer learning to pilot the tools and routines to gather, analyze, and aggregate appropriate data to inform key district questions. Key partners: Dr. Dara Ware Allen, Ms. Christine Cray, Mr. James Doyle, and Mr. Tylor Hart

The Katz School of Business (PI: J. Iriti) 06/16 – 06/18

Building measurement infrastructure for MBA program for experience-based learning outcomes.

This project is a collaborative development effort to build a valid but practical measurement infrastructure for the two-year MBA program so that faculty and staff are better able to support students' growth toward targeted outcomes and to assess the value-added of the experience-based learning model that is central to the program's pedagogical approach. Through this context-specific work, we seek to develop a set of standards and indicators for experience-based learning, a popular and valued (but unmeasured) approach to MBA programming nationally. Key partners: Mr. William Valenta

The Pittsburgh Promise (PI: J. Iriti) 03/09-present

Annual indicators for Scholar retention, persistence, and degree attainment.

This ongoing, annual work involves the comprehensive analysis of all data available to understand patterns and trends in college going both of those who actually use the Pittsburgh Promise as well as the rest of the graduates from Pittsburgh Public Schools. This work is used to identify problems or practice or areas in need of additional intervention, including the performance of higher education institutions. Most recently, the work is focused on the development of data placemats to bring action-focused data on college going to school-based leaders. Key partners: Mr. Saleem Ghubril, Dr. Shelley Scherer, and Ms. Shawn Butler

The Nellie Mae Foundation for Education (PI: J. Russell) 08/16-present

Evaluation of the Better Math Teaching Network

The Nellie Mae Education Foundation is currently funding the American Institutes for Research's (AIR) work to launch and operate a Networked Improvement Community (NIC) in New England. This NIC is focused on student-centered learning in high school algebra as a potential solution to the problem of high rates of high school math students disengaged in mathematics learning. In 2014, a core group of AIR personnel, a math leader/practitioner, and Nellie Mae's Director of Research engaged in The Carnegie Foundation for Advancement of Teaching's Learning Labs to learn about improvement science and receive coaching on the development of their NIC. In the fall of 2015, the network began working with a pilot set of teachers and math leaders in New England. The teachers and math leaders learned about improvement science and began implementing their own PDSA cycles in January 2016. With the network in its first year, the Foundation is interested in evaluating its

development. The purpose of this developmental evaluation is to explore elements of the NIC development, outcomes, and dissemination of lessons learned.

Promise- PPS- EFL Collaboration (PI: J. Iriti) 05/14 - 03/16

Evidence-based tools for right-matching students' postsecondary selections.

This study was a researcher-practitioner partnership among the Pittsburgh Public Schools (represented by Dr. Dara Ware Allen and her team), the Pittsburgh Promise, and my research team funded by the Benter Foundation. The goals of the work were to understand the conditions, inputs, and drivers of student matching to postsecondary institutions and development of tools and approaches to increase the rate of high quality matches. The project resulted in actionable steps including efforts to pilot in-school SAT administration at Milliones-UPrep High School, contributions to the PPS Comprehensive Guidance Plan, emergent data placemats for high school leaders, and webinars on financial aid planning for PPS counselors provided by the Promise. Key partners: Dr. Dara Ware Allen, Mr. Janard Pendelton, Ms. Christine Cray, Mr. Saleem Ghubril, and Ms. Shawn Butler

Lumina Foundation (PI: J. Iriti) 05/15 – 08/16

Impact analysis of the Pittsburgh Promise.

The study utilized a quasi-experimental model to evaluate the impact of the Pittsburgh Promise on college enrollment and persistence to the second year. Key partners: Dr. Lindsay Page and Mr. Saleem Ghubril

Lumina Foundation (PI: J. Iriti) 05/15 – 08/16

Development of an indicators framework for place-based scholarship programs.

This was a development project in which I drew on the annual indicators work for the Pittsburgh Promise and the broader literature on predictors of postsecondary readiness and success to codify a framework of potential indicators in three key outcome areas: PK-12 education systems, postsecondary enrollment and attainment, and community/economic well-being that can be used by practitioners and researchers affiliated with place-based college scholarship programs. The framework has been disseminated and used nationally by other place-based scholarship programs to build their monitoring and evaluation plans. Key partners: Dr. Michelle Miller-Adams

The United Way of Allegheny County (PI: J. Iriti) 05/15 – 12/16

Evaluation of the 'Be a Middle School Mentor' Program.

This is a comprehensive evaluation of a middle school mentoring program, now in its 7th year. The evaluation seeks to understand the extent to which the program is being implemented as intended and the extent to which targeted student outcomes are being achieved. The study explores impacts on socio-emotional dimensions, college and career aspirations, academic and behavioral indicators, and extent to which program increases the number of students who are eligible for the Pittsburgh Promise scholarship. Key partners: Mr. Damon Bethea, Mr. James Doyle, Mr. Tylor Hart

University of Pittsburgh- School of Education (PI: J. Iriti) 02/16 – 04/16

Study of Faculty Perspectives of New 'EdD in Three' Program.

This qualitative study was designed to understand School of Education faculty views about the new EdD program, which follows the lead of the Carnegie Project for the Education Doctorate in which the EdD is distinguished from the PhD by conceptualizing it as a

practice-focused study rather than the academic researcher apprenticeship that characterizes the PhD. The study surfaced logistical, technical, leadership, cultural, and structural challenges and offered suggestions for developing a shared understanding across faculty and more effective mechanisms for communication. Key partners: Dr. Jen Sherer and Dr. Alan Lesgold

Learning Research and Development Center (PI: J. Iriti) 05/14 – 05/16
Development of Learning Architecture for the Institute for Learning.

The Institute for Learning is the practice arm of the Learning Research and Development Center. The goals of this work were to design and implement an infrastructure that would provide the right information to support the organization’s learning about its work. Key partners: Dr. Anthony Petrosky, Mrs. Colleen Briner, and Dr. Jen Sherer

Allegheny County Library Association (PI: J. Iriti) 05/14 – 06/16
Evaluation of the ‘Librarians as STEM Educators’ Program.

This study was a comprehensive evaluation of a capacity-building program that sought to prepare librarians to effectively support STEM education in out of school time. The study documented the model that was employed and projected the feasibility of scaling up. In addition, the evaluation examined librarian STEM practice in situ and the extent to which a community of practice was developed among the participating librarians. Key partners: Ms. Laurie Anderson and Ms. Jessica Meyers

Other recent projects including:

- » Pittsburgh Public Schools Summer Dreamers Academy Evaluation- PI: J. Iriti 13-14
- » National Science Foundation DRK-12 BLOOM project- Evaluator: J.Iriti 12-14
- » Pittsburgh Public Schools Educational Equity Documentation- PI: J. Iriti 12-13
- » National Science Foundation ITEST Robot Algebra project- Evaluator: J. Iriti 11-12
- » Ball Foundation Transformative School District Change evaluation- PI: J. Iriti 09-10

Past work has also included a range of evaluation and development work with organizations such as:

The Pittsburgh Foundation
The Heinz Endowments
A+ Schools
National Writing Project
Boundless Readers
The California Endowment
Three Rivers Connect
Fox Chapel Area School District
The California Endowment

City Charter High School
Pittsburgh Cares
The Skillman Foundation
Reading is FUNdamental Pittsburgh
ASSET
Carnegie Mellon University- Governor’s
Institute for the Physical Sciences
Carnegie Mellon University- InfoLink

PROFESSIONAL EXPERIENCE

University of Pittsburgh's Learning Research and Development Center

April 2002-present

Research Associate and Director for Evaluation for Learning Project- The EFL provides direct evaluation, program planning, and evaluation capacity building support to education-related organizations and foundations that make grants in education. In addition, the EFL draws on these applied experiences to advance the fields of evaluation practice and educational research when relevant. In addition to being a core staff member, Iriti has been Co-Director of this project since 2009 and Director since 2015. Professional roles include recruiting grants/contracts, developing and maintaining client relationships, overseeing and participating in evaluation or applied research design, implementation, analysis, and reporting, as well as mentoring and overseeing graduate student researchers and project staff. This work includes the management and analysis of survey data, student academic and behavioral data, and observational data. The evaluation work is geared for decision-makers and those who design, implement and/or fund programs. The EFL approach includes collaborative development of infrastructure and tools for high quality evaluation of programs or initiatives, including articulation of theories of change and action, tool/instrument development, human capacity for data analysis and sense-making, and scanning of best practices. Key areas of specialization include professional development design and impact assessment, post-secondary readiness, youth academic and social development programs, educational networks, educational leadership development, assessing change in classroom practices, supporting practitioner use of data for improvement, and capacity building for organizational learning. In addition to direct services, the work also includes intentional efforts to produce usable knowledge back to the fields of evaluation and educational research.

University of Pittsburgh School of Education

Intermittently 2004-present

Teaching Graduate Courses- Experienced and effective educator for courses such as Psychology of Learning and Development for Educators, Human Development, Action Research, Research Seminar, and Introduction to Educational Evaluation. Additional responsibility included coordinating the Master's level educational psychology programming within the School of Education. Responsibilities included working with faculty from 3 departments to effectively incorporate educational psychology coursework into academic programs. Student evaluations and Teaching Portfolio available upon request.

University of Pittsburgh School of Education

January 1999-April 2000

Teaching Fellow for undergraduate Educational Psychology and Applied Developmental courses

University of Pittsburgh's Learning Research and Development Center

January 1998 - March 2002

Graduate Student Researcher on evaluation projects

University of Pittsburgh Psychology in Education Department

January 1998- August 1998

Graduate Student Researcher for Pitt Mother and Child Project

RESEARCH SKILLS

- Review, analysis, and synthesis of literature
- Mixed-method evaluation designs
- Case study research
- Survey design and analysis
- Development of performance-based assessments and scoring rubrics
- Focus group and interview design, facilitation, and analysis
- Development and use of observation protocols
- Familiarity with federal and state educational data repositories, including PA state curricular and assessment frameworks
- Quantitative data analysis including descriptive and inferential statistics
- Practice-focused methodologies such as action research, Plan-Do-Study-Act and design-based implementation research
- Analytic software including SPSS and NVivo
- Development of infographics and data placemats (using software such as Piktochart)

AREAS OF PROFESSIONAL INTEREST AND RESEARCH

- Evaluation use in education to support strategic decision-making (Decision-oriented Educational Research- DOER)
- Evaluation as a tool to foster organizational learning
- Collaborative, participatory, utilization-focused and developmental evaluation approaches that incorporate stakeholders in the design and implementation of evaluation
- Improvement science techniques to support continuous improvement
- Professional development design, implementation, and evaluation approaches that encourage learner agency and empowerment
- Post-secondary readiness and the transitions from PK-12 to higher education to career
- Data visualization techniques
- Problem-scoping techniques
- Design thinking as tool to build coherence in data use

JOURNAL PUBLICATIONS

Iriti, J. E., Bickel, W. E., & Nelson, C. A. (2005). Using recommendations in evaluation: A decision-making framework for evaluators. *American Journal of Evaluation, 26 (4)*, 464-479.

Iriti, J. E., Bickel, W. E., Schunn, C., and Stein, M. K. (2016). Maximizing research and development resources: Identifying and testing “load-bearing conditions” for educational technology innovations. *Educational Technology Research & Development, 64(2)*, 245-262.

Iriti, J., Page, L., & Bickel, W. (2017). Place-based scholarships: Catalysts for systems reform to improve postsecondary attainment. *International Journal of Educational Development*. DOI: 10.1016/j.ijedudev.2017.02.002

Page, L., **Iriti, J.**, Lowry, D., & Anthony, A. (revise and resubmit). The Promise of place-based investment in college access and success: Investigating the impact of the Pittsburgh Promise. *Education Finance and Policy*.

BOOK CHAPTERS

- Nelson, C. A., **Iriti** (formerly Post), J. E., & Bickel, W. E. (2002). Evaluating educational technology implementation: A two-part framework for assessing the institutionalization of technology in schools and classrooms. In T. Kellaghan, D. Stufflebeam, & L. Wingate (Eds.) (2002). *International Handbook of Educational Evaluation*. Kluwer Academic Publishers.
- Page, L., & **Iriti**, J. (2016). *On undermatch and college cost: A case study of the Pittsburgh Promise*. In A. Kelly, J. S. Howell, C. Sattin-Bajaj (Eds). *Matching students to opportunity: Expanding college choice, access, and quality*. Cambridge, MA: Harvard Education Press.

OTHER PUBLICATIONS

- Bickel, W. E., & **Iriti**, J. E. (2009, October). *Making real choices happen in traditional public schools: Lessons to be learned from non-traditional choice settings*. Learning Policy Brief (Vol. 2; Issue 2): University of Pittsburgh.
- Iriti**, J. E., & Bickel, W.E. (2005, May). *Strengthening school-based leadership: Issues and prospects in national relief*. A+ Schools: Pittsburgh, PA.
- Iriti**, J. E., & Miller-Adams (2016). Place-based scholarship monitoring and evaluation framework. Available: <http://www.upjohn.org/node/1383>
- Nelson, C. A., **Iriti** (formerly Post), J. E., & Bickel, W. E. (2001). *Institutionalization of technology in schools checklist*. The Evaluation Center, Western Michigan University checklist project. Available at http://www.wmich.edu/~evalctr/checklists/view-download_page.htm

REFEREED PRESENTATIONS

- Bickel, W. E., **Iriti**, J. E., & Meredith, J. (2010). *Small foundations with big learning agenda: A case of using analysis of past grant making to support future organizational learning*. Paper presented at the Annual Meeting of the American Evaluation Association in San Antonio, TX.
- Bickel, W. E., **Iriti**, J. E., & Nelson, C. A. (2009). *Shaping organizational strategy development through non-traditional activities*. Paper presented at the Annual Meeting of the American Evaluation Association in Orlando, FL.
- Bickel, W. E., **Iriti**, J. E., & Nelson, C. A. (2008). *Integrating evaluative inquiry in the work of foundations: A case example of a "retainer relationship."* Paper presented at the Annual Meeting of the American Evaluation Association in Denver, CO.

- Bickel, W. E., **Iriti**, J. E., & Nelson, C. A. (2003). *Foundation questions—evaluation responses: A resource for integrating evaluative thinking into the grant making cycle*. Paper accepted for presentation at the Annual Meeting of the American Evaluation Association in Reno, Nevada.
- Bickel, W. E., **Iriti** (formerly Post), J. E., Millett, R., & Nelson, C. A. (2002). *Assessing organizational barriers to using evaluation in support of learning in foundations*. Paper presented at the Annual Meeting of the American Evaluation Association in Crystal City, Virginia.
- Bickel, W. E., **Iriti**, J. E., Nelson, C. A., & Hendricks-Smith, A. (2007). *Using evaluative processes in foundations: Challenges and solutions*. Think tank presentation at the Annual Meeting of the American Evaluation Association in Baltimore, Maryland.
- Hendricks-Smith, A., Bickel, W. E., **Iriti**, J. E., & Nelson, C. A. (2006). *Building learning into organizational routines: The California Endowment*. Paper presented at the Annual Meeting of the American Evaluation Association in Portland, Oregon.
- Hicks, M., Meyers, S., **Iriti**, J.E., Nelson, C. A., Relucio-Hensler, C., & Plaskett, N. (2006). *Teachers who read are the best teachers of reading: A professional development approach for improving literacy in Chicago classrooms*. Symposium presented at the Annual Meeting of the International Reading Association in Chicago, IL.
- Iriti** (formerly Post), J. E. (2000, March). *Teacher professional development and student learning: Searching for evidence of a link*. Paper presented at the Council of Graduate Students in Education Student Research Conference, Pittsburgh, PA.
- Iriti**, J. E. (2013). *What should we measure? Indicators for tracking the progress of Promise programs*. Presentation to the PromiseNet conference held in Kalamazoo, MI.
- Iriti**, J. E. & Page, L. (2014). *Evidence-based tools for right-matching students' postsecondary selections*. Presentation to the PromiseNet conference held in New Haven, CT.
- Iriti**, J. E. & Daugherty, L. (2015). *Program evaluation: Build it from the beginning*. Presentation to the PromiseNet conference held in Kalamazoo, MI.
- Iriti**, J. E., Brown, J., & Miller-Adams, M. (2016). *Promise programs design lab*. Presentation to the PromiseNet conference held in Washington DC.
- Iriti**, J. E. & Hamilton, L. (2016). *Program evaluation: Build it from the beginning*. Presentation to the PromiseNet conference held in Washington DC.
- Iriti**, J. E. (2016). *Researcher-practitioner partnerships: Developing evidence-grounded solutions*. Presentation to the PromiseNet conference held in Washington DC.
- Iriti**, J. E. (2010). *From compliance to reliance: Critical moments in integrating evaluation into an organization's work*. Panel session presented at the Annual Meeting of the American Evaluation Association in San Antonio, TX.

- Iriti**, J. E. (2006). *Improving literacy practices through teachers' own reading: Theoretical and empirical underpinnings*. Paper presented at the Annual Meeting of the International Reading Association in Chicago, IL.
- Iriti**, J. E., & Bickel, W. E. (2009, April). *Variation in educational choice approaches: A case study of sector drivers*. Paper presented at the Annual Meeting of the American Educational Research Association in San Diego, CA.
- Iriti**, J. E., Bickel, W. E., & Nelson, C. A. (2003). *Using recommendations in evaluation: A decision-making framework for evaluators*. Paper presented at the Annual Meeting of the American Evaluation Association in Reno, Nevada.
- Iriti**, J. E., Bickel, W. E., & Nelson, C. A. (2004). *Moving the field of evaluation toward more systematic consideration of recommendations*. Panel presentation at the Annual Meeting of the American Evaluation Association in Atlanta, Georgia.
- Iriti**, J. E., Bickel, W. E., & Nelson, C. A. (2010). *Keeping "The Promise:" Practices for building post-secondary readiness and Promise scholarship eligibility in high schools*. Paper presented at the Annual Meeting of the American Educational Research Association in Denver, CO.
- Iriti**, J. E., & Nelsestuen, K. (2010). *Taking a good, long look in the mirror: How can we hold ourselves accountable for quality recommendations?* Think Tank session presented at the Annual Meeting of the American Evaluation Association in San Antonio, TX.
- Iriti**, J. E., & Nelsestuen, K. (2011). *A call to action: Evaluating evaluators' recommendations*. Paper presented at the Annual Meeting of the American Evaluation Association in Anaheim, CA.
- Iriti** (formerly Post), J. E., Nelson, C. A., & Bickel, W. E. (2002, April). *Barriers and enablers to the effective implementation of the "teachers teaching teachers" staff development model: Lessons learned from a district-wide technology staff development initiative*. Paper presented at the Annual Conference of the American Educational Research Association, New Orleans, LA.
- Iriti** (formerly Post), J. E., Nelson, C. A., & Bickel, W. E. (2001, November). *Building evaluation capacity in foundations: The development of an on-line grantee reporting process*. Paper presented at the Annual Meeting of the American Evaluation Association, St. Louis, MO.
- Lowry, D., Page, L. C., Anthony, A. M., & **Iriti**, J. (2017, March). *To supplement or supplant? Institutional responses in financial aid to the Pittsburgh Promise*. Paper presented at the annual meeting of the American Education Finance and Policy association.
- Nelson, C. A., **Iriti**, J. E. (2004). *Evaluation as capacity building: Transforming tacit knowledge into decision-making tools*. Paper presented at the Annual Meeting of the American Evaluation Association in Atlanta, Georgia.

Nelson, C. A., **Iriti** (formerly Post), J. E., & Bickel, W. E. (2000, November). *Does training achieve traction? Evaluating mechanisms for sustainability from teacher technology training*. Paper presented at the Annual Meeting of the American Evaluation Association in Waikiki, Hawaii.

Page, L., **Iriti**, J., Lowry, D., & Anthony, A. (2016). *The Promise of Place-based investment in college access and success: Investigating the impact of the Pittsburgh Promise*. Presented at American Education Finance and Policy conference in Denver, CO March 2016, PromiseNet conference in Kalamazoo, MI November 2015, and APPAM conference in Miami, FL November 2015.

INVITED PRESENTATIONS/INVITED SCHOLAR



Iriti, J. E. (2016, January). Invited scholar to the White House domestic policy council convening around postsecondary access and affordability.



Iriti, J. E. (2016, October). Invited scholar to the White House domestic policy council convening around postsecondary access and affordability.



Iriti, J. E., and Miller-Adams, M. (2016). *Growth, scope, and impact of the Promise college scholarship movement*. Presentation at the ETS conference on Designing Sustainable Funding for College Promise Programs. Held in Princeton, NJ June 2-3, 2016.



Iriti, J. E., and Miller-Adams, M. (2016). *Impact of place-based college scholarship programs*. Presentation at the New York Summit for the Campaign for Free College Tuition hosted at the Ford Foundation. NYC, June 21, 2016.



Iriti, J. E. & Miller-Adams, M. (2016). *The impact of place-based scholarships: What do we know?*. Invited plenary presentation to the PromiseNet conference held in Washington DC.



Iriti, J. E. (2013). *Supporting Literacy in Chicago Public Schools: Meaningful experiences MATTER*. Invited Keynote Speaker for Boundless Readers' Annual Gala. The United Club at Soldier Field.



Iriti, J. E. (2012). *Developing a theory of change and using it to drive high quality programming*. The Mentoring Partnership: Pittsburgh, PA.



Iriti, J. E. (2005, 2006). *Evaluating Survival Skills and Ethics Programs*. Survival Skills and Ethics Program Conference. Aspen, CO.



Nelson, C. A., Bickel, W. E., & **Iriti**, J., with Murphy, N. (Fall 2006). *District-Wide Urban High School Reform: What does it look like? What does it take to do it right? Scan of National Trends, Best Practices, and Empirical Research for Pittsburgh Public Schools*. Pittsburgh, PA: EFL, Learning Research and Development Center, University of Pittsburgh.

POPULAR MEDIA



Quoted in: Berman, J. (2016). These cities have been offering free college for years: What proponents of debt and tuition-free college can learn from Promise programs. *MarketWatch*, September 20, 2016. Available:

<http://www.marketwatch.com/story/these-cities-have-been-offering-free-college-for-years-2016-09-06>



Page, L., & Iriti, J. (September 6, 2015). [*Don't blame the Pittsburgh Promise: The most powerful force that's making college less affordable in Pennsylvania is declining state support.*](#) Pittsburgh Post-Gazette Op-Ed.



Iriti, J. E., & Miller-Adams, M. (2016) *Place-based scholarship monitoring and evaluation framework*. Linked within US DOE America's College Promise Playbook: Expanding the promise of a college education and economic opportunity for all students. Available: <https://www2.ed.gov/documents/press-releases/college-promise-playbook.pdf>



Quoted in: Marklein, M. B. (2011). Pittsburgh mentors, money fuel education. *USA Today*, January 8, 2011. Available:

http://usatoday30.usatoday.com/news/americanwants/2011-01-05-education-side_N.htm

TECHNICAL REPORTS/EVALUATION PRODUCTS

Below is a small sample of technical reports and evaluation products that provide a sense of the scope of evaluation work. The products are available upon request. These products are developed specifically for decision contexts with users in mind. This work differs from that of traditional academic research in that the studies are designed to support and inform decision-makers, program designers/implementers, and/or funders. These artifacts cannot fully represent the nature of the work in supporting decision-makers' use of evaluation and research findings that include processes for sense-making and application to their decision-contexts. Detailed information about the use context for each can be supplied upon request.

Bickel, W. E., & Iriti, J.E. (April 24, 2012). *Study of organizational context characteristics that influence implementation of Robotics Units: Year One*. Robotics Algebra Project (NSF), Schunn & Stein PIs. Pittsburgh, PA: Learning Research and Development Center, University of Pittsburgh.

Bickel, W. E., & Iriti, J. E. (July 15, 2011). *The use of intermediary organizations in philanthropy: A briefing for the Heinz Endowments Education Program*. Pittsburgh, PA: Learning Research and Development Center, University of Pittsburgh.

Bickel, W. E., Iriti, J. E., & Nelson, C. A. (December, 2007). *Educational Leadership Initiative: Pilot Year Final External Evaluation Report*. Pittsburgh, PA: Learning Research and Development Center, University of Pittsburgh.

- Bickel, W. E., **Iriti**, J. E., & Nelson, C. A. (2004). *Heinz Endowments Education Program, Strategic Analysis of the Technology For Learning Grant-making Strand*. Pittsburgh, PA: Learning Research and Development Center, University of Pittsburgh.
- Bickel, W. E., **Iriti**, J. E., & Nelson, C. A. (2003). *School Performance Network: An Assessment of the Status and Impact of the SPN in the Third Year of Its Development*. Pittsburgh, PA: Learning Research and Development Center, University of Pittsburgh.
- Bickel, W. E., **Iriti**, J. E., & Nelson, C. A. (2008). *Past as Prologue: Strategic Review of the Heinz Endowments' Educational Choice Investments 1993-2008*. Pittsburgh, PA: Learning Research and Development Center, University of Pittsburgh.
- Bickel, W. E., Nelson, C. A., & **Iriti** (formerly Post), J. E. (September 6, 2000). *Briefing report: Heinz Endowments- PPS Technology Professional Development Program*. Pittsburgh, PA: Learning Research and Development Center, University of Pittsburgh.
- Iriti**, J. E. (2011). *Pittsburgh Young Leaders' Academy Year 3 Evaluation Report*. Pittsburgh, PA: Pittsburgh Cares.
- Iriti**, J. E. (2010). *Pittsburgh Young Leaders' Academy Year 2 Evaluation Report*. Pittsburgh, PA: Pittsburgh Cares.
- Iriti**, J. E. (2009). *Pittsburgh Young Leaders' Academy Year 1 Evaluation Report*. Pittsburgh, PA: Pittsburgh Cares.
- Iriti**, J. E., & Bickel, W. E. (2013). *Evaluation of 2013 Summer Dreamers Academy non-academic outcomes*. Pittsburgh, PA: Learning Research and Development Center, University of Pittsburgh.
- Iriti**, J. E. (2004). *Western Pennsylvania Writing Project's Young Writers' Institute: Evaluation Report*. Pittsburgh, PA: Learning Research and Development Center, University of Pittsburgh.
- Iriti**, J. E., & Bickel, W.E. (July, 2012). *Dynamic Resource Portal Final Evaluation Report*. Pittsburgh, PA: Learning Research and Development Center, University of Pittsburgh.
- Iriti**, J. E., & Bickel, W. E. (November 11, 2011). *"Promises" not yet realized: Those who could but don't use Promise scholarship funds*. Pittsburgh, PA: Heinz Endowments.
- Iriti**, J. E., & Bickel, W. E. (2010). *Secondary Education in the United States*. Briefing report prepared for the Heinz Endowments' Education Program for strategic planning. Pittsburgh, PA: Evaluation for Learning Group at the Learning Research and Development Center, University of Pittsburgh.
- Iriti**, J. E., & Bickel, W. E. (2004). *Evaluation Report: The Western Pennsylvania Writing Project's Partnership Program*. Pittsburgh, PA: EFL, Learning Research and Development Center, University of Pittsburgh.

- Iriti, J.E., & Bickel, W. E. (2010).** *Looking inward to keep The Promise: How Pittsburgh high schools prepare students for post-secondary education- Year 2.* Pittsburgh, PA: Learning Research and Development Center, University of Pittsburgh.
- Iriti, J.E., Bickel, W. E., & Kaufman, J. (August 2012).** *Realizing “The Promise:” Scholar persistence and retention in post-secondary education.* Pittsburgh, PA: Learning Research and Development Center, University of Pittsburgh.
- Iriti, J. E., & Bickel, W. E., with C. Long (May 31, 2012).** *Mentoring to The Promise: Evaluation of the Be a 6th Grade Mentor Program.* Pittsburgh, PA: United Way of Pittsburgh.
- Iriti, J. E., & Bickel, W. E. with C. Long. (August 2011).** *Be a 6th Mentoring Program: Preliminary formative findings & formative agency reports.* Pittsburgh, PA: Learning Research and Development Center, University of Pittsburgh.
- Iriti, J.E., Bickel, W.E., Meredith, J., & Walker, M. (2009).** *Looking inward to keep The Promise: What do Pittsburgh charter high schools do to prepare students for post-secondary education?* Pittsburgh, PA: Learning Research and Development Center, University of Pittsburgh.
- Iriti, J. E., Kaufman, J., & Bickel, W. E. (December, 2012).** *Policy opportunities for equity in education.* Pittsburgh, PA: Learning Research and Development Center, University of Pittsburgh.
- Iriti, J. E., Bickel, W. E. & Long, C. L. (2013).** *Pittsburgh Promise Annual Metrics 2013.* Pittsburgh, PA: Learning Research and Development Center, University of Pittsburgh.
- Iriti, J. E., & Long, C. L. (2014).** *Pittsburgh Promise Annual Metrics 2014.* Pittsburgh, PA: Learning Research and Development Center, University of Pittsburgh.
- Iriti, J. E., & Long, C. L. (2015).** *Pittsburgh Promise Annual Metrics 2015.* Pittsburgh, PA: Learning Research and Development Center, University of Pittsburgh.
- Iriti, J. E., & Long, C. L. (2016).** *Pittsburgh Promise Annual Metrics 2016.* Pittsburgh, PA: Learning Research and Development Center, University of Pittsburgh.
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- Iriti, J.E. & Nelson, C. A. (2008).** *Rochelle Lee Fund Approach and Metrics: 2003-2007 Cross Year Evaluation Summary.* Chicago, IL: Boundless Readers.

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ACADEMIC COLLABORATORS

- ✓ **William Bickel**- University of Pittsburgh- LRDC/SOE
- ✓ **Rip Correnti**- University of Pittsburgh- LRDC/SOE
- ✓ **Lindsay Page**- University of Pittsburgh- LRDC/SOE
- ✓ **Chris Schunn**- University of Pittsburgh- LRDC
- ✓ **Mary Kay Stein**- University of Pittsburgh- LRDC/SOE
- ✓ **Julie Fiez**- University of Pittsburgh- LRDC
- ✓ **Catherine Nelson**- Independent Consultant
- ✓ **Kari Nelsestuen**- Independent Consultant
- ✓ **Colleen Briner**- University of Pittsburgh Institute for Learning
- ✓ **Jen Sherer**- University of Pittsburgh Institute for Learning
- ✓ **Michelle Miller-Adams**- The Upjohn Institute
- ✓ **Dara Ware Allen**- Pittsburgh Public Schools
- ✓ **Saleem Ghubril**- Pittsburgh Promise
- ✓ **Shawn Butler**- Pittsburgh Promise
- ✓ **Laura Lacy Hamilton**- Beacon of Hope

PROFESSIONAL ORGANIZATIONS

- American Evaluation Association
- American Educational Research Association
- American Educational Finance and Policy
- Pennsylvania School Boards Association

SERVICE

- Dissertation committees:
 - 2011- L. Silverstein
 - 2015- E. Zeggara
 - 2015- M. Hicks
 - 2017- A. Gaito-Lanese
 - TBD- Danielle Lowry
 - TBD- Sarah Chesney
 - TBD- Emi Iwatani
- Reviewer for RAND Corporation New Have School Change and Promise Evaluation (2014)

- Reviewer for the following journals:
 - Educational Researcher (2017)
 - Economic Development Quarterly (2014)
 - Review of Educational Research Journal (2010)
 - American Journal of Evaluation (2002, 2005, 2006, 2009, 2010)
 - Reviewer for American Educational Research Journal (2009)
- Reviewer for the following professional association conferences:
 - American Evaluation Association- Evaluation Use, Non-profit and Foundations, School Evaluation, and Research on Evaluation TIGs (2004-2011)
 - American Educational Research Association proposals- Divisions H, K and L (2002, 2009, 2010)
- Chair and discussant roles:
 - American Educational Research Association conference (2010)
 - American Evaluation Association conference (2008-2010)
- PromiseNet conference planning committee- Washington DC (2016)
- National Science Foundation Panel Reviewer- AISL (2015)
- Advisory/Board roles:
 - South Fayette Township School District School Director- (elected position 2013- present)
 - Pittsburgh Public Schools Comprehensive Guidance Plan Advisory Committee (2016-present)
 - South Fayette School District Comprehensive Guidance Plan Advisory Committee (2016-present)
- Active in the South Fayette PTA (Science & Invention Fair Chair 2012-present; Family Fitness Night Co-Chair 2015-present)