



Jennifer Elise Iriti, PhD

“Make the important measurable, not the measurable important”

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My professional goal is to leverage research and data in service of the work of education practitioners and decision-makers for more efficacious and equitable education systems and experiences. I use mixed-methods evaluation and improvement science approaches in conjunction with the insights gleaned from the learning sciences as the key tools to identify and focus on what matters for continuous improvement in education organizations.

EDUCATION AND CAREER DEVELOPMENT

LUMA Institute: (2018) Completed 2-day human-centered design training.

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 Scientist	Learning Research and Development	2017- present
Research Associate	Center- University of Pittsburgh; Director- Evaluation for Learning Project	2002- 2017
Research Affiliate	W. E. Upjohn Institute for Employment Research	2019-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

PROFESSIONAL EXPERIENCE

University of Pittsburgh's Learning Research and Development Center

July 2017-present

Research Scientist, Director of [Evaluation for Learning](#) team; Co-Director of [Partners for Network Improvement](#)

Iriti provides leadership for two teams, the Evaluation for Learning group (EFL) and the Partners for Network Improvement (PNI). Under her direction, the Evaluation for Learning team 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. Together with colleagues Jennifer Russell and Jennifer Sherer, Iriti provides leadership for the Partners for Network Improvement team whose mission is providing strategy development, evaluation, and research regarding educational networks that focus on collective improvement. PNI has conducted developmental evaluations of several networked improvement communities and more recently is applying NIC design principles to build and oversee the knowledge management infrastructure for an NSF-funded alliance of precollege STEM programs. Iriti's work is 100% grant-funded along with the Research Associates, graduate students and research assistants who work on her teams.

University of Pittsburgh's Learning Research and Development Center

April 2002-July 2017

Research Associate, Co-Director / Director of Evaluation for Learning team

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. Iriti was Research Associate on this team from 2002 until 2009, Co-Director from 2009-2015 and Director from 2015 to present. 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 2004-2015**

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

CURRENT AND RECENT GRANTS/CONTRACTS

Summary of Grants/Contracts 2015-2020

Status	Title	Source	Period	Amount	Role
Current	Pittsburgh Promise Coaching Initiative Evaluation	Pittsburgh Promise	11/2020 – 10/2024	\$324,987	PI
Current	Promise 2020 Annual Metrics	Pittsburgh Promise	09/2020-12/2021	\$35,000	PI
Current-Administered through Arts & Sciences	STEM PUSH Network Alliance	NSF	09/2019 - 08/2024	\$10,000,000 total; \$2,333,693 specifically for LRDC personnel	Co-PI (with Slinksey-Legg, Allen, Boone, & Morrison)
Current	Promise Program Workforce Outcomes	Strada Education Network	10/2017-12/2020	\$65,000	Co-PI (with Co-PI Page)

Status	Title	Source	Period	Amount	Role
Current	Evaluation of Two New England Networked Improvement Communities	Nellie Mae Education Foundation	08/2016-12/2020	Year 1:\$199,139 Year 2: \$424,521 Year 3: \$449,992 Year 4: \$449,403	Year 1- Evaluator Years 2-4- Co-PI (with PI Russell & Co-PI Sherer)
Current	Dallas ISD Network for School Improvement	Gates Foundation	08/2018-07/2021	1 month of Iriti time per year	Evaluation consultant
Completed	Promise 2019 Annual Metrics	Pittsburgh Promise	09/2019-09/2020	\$34,657	PI
Completed	Diversifying Access to Urban Universities for Students in STEM Fields	NSF	09/2017-08/2019	\$300,000 total; \$79,542 for Iriti-led portion	Co-PI (with PI Slinsky-Legg, Co-PIs Allen, Boone, & Delale O'Connor)
Completed	Improvement Science Training for the Provost's Advising Networked Improvement Community	Pitt's Provost Office	08/2019	\$9,700	PI
Completed	Promise Coaching Design	Pittsburgh Promise	01/2019-12/2019	\$35,000	PI
Completed	Study of City as Our Campus Community-based Learning	Winchester Thurston School	09/2017-12/2019	\$25,000	PI
Completed	Promise 2017 Annual Metrics	Pittsburgh Promise	07/2017-06/2018	\$33,908	PI
Completed	Promise 2016 Annual Metrics	Pittsburgh Promise	06/2016-05/2017	\$33,340	PI
Completed	Building an Evaluation Infrastructure of the MBA Program Experience-based Learning Program	Katz School of Business	06/2016-05/2018	\$95,000	PI
Completed	Development of Summer Learning Data infrastructure	Pittsburgh Public Schools	08/2016-12/2017	\$40,000	PI
Completed	Study of Faculty Perspectives of New 'EdD in Three' Program	Pitt School of Education	02/2016-04/2016	1 month of Iriti time	PI
Completed	Evaluation of Be a Middle School Mentor Program	United Way	05/2015-12/2016	\$128,000	PI

Status	Title	Source	Period	Amount	Role
Completed	Impact Study of Pittsburgh Promise and Development of Promise Evaluation Tool	Lumina Foundation	09/2014-06/2016	\$20,000	PI (with Co-PI Page)
Completed	Researcher-Practitioner Partnership for Rightmatching Students' Postsecondary Selections	Benter Foundation via Pittsburgh Promise	05/2014/-03/2016	\$187,515	PI (with Co-PIs Page & Bickel)
Completed	Evaluation of the "Librarians as STEM Educators" Program	Allegheny County Library Association	05/2014-06/2016	\$28,600	PI
TOTAL				\$12,592,775	

Description of Sample of Current and Recent Grants/Contracts

National Science Foundation INCLUDES

09/17- present

STEM PUSH Network Alliance- 09/19 to 08/24 (Co-PI; \$10,000,000)

The STEM PUSH Network is an NSF-funded alliance of precollege STEM programs, STEM and culturally responsive pedagogy experts, formal and informal education practitioners, college admissions professionals, the accreditation sector, and other higher education representatives. It will establish a powerful collaborative improvement space using the networked improvement community (NIC) model and a "next generation" accreditation model that will serve as a mechanism for communicating the power of precollege programs to admissions offices. Framing this work is the notion that the accreditation of precollege STEM programs is an equitable supplemental admissions criterion to the current, often cited as a culturally biased, standardized test score-based system. To achieve its shared vision and goals, the Alliance has four key objectives: (1) establish and support a national precollege STEM program networked community, (2) develop a standards-based precollege STEM program accreditation system for broadening participation, (3) test and validate the model within the networked improvement community, and (4) spread, scale, and sustain the model through its backbone organization, the STEM Learning Ecosystem Community of Practice. Each objective will be closely monitored and evaluated by an external evaluator. In addition, the data infrastructure developed through this Alliance will provide an unprecedented opportunity to advance scholarship in the fields of networked improvement community design and development, the efficacy of STEM precollege programs, and effective practices for broadening participation pathways from high school to higher education. By the end of five years, the STEM PUSH Network will transform ten urban ecosystems across the country into communities where students from underrepresented groups have increased college access and therefore, entrée to STEM opportunities and majors in higher education. The model can be replicated by another 80 STEM ecosystems that will have access to Alliance materials and strategies through the backbone organization. Key partners: Alison Slinsky-Legg, Alaine

Allen, Lori Delale-O'Connor, David Boone, Rebecca Gonda, Mackenzie Ball, LaTrenda Sherrill, Teaching Institute for Excellence in Schools (TIES), Middle States Association.

Design & Development Launch Pilot- 09/17 to 08/19 (Co-PI; \$300,000)

Many universities offer precollege STEM programs that can increase disadvantaged student preparation for and success in undergraduate studies. These programs enable students to participate in research experiences that impart scientific skills and increase self-efficacy and engagement. Students gain a better understanding of how STEM fields can be used to solve real-world problems, become exposed to STEM career pathways, and participate in faculty mentoring that fosters self-identity as a scientist. However, participating minority students, even when demonstrating significant learning gains, may not be accepted for admission to the institutions that host these programs due to policies that filter out applicants based on SAT scores and high school GPAs instead of prioritizing more culturally relevant criteria. The objective of this pilot is to facilitate pathways for disadvantaged students to enter STEM university programs and eventually STEM careers. To accomplish this, the pilot has four specific aims: (1) create a community engagement framework to help recruit underserved students to precollege STEM programs, (2) develop a STEM Success Matrix that identifies student competencies acquired in precollege programs that prepare students for collegiate success in STEM, (3) credential precollege programs based on their ability to prepare students in alignment with the STEM Success Matrix, and (4) develop student badging based on precollege learning gains that will be used in holistic admissions review at research universities. A key task is to evaluate the efficacy and scalability of this process for admissions. Key partners: Alison Slinsky-Legg, Alaine Allen, Lori Delale-O'Connor, David Boone, Rebecca Gonda, Mackenzie Ball, LaTrenda Sherrill, Sunnana Chand, Kellie Kane, Kashif Henderson, and Lina Dostilio.

University of Pittsburgh Provost's Office

08/2019

Advising Networked Improvement Community Training and Launch (PI; \$9,700)

Pitt's Office of the Provost sought to build a cross-department networked improvement community focused on personalizing learning through advising. PNI designed and implemented a one-day event that introduced improvement science and networked improvement community concepts grounded in research-based practices. This work seeded the launch of a root cause analysis for participating faculty and staff. About 45 participants engaged in the workshop.

The Pittsburgh Promise

03/09-present

Pittsburgh Promise Coaching Initiative Evaluation (PI; Pittsburgh Promise \$324,987)

The Pittsburgh Promise launched a 5-year coaching initiative with three Pittsburgh Public schools. The EFL team will conduct a mixed methods evaluation over the 5-year program in order to both provide formative feedback to support design and implementation adjustments and to assess impact on key program outcome goals.

Evidence-based Coaching for Postsecondary Access (PI; Pittsburgh Promise \$35,000)

The Pittsburgh Promise leadership sought assistance in designing and planning for a high school coaching initiative that would supplement the Promise financial scholarship and portfolio of outreach activities. The EFL team provided research-based design principles for a coaching model, data-grounded estimates of expected outcomes, and facilitated a

participatory approach to the ultimately adopted and funded coaching design to be launched in three Pittsburgh public high schools in the 2020-2021 school year.

Annual indicators for Scholar retention, persistence, and degree attainment. (PI; Pittsburgh Promise ~\$35,000 renewed annually)

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: Saleem Ghubril and Shelley Scherer

Impact study of Pittsburgh Promise on enrollment and persistence. (Co-PI; Lumina Foundation \$10,000)

The impact of the Promise on postsecondary enrollment and persistence into the second year were investigated using quasi-experimental research methodologies. That work has been completed and published in Education Finance Policy. The work was generously funded by the Lumina Foundation.

Impact study of Pittsburgh Promise on workforce participation. (Co-PI; Strada Education Network \$60,000)

This work is focused on using rigorous quantitative methodologies to understand and quantify the impact of the Pittsburgh Promise on workforce participation. The study is currently in the feasibility stage in collaboration with the Upjohn Institute for Employment Research. Key partners: Lindsay Page, Michelle Miller-Adams, Brad Hershbein, Gary Ritter, & Celeste Carruthers.

Indicators framework for place-based scholarship programs. (PI; Lumina Foundation \$10,000)

This was a development project funded by the Lumina Foundation in which the annual indicators work for the Pittsburgh Promise and the broader literature on predictors of postsecondary readiness and success were used to codify a framework of potential indicators in three key outcome areas of Promise programs: 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: Michelle Miller-Adams

Nellie Mae Networked Improvement Communities

08/16-present

Developmental Evaluation of the Better Math Teaching Network (Evaluator; Co-PI)

The Nellie Mae Education Foundation has funded the American Institutes for Research's (AIR) to launch and operate a Networked Improvement Community (NIC) in New England 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 the fall of 2015, the network began working with a pilot set of teachers and math leaders who learned about improvement science and began implementing their own Plan-Do-Study-Act cycles in January 2016. A developmental evaluation led by Dr. Jennifer Russell provides support to the NIC and to the funder to understand NIC development broadly and shape the evolution of its work.

Developmental Evaluation of the Student-centered Assessment Network (Evaluator; Co-PI)

The Nellie Mae Education Foundation has funded the American Institutes for Research's (AIR) to launch and operate a Networked Improvement Community (NIC) in New England focused on student-centered assessment practices. The network engages teams of teachers at partner schools with improvement science methods and student-centered assessment practices. A developmental evaluation led by Dr. Jennifer Russell provides support to the NIC and to the funder to understand NIC development broadly and shape the evolution of its work.

Gates Foundation

08/18-present

Network Health Indicators Development (evaluation consultant)

Jennifer Russell led a team at LRDC and the Carnegie Foundation to develop a set of research-based indicators and a survey tool to assess the health of improvement networks. Iriti's role was to support the initial data visualization and reporting template to support network leaders in understanding and using the health indicators data.

Dallas NSI (evaluation consultant)

The Institute for Learning designed and implemented a networked improvement community in the Dallas Independent School District focused on equity in English Language Arts at the high school level. Iriti's role was to monitor and support the functioning of the network Hub.

Winchester Thurston

06/17- 12/19

City as Our Campus Study (PI; \$55,000)

Winchester Thurston is a PK-12 independent school located in Shadyside. The school has pioneered the development of a community-based learning approach that it calls "City as Our Campus (CAOC)." Teachers design instructional experiences that leverage resources in the city and, often, includes students leaving campus and/or engaging in collaborative work with organizations/experts outside Winchester Thurston. The Evaluation for Learning group is studying the CAOC model in order to document the critical components of the approach, understand the role it plays in teachers' practice and student experiences, and identify what it takes to sustain and scale it. Ultimately, the research will be shared at a convening of other independent schools from across the country who are interested in initiating or growing community-based learning at their own schools. Key partners: Gary Neils and Adam Nye

The Katz School of Business

06/16 – 06/18

Building measurement infrastructure for MBA experience-based learning outcomes. (PI; \$95,000)

Like many MBA programs across the country, the Katz School of Business incorporate experience-based learning into its programming. While business executives and university-based instructors often intuitively know that experience-based learning is powerful for preparing MBA students, there is little evidence to date to support this claim. This project is a collaborative development effort to build a valid but practical measurement infrastructure for the experience-based education component of 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: William Valenta, Joe Pieri, Jim Kimpel, Ron Magnuson, Susan Cohen, Kiersten Maryott, & Howard Sniderman

Pittsburgh Public Schools**09/16 – 09/17***Developing infrastructure for internal data use to shape policy and practice. (PI; \$40,000)*

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: Dara Ware Allen, Christine Cray, James Doyle, and Tylor Hart

Promise- PPS- EFL Collaboration**05/14 - 03/16***Evidence-based tools for right-matching students' postsecondary selections. (PI; \$187,515)*

This study was a researcher-practitioner partnership among the Pittsburgh Public Schools (represented by 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 Millionaires-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: Dara Ware Allen, Janard Pendelton, Christine Cray, Saleem Ghubril, and Shawn Butler

The United Way of Allegheny County**05/15 – 12/16***Evaluation of the 'Be a Middle School Mentor' Program. (PI; \$128,000)*

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: Damon Bethea, James Doyle, Tylor Hart

University of Pittsburgh- School of Education**02/16 – 04/16***Study of Faculty Perspectives of New 'EdD in Three' Program. (PI)*

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: Jen Sherer and Alan Lesgold

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

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: Anthony Petrosky, Colleen Briner, and Jen Sherer

Allegheny County Library Association

05/14 – 06/16

Evaluation of the 'Librarians as STEM Educators' Program. (PI; \$28,600)

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: Laurie Anderson and Jessica Meyers

Other past projects/client organizations including:

- ✓ Allegheny Health Network's CHILL Project
- ✓ The Batch Foundation
- ✓ Pittsburgh Public Schools Summer Dreamers Academy
- ✓ National Science Foundation DRK-12 BLOOM project
- ✓ Pittsburgh Public Schools Educational Equity Documentation
- ✓ National Science Foundation ITTEST Robot Algebra project
- ✓ Ball Foundation Transformative School District Change evaluation
- ✓ 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

HONORS/AWARDS

- University of Pittsburgh Senior Vice Chancellor for Engagement's Partnerships of Distinction Award- Honorable Mention 2019 for Pittsburgh Promise/Evaluation for Learning Researcher-Practitioner Partnership

RESEARCH SKILLS

- Mixed-method evaluation designs
- Participatory and developmental evaluation approaches
- Qualitative data collection methodologies and analysis
- Familiarity with federal and state educational data repositories, including PA state curricular and assessment frameworks
- Quantitative data collection methodologies and analysis including descriptive and inferential statistics
- Practice-focused methodologies such as action research, Plan-Do-Study-Act and design-based implementation research
- Data visualization to support learning and use

AREAS OF PROFESSIONAL INTEREST AND RESEARCH

- Evaluation use in education to support strategic decision-making (Decision-oriented Educational Research- DOER)
- Researcher-practitioner partnerships
- 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
- Networked improvement communities
- 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
- Experiential and community-based learning approaches
- 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. (2018). [Place-based scholarships: Catalysts for systems reform to improve postsecondary attainment.](#) *International Journal of Educational Development*, 58, 137-158.



Page, L., **Iriti, J.**, Lowry, D., & Anthony, A. (2020). [The Promise of place-based investment in college access and success: Investigating the impact of the Pittsburgh Promise.](#) *Education Finance and Policy*, 14(4), 572-600.

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

Allen, A., Ball, M., Bild, D., Boone, D., Briggs, D., Davis, D., Delale-O'Connor, L., Gonda, R., **Iriti**, J., Slinsky Legg, A., Long, C., Matthis, C., Sherer, J. Z., and Stol, T. (2020, October). [*Leveraging out-of-school STEM programs during COVID-19*](#). Brief in National Science Teaching Association, Connected Science Learning, October-December 2020 (Volume 2, Issue 4).

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

Iriti, J., Page, L., Venkatesan, A., & Hiestand, R. (2019, April). [*Growing college enrollment and persistence with the Pittsburgh Promise*](#). College Promise Campaign: Washington DC.

REFEREED PRESENTATIONS

Allen, A., Boone, D., **Iriti**, J., & Champagne, R. (October 2018). *Diversifying access to urban universities for students in STEM fields: A collaborative approach to rethinking college STEM admissions*. Webinar hosted by the National Association of Multicultural Engineering Program Advocates: Pittsburgh, PA.

Allen, A., **Iriti**, J. E., Ball, M. (April 2020). *Leveraging precollege STEM programs for broadening participation in undergraduate STEM*. Paper presented at the annual conference for Collaborative Network for Engineering and Computing Diversity. Crystal City, VA.

- 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. (2016). *Researcher-practitioner partnerships: Developing evidence-grounded solutions*. Presentation to the PromiseNet conference held in Washington DC.
- Iriti**, J. E. (2017). *Researcher-practitioner partnerships: Developing evidence-grounded solutions*. Presentation to the PromiseNet conference held in Kalamazoo, MI.

- Iriti, J. E.** (2017). *Evaluating place-based Promise scholarship programs*. Presentation to the PromiseNet conference held in Kalamazoo, MI.
- 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. & 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., Pugh, M., & Scherer, S.** (November 2018). *Leveraging researcher-practitioner partnerships for improving postsecondary access*. Paper presented at the National College Access Network conference: Pittsburgh, PA.
- 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., & 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.
- Iriti, J. E. & Plank, S.** (April 2019). *Harnessing the power of developmental evaluation and network health assessments to support networked improvement communities*. Paper presented at the Annual Education Summit hosted by the Carnegie Foundation for the Advancement of Teaching: San Francisco, CA.
- Iriti, J. & Sherer, J. Z.** (2021, April). *Knowledge management: Engineering for learning in an emergent networked improvement community*. Presentation at the Carnegie Foundation for the Advancement of Teaching Education Summit: Held virtually.
- Long, C. & Iriti, J.** (2019). *Grow 'em up and let 'em fly: Building infrastructure that sustains evaluative thinking*. Paper presented at the Annual Conference of the American Evaluation Association, Minneapolis, MN.
- 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.
- Lowry, D., Page, L. C., Anthony, A. M., & Iriti, J.** (2017, November). *To supplement or supplant? Institutional responses in financial aid to the Pittsburgh Promise*. Paper presented at the annual meeting of the Association for Public Policy Analysis and Management.
- 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.

Russell, J., Sherer, J., & **Iriti**, J. (April 2019). *How participation structures and routines contribute to the critical learning needs to support network functioning*. Paper presented at the annual meeting of the American Educational Research Association: Toronto, Canada.

Slinksy-Legg, A., Allen, A., **Iriti**, J., Boone, D., Delale-O'Connor, L. (November 2018). *NSF INCLUDES DDLPS: Early Lessons Learned*. Paper presented at the STEM Learning Ecosystems convening: Orange County, CA.

Stol, T. & **Iriti**, J. (2021, April). *Balancing practitioner and field knowledge: A scaffolded approach to developing change ideas*. Presentation at the Carnegie Foundation for the Advancement of Teaching Education Summit: Held virtually.

Valenta, W., Pieri, J. & **Iriti**, J. (March 2019). Increasing the value proposition of the MBA program through experiential-based learning aimed at professional development. Paper presented at the annual meeting of the Association for Business Simulation and Experiential Learning: San Diego, CA.

INVITED PRESENTATIONS/INVITED SCHOLAR



Iriti, J. E. & Miller-Adams, M. (2019). *Research, policy, & outcomes for students and communities*. Plenary presentation to the PromiseNet conference held at University of California at Berkeley.



Slinsky-Legg, A., Allen, A., **Iriti**, J. E., Delale-O'Connor, L., & Boone, D. (October 2019). *Launching the National Science Foundation INCLUDES Alliance: The STEM Pathways for Underrepresented Students to HigherEd (PUSH) Network*. STEM Learning Ecosystems Community of Practice Annual Convening: Cleveland, OH.



Iriti, J. E., & Long, C. L. (June 2018). *Winchester Thurston's City as Our Campus: Unpacking the Core Components and Theory of Change*. Invited presentation at the annual convening of the coLearn Conference: Pittsburgh, PA.



Long, C. L. & **Iriti**, J. E. (June 2019). *City as Our Campus: Understanding Student Experiences and Outcomes*. Invited presentation at the annual convening of the coLearn Conference: Pittsburgh, PA.



Iriti, J. E. (October 2017). Penn AHEAD AERA Promise Research Consortium invited scholar.



Iriti, J. E. (March 2018). Carnegie Foundation for the Advancement of Teaching invited expert to convening on emergent models for evaluating continuous improvement.



Miller-Adams, M. & **Iriti**, J. E. (2017). *Taking stock and moving forward: Learning from Promise research*. Plenary presentation to the PromiseNet conference held in Kalamazoo, MI.



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.



Page, L., Lowry, D., & **Iriti**, J. (2021) *Tracking the labor market outcomes of the Pittsburgh Promise*. Presentation at the Workforce Impacts of Tuition-Free College Programs Symposium sponsored by the Campaign for Free College Tuition held April 23, 2021.



Slinsky Legg, A., **Iriti**, J., & Gonda, R. (2021, April). *STEM PUSH Network*. Presentation to the PA STEM Coalition: Held virtually.

POPULAR MEDIA



Coaching model design work for Pittsburgh Promise mentioned in [WESA article](#) announcing the Pittsburgh Promise Coaching Initiative (January 29, 2020).



Iriti, J. & Page, L. (2018). [College promise programs may need time to mature for full impact.](#) Brookings Institute Brown Center Chalkboard.

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PGH

Named by Education Pittsburgh as one of 5 “Higher Education Twitter Feeds to Follow 2018.”



Iriti, J. E. & Aglio, J. (Feb. 7, 2018). [What every city can learn from Pittsburgh’s pioneering K-12 research partnerships.](#) EdSurge.



Page, L. C., & **Iriti, J. E. (April 1, 2018).** [The Pittsburgh Promise gets even better: More students will have a chance to go to college even though the maximum scholarship has been reduced.](#) Pittsburgh Post-Gazette Op-Ed.



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.

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.** (2016). *Final Evaluation Report: Librarians as STEM Educators*. Pittsburgh, PA: Learning Research and Development Center, University of Pittsburgh.
- Iriti, J. E., & Long, C.** (2019). *Evidence-based quality standards for precollege STEM programs*. Pittsburgh, PA: Learning Research and Development Center, University of Pittsburgh.

- Iriti, J. E., & Long, C. L.** (September 2018). *Unpacking the Core Components and Driving Qualities of City as Our Campus*. Pittsburgh, PA: Learning Research and Development Center, University of Pittsburgh.
- Iriti, J. E., & Long, C. L.** (September 2019). *City as Our Campus: Understanding Student Experiences and Outcomes*. 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.
- Iriti, J. E., & Long, C. L.** (2017). *Pittsburgh Promise Annual Metrics 2017*. Pittsburgh, PA: Learning Research and Development Center, University of Pittsburgh.
- Iriti, J. E., & Lowry, D.** (2019). *Pittsburgh Promise Annual Metrics 2019*. Pittsburgh, PA: Learning Research and Development Center, University of Pittsburgh.
- Iriti, J. E., & Lowry, D.** (2020). *Pittsburgh Promise Annual Metrics 2020*. Pittsburgh, PA: Learning Research and Development Center, University of Pittsburgh.
- Iriti, J. E., Page, L., & Lowry, D.** (2019). *Pittsburgh Promise Coaching Initiative Design*. Pittsburgh, PA: Learning Research and Development Center, University of Pittsburgh.
- Iriti, J. E., & Long, C. L.** (2017). *Summer Dreamers Academy Annual Report Template*. Pittsburgh, PA: Learning Research and Development Center, University of Pittsburgh.
- Iriti, J. E., Long, C., & Bickel, W. E.** (May 2012). *Profiles of 42 Allegheny County school districts*. Pittsburgh, PA: Evaluation for Learning at the University of Pittsburgh's Learning Research and Development Center.
- Iriti, J. E., Long, C., Sherer, J. Z., & Russell, J. L.** (October 2019). *Internal Memo: Analysis of Participation Trajectory Patterns in the Better Math Teaching Network*. Pittsburgh, PA: Learning Research and Development Center, University of Pittsburgh.
- Iriti, J. E., Long, C., & Thomas, A.** (April 2017). *Mentoring futures: Evaluation of the Be A Middle School Mentor Program through its 7th year of implementation*. Pittsburgh, PA: Learning Research and Development Center, University of Pittsburgh.
- Iriti, J.E. & Nelson, C. A.** (2008). *Rochelle Lee Fund Approach and Metrics: 2003-2007 Cross Year Evaluation Summary*. Chicago, IL: Boundless Readers.

- Iriti**, J. E., Nelson, C. A., & Bickel, W. E. (2010). *Ball-Rowland Unified School District partnership evaluation report*. Pittsburgh, PA: Learning Research and Development Center, University of Pittsburgh.
- Iriti**, J. E., Page, L., Iwatani, E., & Long, C. (2016). *Researcher-practitioner partnership for rightmatching students' postsecondary selections: Final Report*. Pittsburgh, PA: Learning Research and Development Center, University of Pittsburgh.
- Iriti**, J. E., & Sherer, J. (2015). *Enacted IFL Research Roles and Strategies for Expanding and Systematizing*. Pittsburgh, PA: Learning Research and Development Center, University of Pittsburgh.
- Iriti**, J. E., & Sherer, J. (2016). *School of Education "EdD in 3:" Faculty Perspectives on Program Design and Implementation*. Pittsburgh, PA: Learning Research and Development Center, University of Pittsburgh.
- Iriti**, J. E., Sherer, J. Z., Russell, J. L., & Long, C. (December 2019). *Better Math Teaching Network Year 3 Internal Report: Teacher Perceptions of Impact on Practice and Student Engagement*. Pittsburgh, PA: Learning Research and Development Center, University of Pittsburgh.
- Iriti**, J. E., Sherer, J. Z., Russell, J. L., Paquin-Morel, R., McNelis, R., Long, C., & Matthis, C. (September 2019). *Better Math Teaching Network 2018-2019: Spread, Growth, and Sustainability*. Pittsburgh, PA: Learning Research and Development Center, University of Pittsburgh.
- Russell, J. L., Sherer, J. Z., **Iriti**, J., and Long, C. (2019). [The Better Math Teaching Network. Year One: Developmental evaluation report](#). Quincy, MA: Nellie Mae Education Foundation.
- Russell, J. L., Sherer, J. Z., **Iriti**, J., Matthis, C., & Long, C. (August 2018). *Student-centered Assessment Network Year 1 Developmental Evaluation Report*. Pittsburgh, PA: Learning Research and Development Center, University of Pittsburgh.
- Sherer, J. Z., **Iriti**, J.E., & Russell, J. L. (October, 2019). *Task Library Use Memo to the Better Math Teaching Network Hub Leaders*. Pittsburgh, PA: Learning Research and Development Center, University of Pittsburgh.
- Sherer, J. Z., **Iriti**, J.E., & Russell, J. L., Matthis, C., & Long, C. (July, 2019). *Student-centered Assessment Network End of Year Thought Partner Memo*. Pittsburgh, PA: Learning Research and Development Center, University of Pittsburgh.
- Sherer, J. Z., Russell, J. L., **Iriti**, J.E., & Matthis, C., Long, C., & Paquin-Morel, R. (September, 2019). *Student-centered Assessment Network Year 2 Developmental Evaluation Report*. Pittsburgh, PA: Learning Research and Development Center, University of Pittsburgh.
- Slinsky-Legg, A., Allen, A., **Iriti**, J. E., Boone, D., & Morrison, J. (April 2020). NSF INCLUDES DDLP: Diversifying Access to Urban Universities for Students in STEM Fields. Report to NSF for DDLP award #1744446.

ACADEMIC COLLABORATORS

- ✓ **Alaine Allen**- University of Pittsburgh
- ✓ **William Bickel**- University of Pittsburgh- LRDC/SOE
- ✓ **David Boone**- University of Pittsburgh
- ✓ **Laura Lacy Hamilton**- Beacon of Hope
- ✓ **Michelle Miller-Adams**- The Upjohn Institute
- ✓ **Kari Nelsestuen**- Community Design Partners
- ✓ **Catherine Nelson**- Independent Consultant
- ✓ **Lori Delale O'Connor**- University of Pittsburgh/Center for Urban Education
- ✓ **Lindsay Page**- University of Pittsburgh- LRDC/SOE
- ✓ **Jennifer Russell**- University of Pittsburgh- LRDC/SOE
- ✓ **Shelley Scherer**- Pittsburgh Promise
- ✓ **Jen Sherer**- University of Pittsburgh- LRDC
- ✓ **LaTrenda Sherrill**- Remake Learning Network
- ✓ **Alison Slinsky-Legg**- University of Pittsburgh
- ✓ **Christina Dixon**- Independent consultant

PROFESSIONAL ORGANIZATIONS

- American Evaluation Association
- American Educational Research Association
- NSF INCLUDES National Network
- Pennsylvania School Boards Association

SERVICE

As a 100% grant-funded Research Scientist, the following activities are service to the University and field.

- Dissertation committees:
 - 2011- L. Silverstein
 - 2015- E. Zeggara
 - 2015- M. Hicks
 - 2017- A. Gaito-Lanese
 - 2017- S. Chesney
 - 2017- E. Iwatani
 - 2020- J. Doyle
 - TBD- D. Lowry
 - TBD- C. Long
- National Science Foundation (January 2020- present)- National Network Internal Advisory Group member. Selected from pool of 40 applicants to support the development of NSF's national network.
- College Promise Research Network
 - Advisory Board member (2018-present)
 - Chair- Metrics and Evaluation Workgroup (2018-present)
- University of Pittsburgh Provost's Student Success Research/Practitioner Collaborative (2019)
- LRDC Internship Mentor
 - Alexander Yentumi (Spring 2020)
- First and Continuing Experiences in Research mentor
 - Chi Fan Lai- Spring 2018 and Fall 2019
 - Ram Goli- Spring 2018
- LRDC Strategic Planning
 - 2017-2018- Educational Attainment

- 2020- Student Learning Opportunities
- Reviewer for RAND New Haven 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, 2020)
- 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)
- South Fayette PTA (Science & Invention Fair Chair 2012-2017; Family Fitness Night Co-Chair 2015-2017)
- Feed My Starving Children Core Team (fundraising \$32,000 per year to purchase food and pack 140,000 meals)