



Jennifer Iriti, PhD

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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

Assistant Vice Chancellor for Research- Education & Evaluation Strategy	University of Pittsburgh's Office of the Senior Vice Chancellor for Research	2023- present
Research Scientist	Learning Research and Development Center-	2017- present
Research Associate	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
Adjunct Assistant Professor	Learning Sciences Program- University of Pittsburgh	2012- 2014

PROFESSIONAL EXPERIENCE

University of Pittsburgh's

Office of the Senior Vice Chancellor for Research

May 2023-present

Assistant Vice Chancellor for Research- Education and Evaluation Strategy

Iriti builds infrastructure, strategies, collaborations and resources that help Pitt faculty who are developing complex, cross-school external research proposals connect their work meaningfully with PK-12 and workforce, infuse learning sciences and evidence-based education models, and construct rigorous and useful evaluation plans. Critical to this work is building community and connection within Pitt across Schools and Centers and outside of Pitt with education and industry partners.

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. This interdisciplinary work is driven by a focus on collaboration 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 education improvement networks. 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. Until 2023, Iriti was 100% grant funded.

University of Pittsburgh's

Learning Research and Development Center- April 2002-July 2017

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

University of Pittsburgh School of Education- Intermittently 2004-2015

Teaching Graduate Courses

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- January 1998- August 1998

Psychology in Education Department

Graduate Student Researcher for Pitt Mother and Child Project

CURRENT AND RECENT GRANTS/CONTRACTS (2015-2025)

Ten-year total funding: \$14,452,227

Status	Title	Source	Period	Amount	Role / Partners
Current	City Charter High School Annual Evaluation	City Charter High School	5/1/2025-4/31/2026	\$34,747	PI- Iriti
Current	Pittsburgh Promise Annual Evaluation and Metrics 2025	Pittsburgh Promise	5/1/25-4/31/26	\$35,500	PI- Lowry Co-PI- Iriti
Current	Pittsburgh Promise Coaching Initiative Evaluation- Phase 2	Pittsburgh Promise	11/2024-12/2027	\$270,000	PI- Iriti Lowry
Current	NSF Engine: Resilient Energy Technology and Infrastructure Consortium	NSF Engine Type 1	01/15/2024-08/15/2025	\$1,000,000 (total); \$120,000 (Pitt)	Senior staff- Iriti Pitt: Cunningham, Holland, Dostilio, Murphy WVU: Murphy, Olesh, Taylor CMU: Karplus, Tkacik, Chepanoski
Current	Sloan Center for Systemic Change	Alfred P. Sloan Foundation	1/2024-12/2025	\$250,000	Co-PI- Iriti Godley & Thomas
Current	United at Twin Rivers School Transformation Evaluation	Dicks Sporting Goods Foundation	08/01/2023 – 12/31/2026	\$300,000	PI- Iriti Stol
Current	Two Case Studies of Dual Enrollment Practices to Support Equitable Access	Institute of Politics	06/01/2023-12/31/2024, extended to 10/31/2025	\$60,000	PI- Iriti
Terminated without cause 5/2/25	STEM PUSH Network Alliance	NSF	09/2019 - 08/2024, NCE through 08/2025	\$10,000,000	Co-PI- Iriti Slinsky Legg, Delale-O'Connor, Boone, & Morrison
Closed	Idea Lab: A collaborative and creative space for integrating generative AI and powerful pedagogies @ Pitt	Pitt Year of Discourse and Dialogue	2/15/24-04/30/2024	\$5,000	PI- Iriti Matsumura, Bridges, Radzilowicz, Childers, Farzan, & Perfetti
Closed	Promise 2023 metrics	Pittsburgh Promise	3/1/2023-05/31/2024	\$35,068	PI- Iriti
Closed	Adapting the Ecological Belonging Intervention	LRDC Internal Grant	07/01/2021-06/30/2023 NCE through 06/30/2024	\$150,000	Co-PI- Iriti Binning
Closed	Pittsburgh Promise Coaching Initiative Evaluation	Pittsburgh Promise	11/2020 – 10/2024	\$324,987	PI- Iriti

Status	Title	Source	Period	Amount	Role / Partners
Closed	Promise 2022 Metrics and targeted research and evaluation	Pittsburgh Promise	5/1/2022 – 5/31/2023	\$73,150	PI- Iriti
Closed	College Promise Playbook	Upjohn Institute Subcontract for Kresge Foundation grant	1/1/2022 – 12/31/2022	\$150,000	Co-Director- Iriti Miller-Adams
Closed	Dallas ISD Network for School Improvement	Gates Foundation	08/2018-07/2021	\$40,000	Internal Evaluator- Iriti
Closed	Promise 2020 Annual Metrics	Pittsburgh Promise	09/2020-12/2021	\$35,000	PI- Iriti
Closed	Promise Program Workforce Outcomes	Strada Education Network	10/2017-12/2020	\$65,000	Co-PI- Iriti Page
Closed	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- Iriti Russell & Sherer Years 2-4- Co-PI- Iriti Russell & Sherer
Closed	Promise 2019 Annual Metrics	Pittsburgh Promise	09/2019-09/2020	\$34,657	PI- Iriti
Closed	Diversifying Access to Urban Universities for Students in STEM Fields	NSF	09/2017-08/2019	\$300,000	Co-PI- Iriti Slinsky Legg, Allen, Boone, & Delale O'Connor
Closed	Improvement Science Training for the Provost's Advising Networked Improvement Community	Pitt's Provost Office	08/2019	\$9,700	PI- Iriti
Closed	Promise Coaching Design	Pittsburgh Promise	01/2019-12/2019	\$35,000	PI- Iriti
Closed	Study of City as Our Campus Community-based Learning	Winchester Thurston School	09/2017-12/2019	\$25,000	PI- Iriti
Closed	Promise 2017 Annual Metrics	Pittsburgh Promise	07/2017-06/2018	\$33,908	PI- Iriti
Closed	Promise 2016 Annual Metrics	Pittsburgh Promise	06/2016-05/2017	\$33,340	PI- Iriti
Closed	Building an Evaluation Infrastructure of the MBA Program Experience-based Learning Program	Katz School of Business	06/2016-05/2018	\$95,000	PI- Iriti
Closed	Development of Summer Learning Data infrastructure	Pittsburgh Public Schools	08/2016-12/2017	\$40,000	PI- Iriti

Status	Title	Source	Period	Amount	Role / Partners
Closed	Study of Faculty Perspectives of New 'EdD in Three' Program	Pitt School of Education	02/2016-04/2016	\$10,000	PI- Iriti
Closed	Evaluation of Be a Middle School Mentor Program	United Way	05/2015-12/2016	\$128,000	PI- Iriti
Closed	Impact Study of Pittsburgh Promise and Development of Promise Evaluation Tool	Lumina Foundation	09/2014-06/2016	\$20,000	PI- Iriti Page
Closed	Researcher-Practitioner Partnership for Rightmatching Students' Postsecondary Selections	Benter Foundation via Pittsburgh Promise	05/2014/-03/2016	\$187,515	PI- Iriti Page & Bickel
Closed	Evaluation of the "Librarians as STEM Educators" Program	Allegheny County Library Association	05/2014-06/2016	\$28,600	PI- Iriti

Grants Under Development/Review

Status	Title	Source	Period	Amount	Role
Under review	Bridging the Gap: A Longitudinal Impact Study of the Equity-Focused Pre-College STEM Program Sector on Postsecondary Outcomes	Spencer Foundation	6/2026-5/2029	\$500,000	Co-PI- Iriti Slinsky Legg, Boone
Under review	NRT: E-JUST	NSF	06/2025-05/2030	\$3,000,000	Evaluator- Iriti PI- Melissa Bilec
Under review when IES reduced	Longitudinal impact analysis of Pittsburgh Promise initiative 2008-2028	IES- Education Research Grants Program	07/2025-12/2029	\$3,200,000	PI- Iriti Page & Lowry
Funding program paused	Establishing a national network of equity-focused precollege STEM program alumni to advance the Plan for Pitt and broaden equity in STEM	Pitt Momentum Funds-Scaling	3/2025-2/2027	\$400,000	Co-PI- Iriti Slinsky Legg, Stewart, Kane, Boone
Funding program paused	Digital Futures: Human-Centered Emergent Technologies in	Pitt Momentum Funds-Teaming	3/2025-2/2026	\$60,000	PI- Iriti Bridges, Childers, Coelho, Matsumura,

Status	Title	Source	Period	Amount	Role
	Teaching and Learning				Radzilowicz, Rogers, Rangel, Ong
Under review	CyberTraining: AI pathway experiential learning to expose and equip low income, rural and first generation/historically underrepresented students for excellence in responsible, explainable and fair AI (EXCEL AI)	NSF	04/2025-03/2028	\$500,000	Evaluator- Iriti Tafti, Walters, Amirian, Monteroso, & Nourbakhsh
Reviewed, rated highly, not funded due to NSF priority changes	STEM PUSH Supplement	NSF	9/2025-8/2026	\$1,000,000	Co-PI- Iriti Slinsky Legg, Delale-O'Connor, Boone, Davis
Under review when IES reduced	NCER predoctoral training program: MATRIX	IES	10/2025-9/2030	\$3,000,000	Co-PI- Iriti Matsumura, Correnti, Schunn
Under development	Evaluation of the Northern California College Promise Coalition	Northern California College Promise Coalition	Anticipated 10/2025-09/2027	\$200,000	PI- Iriti Lowry

Recent Proposals NOT FUNDED

Status	Title	Source	Period	Amount	Role
Not funded	U-GAIN Center A Center for Learning Science Informed Generative AI in Education (LSAIE)	IES	Anticipated 5-year beginning Fall 2024	\$10,000,000	Key Personnel- Iriti Walker, Litman, Correnti, Matsumura
Not funded	On Purpose Pathways Program	US DOE-PIM	05/2024-04/2027	\$4,000,000	Evaluator- Iriti PI- Esohe Osai
Not funded	SOLIDPATH: Solidarity Network to Open Diverse Paths for Access to Graduate Higher Education	Pitt Momentum Funds Scaling Grant	05/2024-04/2026	\$400,000	Senior staff- Iriti PI- Fernando Tormos-Aponte

Description of Sample of Current and Recent Grants/Contracts

Alfred P. Sloan Foundation 01/24-present

Sloan Center for Systemic Change- 01/24-12/25 (Co-PI; \$250,000)

This two-year seed grant brings together 12 STEM departments from the Swanson School of Engineering and the Dietrich School of Arts and Sciences to develop inclusive practices for recruitment, selection, support and mentoring to increase rates of Black, Latina/o/e, and Indigenous doctoral students. Led by PI, Vice Provost for Graduate Studies Amanda Godley, this project will lay the groundwork to apply for a larger, up to \$10 million implementation award. Iriti's Co-PI role on the project is to build the measurement infrastructure and the design of a networked improvement community that will be the basis for the larger subsequent proposal.

National Science Foundation INCLUDES 09/17- present

STEM PUSH Network Alliance- 09/19 to 08/25 (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, Elaine Allen, Lori Delale-O'Connor, David Boone, Rebecca Gonda, Mackenzie Ball, LaTrenda Sherrill, Sunnana Chand, Kellie Kane, Kashif Henderson, and Lina Dostilio.

LRDC Internal Grant. 07/21- 06/24

Adapting the Ecological Belonging Intervention for Precollege (Co-PI; \$150,000)

This project leverages Iriti's NSF-funded STEM PUSH Network to adapt and test Binning's ecological belonging intervention in undergraduate STEM courses for early use with high school students. The adapted intervention will be tested using improvement science methodologies by up to 29 precollege STEM programs in 7 urban areas, providing a range of contexts in which to learn about the intervention's efficacy. This new proposed collaboration between Binning and Iriti extends Binning's research into the precollege space, potentially accelerates Iriti's work to increase STEM undergraduate enrollment and persistence for racially/ethnically minoritized (REM) students and does so using an improvement science approach that has the potential to position the intervention for scale and contribute to field knowledge about identifying and creating change ideas within networked improvement communities.

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.

College Promise 03/09-present

College Promise Playbook development (Co-Director; Upjohn Institute subcontract from Kresge Foundation grant; \$150,000 in total, \$25,000 to LRDC)

In partnership with Upjohn Institute and funded by the Kresge Foundation, this project seeks to make the growing body of research on place-based college "promise" scholarships accessible to policymakers and decision-makers. The \$150,000 grant will fund creation of "The Free-College Playbook: Evidence-based Guidance for Policymakers and Practitioners," a web-based guide for policymakers that leverages research findings to improve the effectiveness and equity of Promise programs. This project brings together a team of 10 researchers from across the country to ensure that implementation decisions around tuition-free college are informed by evidence.

Annual indicators for Scholar retention, persistence, and degree attainment as well as impact analysis of COVID emergency funds and COVID impacts on college-going patterns (PI; Pittsburgh Promise, \$73,150)

This strand of work includes recurring annual 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. In addition, this iteration will include COVID-specific analyses to support the Pittsburgh Promise in responding to the effects of the pandemic on Pittsburgh youth.

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- 04/22

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- 07/21

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 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: 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/collaborations:

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|--|---|
| ✓ Classrooms Without Borders | ✓ A+ Schools |
| ✓ Northern California College Promise Coalition | ✓ National Writing Project |
| ✓ Allegheny Health Network's Chill Project | ✓ Boundless Readers |
| ✓ The Batch Foundation | ✓ The California Endowment |
| ✓ Pittsburgh Public Schools Summer Dreamers Academy | ✓ Three Rivers Connect |
| ✓ National Science Foundation DRK-12 BLOOM project | ✓ Fox Chapel Area School District |
| ✓ Pittsburgh Public Schools Educational Equity Documentation | ✓ The California Endowment |
| ✓ National Science Foundation ITEST Robot Algebra project | ✓ City Charter High School |
| ✓ Ball Foundation Transformative School District Change evaluation | ✓ Pittsburgh Cares |
| ✓ The Pittsburgh Foundation | ✓ The Skillman Foundation |
| ✓ The Heinz Endowments | ✓ 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

- Large-scale research project management and quality control
- 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
- Qualitative and quantitative instrument design

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., Delale-O'Connor, L., Long, C., Li, C.F., Boone, D., Gonda, R., Allen, A., Ball, M., Stol, T., & Legg, A.S. (2025).** Development of out-of-school time STEM program quality standards for broadening participation. *Journal of STEM Outreach*, 8(1), 1-11.
- Lowry, D., Page, L.C., Nurshatayeva, A., & **Iriti, J.** (2024). Subtraction by addition: Do private scholarship awards lead to financial aid displacement? *Economics of Education Review*, 99, 102517.
- Iriti, J., Delale-O'Connor, L., Sherer, J.Z., Stol, T., Davis, D., Matthis, C., Lowry, D., & Legg, A.S. (2024).** Adapting Improvement Science Tools and Routines to Build Racial Equity in Out-of-School Time STEM Spaces. *Frontiers in Education Special Issue: Situating Equity at the Center of Continuous Improvement in Education*. Volume 9. <https://doi.org/10.3389/feduc.2024.1434813>
- 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.
- 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.
- 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. 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.

BOOK CHAPTERS

- 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.
- 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.

OTHER PUBLICATIONS

- Carruthers, C. K. & **Iriti**, J. (2022). *How do Promise programs evolve over time?* In Miller-Adams, M., & Iriti, J. (Eds.) (2022). *The free college handbook: A practitioner's guide to Promise research*. W. E. Upjohn Institute for Employment Research: Kalamazoo, MI. Available: <https://www.freecollegehandbook.com/>
- Carruthers, C. K. & **Iriti**, J. (2022). *What are some common challenges Promise programs face?* In Miller-Adams, M., & Iriti, J. (Eds.) (2022). *The free college handbook: A practitioner's guide to Promise research*. W. E. Upjohn Institute for Employment Research: Kalamazoo, MI. Available: <https://www.freecollegehandbook.com/>
- Iriti**, J. & Carruthers, C. K. (2022). *Who should sit at the planning table*. In Miller-Adams, M., & Iriti, J. (Eds.) (2022). *The free college handbook: A practitioner's guide to Promise research*. W. E. Upjohn Institute for Employment Research: Kalamazoo, MI. Available: <https://www.freecollegehandbook.com/>
- Iriti**, J. & Carruthers, C. K. (2022). *What steps are needed to launch a Promise program?* In Miller-Adams, M., & Iriti, J. (Eds.) (2022). *The free college handbook: A practitioner's guide to Promise research*. W. E. Upjohn Institute for Employment Research: Kalamazoo, MI. Available: <https://www.freecollegehandbook.com/>
- Iriti**, J., Stol, T., Sherer, J.Z., Briggs, A., & Legg, A.S. (2022, May). *Root cause analysis as a tool for forging shared vision and partnership: Lessons for strengthening the process*. NSF INCLUDES Rapid Community Reports.
- Miller-Adams, M., & **Iriti**, J. (Eds.) (2022). *The free college handbook: A practitioner's guide to Promise research*. W. E. Upjohn Institute for Employment Research: Kalamazoo, MI. Available: <https://www.freecollegehandbook.com/>
- Delale-O'Connor, L., Allen, A., Ball, M., Boone, D., Gonda, R., **Iriti**, J., & Legg, A.S. (2021, December). *Broadening equity through recruitment: Pre-college STEM program recruitment in literature and practice*. *Connected Science Learning*, 3(6). Available: <https://www.nsta.org/connected-science-learning/connected-science-learning-november-december-2021/broadening-equity>

- Allen, A., Ball, M., Bild, D., Boone, D., Briggs, D., Davis, D., Delale-O'Connor, L., Gonda, R., **Iriti, J.**, Legg, A. S., 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).
- Iriti, J.**, Page, L., Venkatesan, A., & Hiestand, R. (2019, April). [*Growing college enrollment and persistence with the Pittsburgh Promise*](#). College Promise Campaign: Washington DC.
- Iriti, J. E.**, & Miller-Adams (2016). Place-based scholarship monitoring and evaluation framework. Available: <http://www.upjohn.org/node/1383>
- 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.
- 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

- Delale O'Connor, L., Stol, T., Davis, D., **Iriti, J.**, Lowry, D., Matthis, C., & Legg, A. S. (2025). *Addressing Racism in Out-of-School Time STEM: A Plan-Do-Study-Act Cycle for Staff Development*. Paper accepted for presentation at the annual meeting of the American Education Research Association, Denver, Colorado.
- Galey-Horn, S., **Iriti, J.**, Lowry, D., Matthis, C., & Legg, A. S. (2025, April 23-27). *Networked Improvement Communities as Infrastructures of Implementation in Equity-Focused STEM Policy*. Paper presented at the Annual Meeting of the American Educational Research Association, Denver, Colorado.
- Capo, R. C., Fullerton, S., McKone, J., Parker, B., Woon, J., Godley, A., Thomas, A., & **Iriti, J.** (2024). *Networked Improvement Community-based Initiatives to Broaden Participation and Improve Outcomes for STEM Ph.D Students at the University of Pittsburgh*. Presented at the Annual Convening of the American Geophysical Union, Washington DC.
- Davis, D., **Iriti, J.**, Stol, T., & Legg, A. S. (April, 2024). *Building program capacity for broadening participation through an evidence-based self-study tool*. Paper presented at the ARIS Summit in Omaha, Nebraska and published in the official conference proceedings. <https://docs.google.com/spreadsheets/d/1NaoLAQEjX6jomDEcht4Z0Gu-D0cGXr3jFNjym99N7AQ/edit?gid=1210944063#gid=1210944063>
- Iriti, J.**, Delale O'Connor, L., Langford, J., Seanez, C., Valmont, M., & Stol, T. (2023, April). *Leveraging Improvement Science for Racial Equity in STEM: Stories from the STEM PUSH Network*. Presentation at the Carnegie Foundation for the Advancement of Teaching Improvement Summit, San Diego, CA.

- Iriti, J., Lowry, D., Taylor, S., & Tannous, J.** (2023). Equitable practices for getting students to college. Presentation at the annual PromiseNet convening in Detroit, MI.
- Iriti, J.** (2021, August). *How a networked improvement community model supports collaborative systems change*. Presentation at the 2021 National Science Foundation National Network virtual convening.
- 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.
- Mohabir, P., **Iriti, J.**, Klein, C., Tisdal, C. & Wasserman, D. (2021, October). *Keeping the long game in mind: Centering alumnae voice and experience in pre-college spaces*. Presentation at the virtual conference for the Association of Science-Technology Centers.
- Legg, A.S., **Iriti, J.**, Boone, D., & Morrison, J. (2021, September). *Overview of the STEM PUSH Network*. Presentation at the annual meeting of NSF ITEST grantees.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- Legg, A.S., 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.
- 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.
- 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.
- Iriti, J. E.** (2016). *Researcher-practitioner partnerships: Developing evidence-grounded solutions*. Presentation to the PromiseNet conference held in Washington DC.
- Iriti, J. E., Brown, J., & Miller-Adams, M.** (2016). *Promise programs design lab*. Presentation to the PromiseNet conference held in Washington DC.
- 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.
- 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. & Hamilton, L.** (2016). *Program evaluation: Build it from the beginning*. Presentation to the PromiseNet conference held in Washington DC.
- 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.** (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., & Nelsestuen, K.** (2011). *A call to action: Evaluating evaluators' recommendations*. Paper presented at the Annual Meeting of the American Evaluation Association in Anaheim, CA.
- 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.
- 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., 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.
- 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.
- 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.
- 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., & 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, 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., & 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.
- 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.
- 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.
- 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.

- 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.
- 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** (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.
- 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.

OTHER PRESENTATIONS/POSTERS

- Delale, O'Connor, L., Legg, A. S., **Iriti**, J., Davis, D., Francisco, T., Burrows, G. Langford, J., & Thompson-Mettle, E. (2023). *Understanding identity, social location, and positionality to forward racial equity in STEM*. Presentation at the National Science Foundation National Network convening, Washington DC.
- Iriti**, J. (2023). *Understanding systems change approaches for increasing equity in postsecondary access and success*. Presentation to the LRDC Board of Visitors.
- Lowry, D., **Iriti**, J., & Page, L. (2023). *Buffering the Promise: Impact of emergency funds on student postsecondary persistence during the COVID-19 pandemic*. Poster presented at the 2023 LRDC Board of Visitors.
- Stol, T., **Iriti**, J., Sherer, J. Z., Matthis, C., & Slinsky Legg, A. (2023). *Enablers and constraints of the networked improvement community model in STEM out-of-school time spaces*. Poster presented at the 2023 LRDC Board of Visitors.
- Stol, T., Forster, R., Elie, K., **Iriti**, J., & Binning, K. (2023). *Adapting and testing an ecological belonging intervention in out-of-school time STEM programs*. Poster presented at the 2023 LRDC Board of Visitors.

INVITED CONTRIBUTOR

- Dotan, R., Parker, L. S., & Radzilowicz, J. G. (2024). Responsible adoption of generative AI in higher education: Developing a “Points to Consider” approach based on faculty perspectives. FAccT 2024, June 03-06, 2024, Rio de Janeiro, Brazil. <https://doi.org/10.1145/3630106.3659023>

INVITED PRESENTATIONS/INVITED SCHOLAR



Legg, A. S. & **Iriti**, J. (May, 2025). *The STEM PUSH Network*. Invited presentation to the STEM Funders Network held at the Carnegie Science Center.



Iriti, J., & Delale-O'Connor, L. (2024). *Adaptive practices to Networked Improvement Community Frameworks for Deepening Equity and Inclusion and Increasing Efficacy*. Invited presentation to the NSF INCLUDES National Network.



Iriti, J. (January 2024). Mental health in K-12 school districts: Views from an elected school board director. Invited member of Roundtable with Lt. Governor Austin Davis.
<https://pacast.com/m?p=24372>



Iriti, J. (December 2023). "Diversity, Equity and Inclusion in Pitt Research: Challenges and Opportunities." Presentation to the U.S. Department of State International Visitor Leadership Program. Delegation from Mongolia.



Iriti, J. (July 2022). "Building Alliances and Partnerships." National Academies Science Engineering Math." Call to Action for Science Education: Virtual Workshop on Alliance Formation." Invited panelist.



Iriti, J., Legg, A.S., Davis, D., Boone, D., Gonda, G., Sherrill, L., & Schnakenberg, J. (2023). *BE STEM and the STEM PUSH Network*. Symposium with the Western Pennsylvania College Success Roundtable.



Iriti, J., Bild, D., & Segura, K. (2022). *The STEM PUSH Network*. Presentation to the Chicago STEM Ecosystem, Project Exploration.



Iriti, J., Stol, T., Sherer, J. (2022). *Identifying Improvement Needs from a Community Perspective*. Workshop in the Broadening Equity in STEM Center (BE STEM) series PUSHing Towards Equity in Outreach: Centering Students & Communities.



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.



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



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.



Legg, A. S., 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.

POPULAR MEDIA



“[A New Standard in STEM](#)” by Rachel Williams published in *The Journal of College Admissions* (Fall 2024, #264) highlighted the work of the STEM PUSH Network, for which **Iriti** is Co-PI.



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.



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/america/wants/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. Presented in alphabetical order to cluster collaborative, longitudinal work together and support understanding of teams/foci of work.

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.

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- The STEM PUSH Network (2023). Extending Recruitment Efforts Into New Spaces, Using Redesigned Materials. Change package available: <https://stempushnetwork.org/recruitment-package-download/>
- The STEM PUSH Network (2023). Building Staff Capacity Through Racism in STEM Discussion. Change package available: <https://stempushnetwork.org/building-staff-package-download/>
- The STEM PUSH Network (2024). Ecological Belonging Activity: Normalizing Struggle in STEM. Change package available: <https://stempushnetwork.org/>

MANUSCRIPTS UNDER REVIEW/DEVELOPMENT

- Galey-Horn, S., **Iriti**, J., Sherer, J., Matthis, C., Legg, A. S., & Lowry, D. (under review). Building Networks for Knowledge Exchange: An Empirical Analysis of Tie Formation in a Networked Improvement Community. *AERA Open*.
- Davis, D., Phillips, O., Stol, T., **Iriti**, J., & Legg, A. (in preparation) Increasing Recognition of Pre-College STEM Programs through a Novel, Equity-Centered Accreditation Process.
- Stol, T., Sherer, J. Z., **Iriti**, J.E., Davis, D., Delale O'Connor, L., Matthis, C., Lowry, D., & Legg, A. S. (under development for journal submission). Applying the Networked Improvement Community model in Out-of-School Time Programming: Lessons from the STEM PUSH Network.

PROFESSIONAL ORGANIZATIONS

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

SERVICE

Mentoring

- Post doctoral Researchers:
 - Sarah Galey Horn (2024-25)
 - Yiwen Lin (2024-25)
- Dissertation committees:

○ 2011- L. Silverstein	
○ 2015- E. Zeggara	○ 2020- J. Doyle
○ 2015- M. Hicks	○ 2021- D. Lowry
○ 2017- A. Gaito-Lanese	○ 2023- J. Tan
○ 2017- S. Chesney	○ 2024- A. Premo
○ 2017- E. Iwatani	
- Mentoring and career pathway development support for Research Associates Talia Stol, Danielle Lowry, and Disan Davis; Evaluation and Research Specialist Brooke English
- First and Continuing Experiences in Research mentor- Alex Yentumi
- LRDC Summer Intern mentor- Chi Fan Li, Ram Goli

LRDC Committees

- LRDC Director Search Committee (2024)
- LRDC Executive Committee (2023-2025; Chair 2024-2025)
- Established and led an LRDC AI Applications group (2023)
- LRDC Strategic Planning
 - 2017-2018- Educational Attainment
 - 2020- Student Learning Opportunities

Pitt Committees/Service

- Pitt AI Scholar Teacher Association (PASTA)
- Ad Hoc Joint Committee on Generative AI in Research and Education (2023-2024) appointed member of committee charged by the Senior Vice Chancellor for Research and the Interim Provost to provide guidance on generative AI and university practices and approaches.
- Pitt Momentum Funds Priming grant reviewer (2024)
- Co-Chair of the Learning Sciences & Emergent Technologies (LSET) Hub (2024-present)
- University of Pittsburgh Provost's Student Success Research/Practitioner Collaborative (2019)

National Service

- NIST Consortium Capability Evaluation workgroup (2024)
- National Science Foundation INCLUDES National Network conference planning team (2023)

- 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 (2018-2022)
- Reviewer for RAND New Haven School Change and Promise Evaluation (2014)
- Reviewer for the following journals:
 - Educational Evaluation and Policy Analysis (2024)
 - 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)

Regional Service

- Advisory/Board roles:
 - South Fayette Township School District School Director- (elected position 2013- present)
 - Pittsburgh Public Schools Comprehensive Guidance Plan Advisory Committee (2016-2020)
 - South Fayette School District Comprehensive Guidance Plan Advisory Committee (2016-present)
 - Center for Research on the Scholarship of Teaching and Learning in Nursing- Advisory Board Member (2021)
- 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)-2026-2024

PROPOSAL COACHING / GRANT DESIGN

Example proposal coaching for the University of Pittsburgh:

- NSF Science & Technology Center proposal 2025
- Big Proposal Bootcamp (2022, 2023, 2024, 2025)- The STEM PUSH Story
- Big Proposal Bootcamp (2024, 2025)- Building Competitive Broader Impacts and Evaluation Plans for Federal Proposals
- ARISE-BARMA regional biotech workforce development

- NSF 2024 TRAILBLAZER solicitation (n=4)
- NSF Career Award submissions 2023, 2024 (n=6)
- University of Pittsburgh's Department of Energy-funded Cyber Energy Center
- University of Pittsburgh-Bradford Campus proposal to the Department of Education PSSG 2023
- EDA Tech Hub proposal 2023

INSTITUTIONAL PROCESS IMPROVEMENTS

Projects that strengthen institutional processes and/or tools. Key accomplishments include:

- Led redesign of LRDC Center Affiliates and Associates role to increase strategic alignment and value to the Center
- Redesigning the LRDC Internal Grants Review process to increase efficiency and effectiveness
- Supporting the development of LRDC faculty engagement definitions to inform workload policy
- Built resource for faculty applying to the Department of Energy to develop a Promoting Inclusive and Equitable Research Plan.
- Redesigned the NSF Research Traineeship limited submission competition and Office of Research support model.
- Built a single point of entry for institutional traineeship development resources and Institutional Training Grant Guide
- Supported the development of a new Office of Research staff development program.