


# Pittsburgh Promise Theory of Change



**FINANCIAL AWARD**  
\$\$\$



- AWARENESS
- FOCUSING POWER
- MEDIA ATTENTION
- PROGRAM SUPPORTS

**DIRECT EFFECTS**

- Increased access
- Increased range of IHE options (fit/match)
- Reduced financial reasons for dropping out
- Reduced debt load

## ECOSYSTEM RESPONSES

**STUDENT RESPONSES**

- ✓ Increased hope/aspiration/effort
- ✓ Improved attendance

**FAMILIAL RESPONSES**

- ✓ Increased hope/aspiration
- ✓ Increased awareness of aspects of college readiness
- ✓ Increased academic monitoring
- ✓ More choose to live in city and enroll children in PPS

**PPS SYSTEM RESPONSES**

- ✓ Tool for student motivation for attendance and effort
- ✓ Teacher expectations for college-going are raised
- ✓ Improved college-readiness curriculum
- ✓ Improved monitoring of student college-readiness
- ✓ Improved support for college planning and transition
- ✓ Increased coordination with IHE systems

**IHE RESPONSES**

- ✓ Increased attention to/interest in PPS graduates
- ✓ Intentional support systems for Promise Scholars
- ✓ Increased coordination with PPS

**COMMUNITY RESPONSES**

- ✓ Increased material and human investment in PPS/Scholars by local businesses
- ✓ Increased non-profit and governmental agency support for college readiness
- ✓ Increased media attention to issues that influence college readiness

*New regional hires have postsecondary education and choose to live in the city*

1. Increased high school graduation rates
2. Increased rates of college readiness of high school graduates
3. Increased rates of college enrollment
4. Increased college retention rates
5. Increased college degree attainment

College graduates find employment in the region

**More educated regional workforce; Increased appeal of city living and education system**

\*Developed by the evaluation team to inform methodological design and foci  
Jennifer Iriti, PhD (iriti@pitt.edu)