



# Funding AHE: Strategies for Securing Financial Support

*AVID for Higher Education*  
Empowering Every Student's Potential



# Presentation Purpose

Introduce strategies that will help AHE Campus Liaisons position their programs for internal and external funding by:

1. Laying the groundwork
2. Building alliances, partnerships, and support networks
3. Becoming (or developing) an effective “program champion”

# The Big Picture

- From which sources does most funding for nonprofit and educational organizations in the United States come?
- How are campuses currently funding AHE?

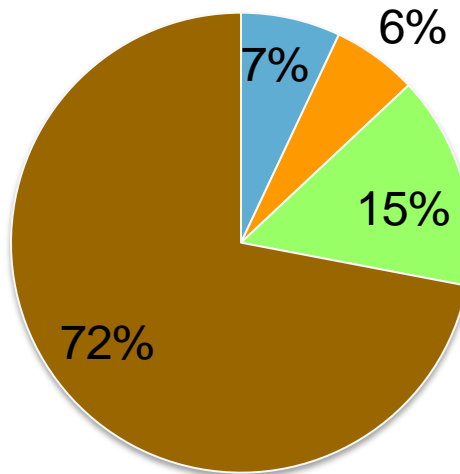
# Funding Facts

According to *Giving USA 2013*, contributions to nonprofit organizations from non-governmental sources totaled \$316.12 billion in 2012. Educational institutions received 13% of the total.

Before you decide to put your efforts into foundation or corporate grants, consider this:

## 2012 Contributions by Source

■ Bequests   ■ Corporations   ■ Foundations   ■ Individuals



# AHE Is Currently Funded By...

Funding Source	No. of Campuses	Details
Institutional funding	At least 7	
One or more grants	At least 15	<b>Grants Used:</b> Title V or Title V STEM – at least 5 HBCU – at least 2 Texas Higher Ed Coordinating Board – 12 Other state grants – 1 Private grants (Gates, Meadows) – 2
Combination of institutional and grant funding	At least 3	
Campuses that have federal TRIO grants, but don't use them to support AHE	At least 13	

# The Goal

Secure stable funding for  
AHE on your campus

# Funding can come from..

## Internal sources

- College/university general fund or restricted funding via annual budgeting process or budget reallocation
- Grants already on campus

## External sources

- Private/individual donations
- Corporate sponsorships/partnerships/grants
- Foundation grants
- Government grants



# Positioning AHE for Funding

**Factor 1:** Laying the groundwork

**Factor 2:** Building alliances, partnerships, and support networks

**Factor 3:** Becoming (or securing) an effective “program champion”



# Factor 1: Laying the Groundwork

## Raising funds for a program requires...

- Ability to clearly articulate why the program is needed and what it will accomplish
- Knowing the program's cost and specific funding needs
- Having data to prove program impact
- Being able to name/contact students who were positively affected and engage them in outreach

# Factor 1: Groundwork

## Articulating the Need

Have you ever tried to explain why the AHE program is needed on your campus and why it is important to make it part of the regular campus programming? Can you do it in a sentence or two?

**Give it a try...**

# Factor 1: Groundwork

## Articulating the Need

*How would you complete this sentence?*

We request \$XXX in funding for AHE to

---

*(accomplish what?)*

because \_\_\_\_\_.

*(why is it important?)*

# Factor 1: Groundwork

## Articulating the Need

### Example 1:

Program X requests \$40,000 to increase student graduation and completion rates by implementing the AHE model of student support, because it has a research-proven track record of raising achievement levels of underprepared students at a much faster and more consistent rate than the student support services currently available on campus.

# Factor 1: Groundwork

## Articulating the Need

### Example 2:

We request \$40,000 to continue increasing student retention, success, and graduation/transfer rates via the AHE program on campus, because students who participated in our AHE program over the past two years had a 25% higher persistence rate, 0.5 point higher GPA, and a 35% higher transfer rate than the general student population.

# Factor 1: Groundwork

## Knowing Program Costs

Do you know the specifics of the annual AHE program budget on your campus?

If you don't...

**Find out who controls it and request a copy of the current year's budget as well as previous years' if applicable.**

# Factor 1: Groundwork

## Knowing Program Costs

When you have access to the annual AHE budget on your campus:

- Separate recurring costs from one-time costs
- Develop two versions of the budget:
  1. a bare-bones budget that will cover only costs that are absolutely necessary to keep the program going
  2. a high-end budget that would be sufficient to do everything that should be done for maximum program impact

Now you know that the amount needed to run the program is between what is in budget #1 and budget #2.



# Factor 1: Groundwork

## Program Impact Data

In today's outcome-driven environment, a program cannot successfully compete for funding without reliable outcome data.

The most important step is to decide **which** data will best show program impact. Course completion, GPA, performance in next course in sequence, retention to graduation, higher education, or job placement are some of the examples.

Talk to the Institutional Research office to help determine what to track—and how often—and design a report format and schedule.

Longitudinal tracking of AHE students can also help establish long-term program impact.

# Factor 1: Groundwork

## Preparing Student Advocates

Students can be powerful advocates for the program, both internally and externally...

- Keep names and contact information for students who were positively affected by the program; write up success stories
- Select a few who you would like to engage in outreach
- Prepare them for speaking publicly about how AHE impacted them
- Involve them in your presentations and meetings with potential donors whenever appropriate

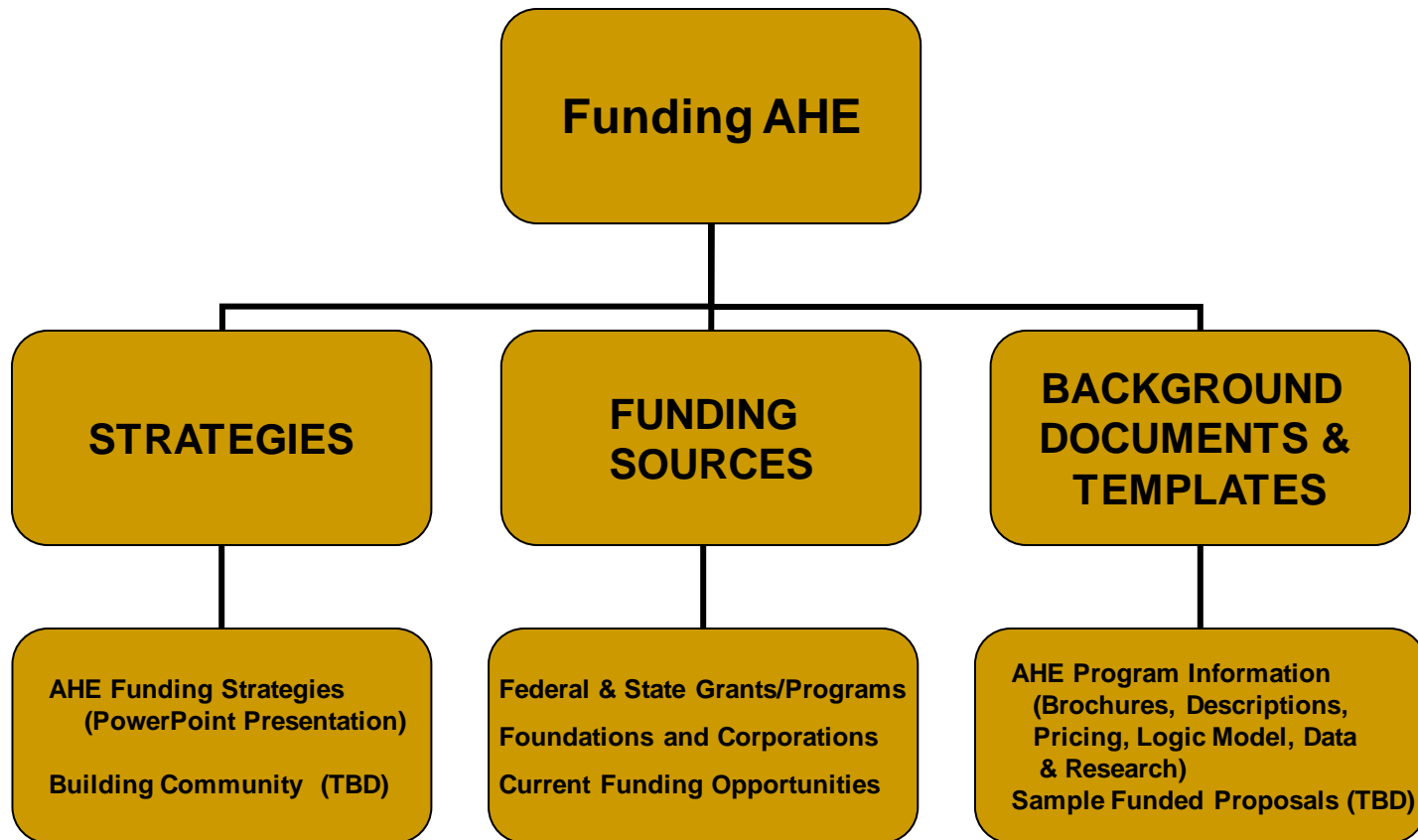
# Factor 2: Building Alliances

## **AVID is your ally.**

Work with AHE as a partner that brings in expertise and extensive resources

# Factor 2: Building Alliances

## AHE resources on AVID website



## Factor 2: Building Alliances

Take the time to identify the internal and external allies who you can engage...

- **Internal allies:** People/offices that will benefit from what AHE can accomplish
- **External allies:** Individuals and organizations in the community that have a stake in program outcomes including potential program partners, supporters, and donors



## Factor 2: Building Alliances

Who cares about what AHE can accomplish on your campus—internally and in the community?

Possible Internal Allies	Possible External Allies

# Factor 2: Building Alliances

Some examples...

Possible Internal Allies	Possible External Allies
<ul style="list-style-type: none"><li>■ Center for Student Success</li><li>■ TRIO Programs</li><li>■ Graduation Initiative</li><li>■ Academic Affairs</li><li>■ VP of Student Services</li><li>■ Counseling</li><li>■ Academic Deans</li><li>■ Office of Institutional Effectiveness and Accreditation</li><li>■ Enrollment Management Committee</li></ul>	<ul style="list-style-type: none"><li>■ Alumni</li><li>■ Retired faculty/staff</li><li>■ Companies/corporations within the college/ university service area</li><li>■ Small businesses in the local communities</li><li>■ Hospitals/medical facilities (especially if you offer related programs)</li><li>■ Professional associations (e.g. financial, engineers, IT professionals, etc.)</li><li>■ Local ethnic organizations</li><li>■ Local community and private foundations with interest in education</li></ul>



## Factor 3: Effective Program Champion(s) Are...

- Passionate about the program and willing to devote time to it
- Respected on campus and in community
- Good communicator(s)
- Able to make connections
- Able to follow through

## Factor 3: Program Champions Take Initiative To...

- Make connections—internal and external—that can benefit the program
- Build long-term alliances with potential partners, supporters, and funders
- Raise program visibility on campus and in the community
- Develop resources for the program

## Factor 3: Role of Program Champion...

Raise program visibility on campus and in the community by:

- Making presentations
- Connecting with local TV and radio stations
- Sending press releases about program successes
- Preparing students to be effective program advocates
- Keeping program website informative and current

## Factor 3: Role of Program Champion...

Develop resources for the program by working to identify funding opportunities and take full advantage of them in partnership with your college/university contacts at the:

***Sponsored Research/Grants Office (SRO)***, which manages government funding and the


***Foundation/Development Office***, which generates private sector funding for programs.



# Factor 3: Role of Program Champion ...

## Build a case for funding

- Importance of program visibility on campus and in community—it is harder to deny funding to a program perceived as successful and making a difference
- Using internal allies to help advocate for funding and to partner for internal and external funding requests
- Knowing and using institution's budget development and budget reallocation processes



# Factor 3: Role of Program Champion...

*Development is a team sport so don't try to do it alone.*

**Be prepared**

**Develop a concept paper/case statement ahead of time**

*Insert Link -- Sample case statement*

**Connect the value of the AHE program with the needs and priorities of the college/university and the requirements of funding opportunities**

## Factor 3: Role of Program Champion...

Meet with staff in the Sponsored Research/Grants Office (SRO) at least once a year and keep them abreast of your funding needs.

Provide them with an up-to-date concept paper; enquire about any upcoming grant applications related to your program.

SRO can monitor grant announcements for you and include AHE in any appropriate institutional grant applications.



# Factor 3: Role of Program Champion...

Build an alliance with the college/university Foundation/ Development Office.

Development staff can help connect you to foundations, corporations, and individuals who may have an interest in AHE's work.

Provide them with an up-to-date concept paper and a budget estimate.

Offer to go with them to make presentations and meet with prospective donors.

# Factor 3: Role of Program Champion...

Make it easy for SRO and Development staff to include AHE in grant proposals and grant budgets by supplying the program information and costs.

Help them to understand the benefit of AHE to the school and the students.

Show your appreciation to SRO and Development staff and they will work hard for you.

# When You Need to Write a Grant Proposal....

- Know and use resources available

*Link to: Annotated list of resources on AVID website*

- Federal grants that can be aligned with AHE programs

*Link to: List of federal grants by agency*

- Some private and corporate foundations with interest in student success and teacher education

*Link to: Foundations and Corporations*

# QUESTIONS?

Talk to AVID for Higher Education program staff

*Eileen Friou*

[efriou@avidcenter.org](mailto:efriou@avidcenter.org) | 972-591-2516

*Evie Hiatt*

[ehiatt@avidcenter.org](mailto:ehiatt@avidcenter.org) | 512-970-1730

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# Thank You.

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