

Budgeting for College Access Marketing Campaigns

Your assignment is to increase the number of kids from poor families in your community who enroll in college, and panic has set in. You know you've got to put on an ad campaign to reach these students, but how in the world are you going to pay for it? Relax. We're going to show you how.

Recent years have seen increasing interest in the notion of "college access marketing campaigns" among providers of programs designed to enhance college access for students traditionally underserved by the educational pipeline. By underserved, we generally mean low-income students who may be the first in their families to aspire to college and often come from ethnic or racial minorities that are under-represented in postsecondary education.

Developed as a specific application of the theory and practice of social marketing, college access marketing, or CAM, helps organizations and collaboratives preserve scarce resources by engaging in a series of focused activities. The intent of these activities is to plan, test, and deliver messages that resonate with the target audience and result in behaviors students need to undertake in order to prepare for, plan for, and enroll and succeed in college. In nearly every case, CAM campaigns step away from typical public relations strategies that engage traditional college-bound students and families effectively, but fail to reach underserved groups.

This brief provides guidelines for developing a budget for a CAM campaign, specifics on what to include in a budget, and direction on calculating it. The guidelines will be helpful to state and local governments; schools and school districts; associations; state- and community-based organizations; TRIO, GEAR UP, and other college access programs; and other entities concerned with college access and success. We've also included three case study examples of successful campaigns to depict ways the formal budgeting process can be adapted for different types of organizations.

A campaign plan precedes the budget, whether or not the total budget is known in advance

A CAM campaign may comprise a single project or an ongoing, reiterative program that begins anew on an annual or other cyclical basis. In either case, depending on the goals of the campaign and the target audience, budgets may range from a few thousand to millions of dollars.

CAM campaign budgets spring directly from a plan describing the campaign goals, objectives, and tactics. The planning process begins with a carefully thought-through definition of the target audience and a specific description of the desired behavior the campaign is aiming to produce. These steps are followed by testing of messages that resonate with the target audience and selection of appropriate communications channels.

A useful approach to developing a budget is the "objective-and-task" method developed by Kotler (2002), which involves three steps:

1. Reviewing specific objectives
2. Identifying the tasks that must be performed to achieve the objectives
3. Estimating the costs associated with performing the tasks

If the budget is predetermined before the planning process begins, the goals, objectives, and tactics must be formulated accordingly.

“Key Steps to Creating a CAM Campaign” at www.CollegeAccessMarketing.org provides an outline you can use to help identify the campaign activities that require resources:

- Preliminary research and goal setting
- Engagement of key stakeholders
- Audience research
- Strategic and tactical planning
- Implementation
- Monitoring and reporting

Note that four of the six steps listed above involve planning. Grimm (2001) makes the case that spending both time and money on planning can lead to big payoffs at the implementation phase. In her words, “Thorough planning means clearer goals, more concise messages, the right target audiences, and a road map leading to success.” Taking time to plan avoids wasting resources on audiences outside the target group and on messages that fail to resonate with those you are trying to reach.

Typical budget items

Not all CAM campaign budgets will require all of the following specific items, but generally budgets must account for direct costs, in-kind contributions, and indirect costs. Sources of revenue may vary from one to many.

Item	Source 1	Source 2	Source 3
Direct costs			
Personnel			
Salaries			
Fringe benefits			
Travel and per diem			
Rental, lease, or purchase of equipment			
Telephone, fax, and Internet			
Supplies			
Printing and copying			
Postage and delivery			
Media buys			
Print advertising			
Outdoor			
Broadcast			
Collateral merchandise (giveaways)			
Training workshops and best practices forums			
Contractors and consultants			
PR counsel			
Graphic design			
Evaluation			
Stipends and honoraria			
Total direct costs			
In-kind contributions			
Volunteers			
Use of a building and utilities			
Advertising			
Donation of supplies and collateral materials			
Transportation			
Pro-bono professional services			
College/career school marketing or communications class projects			
Total in-kind contributions			

Direct costs. Many CAM campaigns do not include salaries and fringe benefits and rely instead on an all-volunteer corps, generally of individuals whose salaries and benefits are donated by their employers or who donate their time outside of regular work hours. Large projects that require significant commitments of time during regular business hours may require a project director and, in some cases, support staff. All this will vary depending on the scope and breadth of the campaign.

- While in many cases volunteers' employers will cover their travel and per diem for campaign activities, this should not be assumed in the budgeting process. As with other direct costs, most funders understand that travel and per diem are necessary campaign expenses that should be accounted for in the budget.
- Media buys can be tremendously expensive. You should determine first whether buying traditional media is necessary to reach the target population. If so, contact the selected media directly for details on their rates, and explore the possibility of donated media or non-profit discounts.
- Training workshops and best practices forums may be seen as luxuries, but often such activities can greatly enhance the quality of both the current campaign and future related projects. Proceedings from these meetings may also be published on the Web for the benefit of much wider audiences.
- Public relations counsel may or may not be a required budget item. (See the sidebar for further information.)
- Evaluation should be considered essential to the campaign. The practice of formal evaluation is quite sophisticated; an independent, third-party evaluator can bring the latest in evaluation techniques as well as enhanced credibility to the evaluation process and the overall project.

In-kind contributions. In-kind contributions may or may not be quantified easily. Accounting for the full costs of a CAM campaign is the ideal, but in many cases attaching a dollar amount to a product or service may not be possible. When that's the case, the budget narrative should acknowledge the extent of in-kind contributions that are not included in the project budget.

One possibility to consider is asking a local college's marketing or communications department whether the research and media portions of the campaign might be planned as a class project.

Indirect costs (overhead). The most accurate budgets itemize indirect costs, though funders may specify a rate based on a percentage of total direct costs, or of salaries and benefits. Frequently, rent, insurance, cleaning and trash service, and the expense associated with utilities (heating, air conditioning, electricity, water, and sewer) are provided by one of the CAM campaign's partners as an in-kind contribution. If so, such indirect costs as such should be reflected in the budget. Of course, if the campaign requires facility rental or payment for other items that would normally be considered indirect costs, those expenses should be counted as direct costs in your budget.

Setting up a budget and assigning values to budget items

We recommend commonly available spreadsheet programs for project budgets. Properly configured with formulas that sum up columns, calculate benefits and indirect cost rates, and so forth, such programs will automatically recalculate the project budget when items are added, changed, or deleted.

Whenever possible, values assigned to budget items should be derived from actual costs obtained from previous budgets, vendors, media outlets, and consultants. You may not know precisely the number, length, or quantity of print items to be produced, but taking the time to plan as specifically as possible will be rewarded later with a balanced budget. Consultants should be able to provide reliable estimates of their fees for such activities as PR counsel, graphic design, and evaluation, as long as campaign staff is able to be reasonably specific about its expectations.

Travel and per diem for task force meetings, training workshops, and best practices forums will vary depending on meeting locations and travel distances. Consider minimizing expenses associated with task force activities by limiting in-person meetings to one “meet-and-greet” session followed by conference calls and email. Reduce costs further by asking task force members to provide conference calling capability through the services to which their organizations subscribe.

As a rule of thumb, at 2009 prices, a one-day convening that includes an overnight stay could be ball-parked at approximately \$400 with automobile travel and up to \$800 with air travel per participant. National meetings for one and one-half day workshops and forums generally range from \$900 to \$1,200 per participant. It is preferable, of course, to plan ahead and gather accurate estimates in advance rather than using these ballpark figures.

Funding for unanticipated opportunities

Whenever possible, allow for the possibility that new opportunities will arise during the course of project planning and implementation that will require additional resources. Try to build in 10-20 percent over and above your total budget for such opportunities. Having such a contingency will also help overcome any unexpected budget shortfalls.

Presenting the budget

Addressing the need for advertising/ PR counsel

Before budgeting for PR counsel, assess the talent you already have on board. You may have a project task force with diverse expertise and the time to commit to PR tasks. You may have a partnership with a local career school or college that can devote a communications or marketing class to planning the media campaign as a class project. And you may have already developed a detailed marketing plan. If you have one or more these assets on hand, you may not need counsel.

If you don't have these strengths, a PR firm can help you develop your plan, conduct audience research, draft messages and talking points, develop print and Web materials, schedule media appearances, and maintain your media contact database. For more guidance, check out “Hiring PR Counsel” in *It's Not What You Tell Them, It's What They Hear* (see References). That document and related materials also provide tips on selecting a PR firm and working through the contracting process.

One final word: Your PR firm should have demonstrated expertise and experience in social marketing. If it does not, it's unlikely to have the skills needed to reach your target audience of underserved students.

After completing the detailed budget, you will need to develop both a budget summary and a budget narrative. The budget summary presents the bottom line of the request and totals for direct costs, in-kind contributions (if available), and indirect costs. The budget narrative provides background information on how each budget line item was calculated. For example, the narrative accompanying travel and per diem may state that “one in-person meeting of the 12-member task force will be conducted in (city) with an anticipated average of 120 automobile miles per participant at \$0.55/mile, one night’s hotel stay at \$95, and a \$75 allowance for meals and incidentals.”

What to do when expenses exceed available resources or funding is reduced

Kotler (2002) suggests three strategies for dealing with funding shortfalls:

- Phase the campaign. For example, plan in the first year, implement in the second, and evaluate in the third. Activities may not be undertaken as quickly as you would like, but the campaign stays intact.
- Strategically reduce costs. The most obvious area to reduce is media selection. The Internet offers low- and no-fee alternatives to print, broadcast, and outdoor advertising. Another way to reduce costs is to shift expenses to the partner organizations. Many organizations are willing to absorb costs such as travel and per diem, equipment, telephone, supplies, copying, and postage. This may have little impact on an organization’s budget but, collectively, may result in significant cost savings for the CAM campaign.
- Adjust goals. If necessary, reconsider and limit the scope and breadth of the campaign. It is always better to downsize and succeed than stick to the original plan and fail to achieve the desired impact. Do not become discouraged if the campaign needs to be downsized; the opportunities will always present themselves again another day with other potential funders.

CAM campaign budgets may include resources from a variety of sources

Governments at all levels (local, state, and federal) may be able to provide funding. In some cases, governmental entities may have mandates to encourage college access for underserved populations and may be interested in contracting with college access providers for services. One caveat: Government funding may bring with it significant application, procedural, and reporting obligations that require a sturdy organizational infrastructure to satisfy.

Foundations are another source of campaign funding. When researching foundation support, close examination of both the foundation’s funding priorities as well as the geographic scope of its grant making are essential. A foundation whose funding priorities are limited to a single state, for example, may be a prospect for a state-based CAM campaign, but not for a national campaign. Likewise, foundations of national scope are less likely to fund a state or local campaign, with the possible exception of campaigns that may serve as pilots for creative approaches with potential future national impact. The number of foundations with a college access mission is limited, so funding proposals should demonstrate something new and different.

Corporations frequently contribute money or goods to CAM campaigns. Donations may flow from a corporation’s marketing budget or from its philanthropic arm. In either case, accepting a corporation’s donation inevitably associates its brand with the campaign. You need to consider that fact and the message it will convey to students and families, key stakeholders, other funders, the population being served, and the general public. While some corporations, such as those providing products and services that are detrimental to the target population, are clearly out of bounds, others may need to be considered in a more nuanced way. Is the prospective donor free of conflicts of interest and wanting to be a good corporate citizen, or does it hope to benefit from the transaction by establishing a relationship with the students and families being served? In no case should a donor be given access to names, addresses, or any other information that would allow it to revisit the target population for commercial reasons.

Local philanthropic organizations often are a valuable source of assistance for community-based campaigns. Organizations such as the Lions and Rotary Clubs, the NAACP, Junior League, local chapters of fraternities and sororities, and other philanthropies have community service as a component of their mission statements, and enhancing educational opportunity for underserved

students may constitute an attractive fit. Demonstrating a match between the campaign's and the prospective funder's missions and goals is essential, as is making the case that reaching out to those who need help the most optimizes the use of limited resources.

“Earned income,” which taps into financial support in return for a product or service rendered, is another possibility worth exploring. At the state, and, especially, local levels, special events can attract potential donors. Galas, silent auctions, and athletic events such as marathons or walk/runs, are examples of special events that can raise significant sums, especially if the associated expenses are offset by financial or in-kind donations. Campaigns can also raise funds by selling “collateral” products, such as t-shirts, mugs, and affinity bracelets, and relevant publications, such as student success stories. A campaign may also be planned in a way that will attract individuals and organizations to sign up for membership and pay associated dues.

In-kind sources of support should be cultivated. Donated goods, services, equipment, and other non-cash items may substitute for actual revenues. In many cases, volunteer hours are the real lifeblood of the campaign. Indeed, one can hardly imagine developing a viable budget for a CAM campaign that included salaries and benefits for all its workers. Non-profit charitable organizations may also be eligible for free online advertising. Google AdWords (www.google.com/grants) and YouTube's non-profit application (www.youtube.com/nonprofits) both offer this opportunity.

Leverage resources by partnering with other organizations

Collaboration is central to all successful campaigns. Community-based non-profits are often logical partners in CAM campaigns. They may have particular expertise that would benefit the campaign and ease the burden on campaign staff to learn all-new skill sets. Partnerships with business and business organizations, such as chambers of commerce, may provide win-win opportunities and bring needed resources to the campaign—as long as they do not impose conflicts of interest. Likewise, national trade and professional associations and their state and local chapters may provide partner opportunities. Media partners can provide invaluable access to broadcast, print, and Web-based formats, provided such access is offered at times and in places that will reach the target audience. For state-based campaigns, a statewide network of like-minded organizations will help build capacity and sustainability, especially during lean financial times.

College Access Marketing Case Studies

A number of examples can help illuminate some of the principles outlined in this brief. These programs are quite different from each other, but have general experiences that can be useful to your campaign.

South Carolina College Goal Sunday (<http://www.collegegoalsundaysc.org/>)

The goal of the South Carolina **College Goal Sunday** (CGS) campaign is to increase the number of low-income, first-generation students pursuing postsecondary education by getting students to complete and file the Free Application for Federal Student Aid (FAFSA). The program targets communities with large numbers of low-income families and low college-going rates, largely by identifying the number of students receiving free or reduced-price school lunches.

As in many states, South Carolina is defined by a number of diverse geographical regions with unique population characteristics requiring individualized marketing strategies. For example, the Gullah population, descendants of former slaves that live along the Interstate 95 and Highway 17 corridors and the offshore islands, has its own culture and language.

South Carolina CGS benefits significantly from being lodged with the South Carolina Commission on Higher Education (CHE). Not only has CHE been able to bring all concerned stakeholders to the planning table, but it was also able to absorb the full cost of the staff persons working on the campaign. CHE also provided funds to develop and administer a survey of some 4,000 8th-graders on

student and family characteristics, aspirations, plans, and other relevant information. The survey successfully identified pockets of student groups that needed special attention. The state GEAR UP program also conducted some research and provided additional anecdotal information at no charge to CGS.

To engage the stakeholders, CGS formed an advisory council. CHE and other organizations provided facilities at no charge to CGS, which generally paid only for catering and other incidentals associated with council meetings.

Testing messages with target populations is generally regarded as key to planning a college access marketing campaign. To save scarce funds, however, South Carolina CGS decided to borrow messages that had proven successful with similar populations in other states conducting CGS programs. When feasible, message borrowing can result in significant cost savings; when not possible, however, message formulation and testing must be factored into the budget.

The most expensive components of the South Carolina CGS budget were materials associated with campaign publicity. Partners at colleges and high schools provided mailing lists at no charge, but CGS had to bear the costs of printing and mailing promotional flyers. Other expenses included promotional magnets and design services for the Web site. Space for CGS events was donated, as was bottled water and other on-site collateral.

Evaluation is a critical element of any college access marketing campaign. CGS states are fortunate in that national management provides evaluation forms for participating families and site coordinators, processes the forms centrally, and provides reports—all at no charge to the states. When such services are not provided, they must be factored into the campaign budget.

Some final observations from the CHE staff who have worked on the South Carolina CGS campaign:

- Get buy-in from all stakeholders. They can bring significant resources to the campaign.
- Build support at higher levels in stakeholder organizations.
- Budget conservatively but realistically, and find creative ways to reduce costs by leveraging all available resources, i.e., don't buy anything that can be given to you.

Oklahoma GEAR UP (<http://www.okhighered.org/gearup/>)

GEAR UP is a federally-funded program designed to better prepare middle- and high-school students for college through academic preparation programs and scholarships for students, professional development activities for educators, and college access information for students and parents. Oklahoma GEAR UP provides resources to school districts and offers comprehensive professional development services to Oklahoma teachers, counselors, and administrators. Additionally, GEAR UP works to make sure 5th-12th grade students and their parents have the information they need to prepare academically, socially, and financially for college. The information campaign is the topic of this case study.

Prior to GEAR UP's initial implementation in 1998, Oklahoma provided generous funding to a statewide CareerTech program designed to boost college enrollments. Though the program was moderately successful, college administrators saw the need for a more general program to promote college attendance. They conducted the necessary research and developed a marketing plan with three price points: no cost, low cost, and high cost. While the Oklahoma Board of Regents produced some publications and developed a Web site, the marketing plan was shelved until GEAR UP was implemented nationwide, at which time the plan became part of Oklahoma's GEAR UP project. A lesson learned here: Be ready for when opportunity presents itself. At the time that Oklahoma received its GEAR UP grant, it became the only state that had developed a CAM campaign and supported a full-time position to coordinate it.

Oklahoma GEAR UP retained an advertising agency that had a research arm to conduct a statewide survey of attitudes, college aspiration, knowledge of steps necessary to achieve college enrollment, and other relevant information. While some national data were available on these topics, the GEAR

UP staff leading the campaign recognized that every state—and pockets within a state—differs on these various parameters.

GEAR UP leaders learned that students' college-going expectations begin in 5th grade and escalate from that point forward. They also learned that Oklahoma parents have a 90 percent expectation that their children will go to college. Armed with this information, GEAR UP created a series of messages with the theme “you have to plan early to go to college,” including specific activities such as starting early, planning for college, studying hard, taking the right classes, and applying for financial aid. The campaign included major media—radio and television—but also advertisements in high school newspapers, some outdoor ads, and content in Spanish-language newspapers. GEAR UP made a strategic decision not to advertise in English-language print media, knowing that such ads would not reach the target audience.

Promotional materials drive people to a Web site and a toll-free telephone number. Program outputs include increases in information seeking and call volume. Desired behavioral outcomes include increases in standardized test taking and test scores, increased numbers of financial aid applicants, increases in college enrollments, and decreases in needed remediation. One noteworthy outcome has been increased success in these metrics among single mothers. In the last survey, GEAR UP also found that parental college going and family income are not as closely correlated with student enrollment as they were prior to program implementation.

When the time came for implementation planning, the campaign staff contacted an ad agency for a ballpark estimate, and then issued a request for proposals (RFP). The budget was set at \$50,000, in return for which the agency was required to draft survey instruments, collect data, and conduct an analysis. A few years later, GEAR UP paid another ad agency \$25,000 to replicate the study. To help keep costs down, staff participated directly in developing the survey instruments.

To engage key stakeholders in the campaign, GEAR UP established an informal infrastructure of communications professionals at more than 30 college campuses. Through these alliances, GEAR UP is able to avail itself of significant in-kind resources. For example, when GEAR UP writes a script for a new video, it enlists campus personnel to provide review and comment. The advice and counsel of campus personnel constitutes a significant campaign resource at no cost to GEAR UP.

The annual campaign uses print, video, and outdoor media. Oklahoma GEAR UP budgets, on average, \$500,000 per year for the media campaign, including nearly \$300,000 in English-language and \$100,000 in Spanish-language buys. Campaign staff knows from experience how much frequency and spread is required to reach the target audiences.

Evaluation has been critical to the success of the campaign. While GEAR UP budgeted \$83,000 for a recent evaluation, the agency came in with a \$54,000 bid, largely because the project constituted a replication of an earlier evaluation.

Oklahoma GEAR UP always ends the year with a balanced budget, sometimes by making tradeoffs. For example, in the first year, the cost of research precluded a media campaign. In years when staff members conduct a survey, they may not produce a new video. Finally, staff leverages resources that campuses have to offer while trying not to ask for too much. Leveraging resources from stakeholder organizations is a consistent theme in college access marketing.

Get Ready NH! (<http://www.getreadynh.org/>)

The Get Ready NH! campaign in New Hampshire connects college students with high school students to emphasize the importance of planning and preparing for college. Originally named “Go Ahead, Get Ahead” or “GaGa” for short, the initiative is a social marketing campaign that began as a class project in a marketing seminar at the University of New Hampshire’s Whittamore School of Business and Economics. The current program is the result of ongoing class projects that have evaluated and refined the model since it was first developed in the spring of 2006.

The original plan for Go Ahead, Get Ahead was based on the results of a survey of approximately 700 high school students and 450 middle school students from 15 New Hampshire schools. While the surveys asked a large number of questions about college-going intentions, attitudes, knowledge, and plans, perhaps the most key finding was that 71 percent saw themselves as being the most influential person regarding college-related decisions. Only 19 percent saw teachers as the most influential. Forty-one percent saw parents as the most influential (respondents could rate more than one influencer as “most influential”).

Several advertising questions on the surveys revealed that television was the most popular medium for gaining information (52 percent of respondents); the Internet was the second most popular (26 percent). Students said they spent equal time watching television and surfing the Internet, averaging one to three hours daily.

The students in the marketing seminar used secondary research, notably the “Measuring Aspirations and Participation” survey that was distributed throughout New Hampshire, to help formulate their own survey. They reported that assimilating this information “completely changed around” their draft survey.

Using key findings from the survey, the marketing students developed a structure for the Go Ahead, Get Ahead campaign. Essentially, the campaign revolved around a Web site with print (posters in schools, book covers, and “tickets”—small handouts printed on card stock) and a MySpace social networking presence driving traffic to the campaign site. Book covers and tickets were delivered directly to high schools. The MySpace page drove a viral marketing effort whereby students would spread the word via their MySpace accounts about the availability of the GaGa Web site.

The Go Ahead, Get Ahead project was remarkable for its cost effectiveness. Key cost-containment elements included:

- Planning, implementation, and analysis of surveys as well as planning and implementation of the campaign itself were products of a class project—no-cost expertise provided by students in a marketing seminar without the need to hire PR or advertising counsel.
- Development of the survey instrument was driven by previously conducted research, thereby, arguably but not with certainty, reducing or eliminating the need to pretest the survey questions.
- Survey administration in schools directly by students and subsequent data entry by students in the seminar eliminated postage and data entry expenses, confining costs to the printing of the survey document.
- Print materials were the most expensive implementation cost; the Web site was designed by students in the seminar and housed on University of New Hampshire servers at no cost to the campaign. MySpace accounts are free.
- All print materials were delivered to schools by a “Street Team,” students-as-direct-marketers responsible for statewide distribution of media. While the Street Teams had prior permission to enter the schools, they often used “guerilla” marketing tactics to deliver materials spontaneously (at least to the students) and thus detach the campaign from any direct association with the schools—a strategy likely based on the finding, from the students’ observations, that teachers were not highly influential in college-going decision making.

The most significant take-away from the Go Ahead, Get Ahead campaign was that college access marketing can be undertaken on a shoestring budget by harnessing the enthusiasm, intelligence, and developing expertise of a class looking for a real-life marketing project. The specific class need not be a marketing one; it could also be in communications, media, or even research methodology and analysis.

Final thoughts

Those facing a limited budget need to be especially strategic in planning their campaigns. Effective, low-cost alternatives to expensive media campaigns include grassroots and viral marketing, which may rely heavily on word-of-mouth message delivery and, especially in the case of viral marketing, take advantage of many no-fee features of the Internet. In her brief on college access and new media, Krywosa (2008) provides convincing evidence that the “digital divide” is no longer the barrier it once was, and most students—even those in the most poorly served groups—now have broadband access to the Internet. She points to the potential of social networks, blogs, instant messaging, and social bookmarking as potential tools for reaching target audiences without spending a lot of money. These relatively new options may be lifelines for non-profits facing stakeholders’ perceptions that they “waste” resources on expensive media buys.

Budgeting for college access marketing campaigns requires time and effort, but carefully undertaking the exercise provides both a sound fiscal basis for the project and helps immeasurably with effective campaign planning. Potential funders will notice when a budget has been thoughtfully developed. Nonetheless, be prepared for questions and have reasoned answers at the ready.

This brief was prepared by Tim Christensen, specialist on college access and success, christensentima@gmail.com. The author thanks Franklin Davis, former program coordinator at the South Carolina Commission on Higher Education; Donna Spain-Bryant, senior coordinator for college access information at Oklahoma GEAR UP; and Tina Newberry, communications and information coordinator at the University System of New Hampshire and Granite State College for their help with the campaign case studies; and Ann Coles, senior associate and director, Pathways to College Network at the Institute for Higher Education Policy, for her editorial assistance.

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Websites

College Access Marketing, Southern Regional Education Board: <http://www.collegeaccessmarketing.org/>
Pathways to College Network:
<http://www.pathwaystocollege.net/>

CollegeAccessMarketing.org (CAM) was created to provide advice, support, and resources to college access marketing practitioners. The site is continuously updated, and maintained by partner organizations Pathways to College Network and the Southern Regional Education Board's *Go Alliance*.



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Pathways to College Network is an alliance of prominent national organizations committed to advancing college access and success for underserved students, including those who are the first generation in their families to go to college, low-income students, underrepresented minorities, and students with disabilities.

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