

# Know your audience

YNPN Des Moines Storytelling Conference | Oct. 28, 2022



StoryStruck

MARKETING

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## Mackenzie Ryan Walters

- The Gazette, Maryland
- St. Cloud Times, Minnesota
- Statesman Journal, Oregon
- Florida Today, Florida
- Des Moines Register, Iowa
- Story Struck Marketing



1. Segmentation

2. How to tell the story

3. The one thing



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## Segmentation

- Stop trying to reach everyone
- Focus on your ideal audience
- Use research to identify your specific audience (every organization is different)



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## Look for similarities

- Demographics
- Motivations (their why)
- Behavior (their trigger)
- Geography



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## Create groupings

- Identifiable list (data)
- Ways to add to list (data)
- Use motivations, preferences, and other information for messaging and marketing



# Workshop:

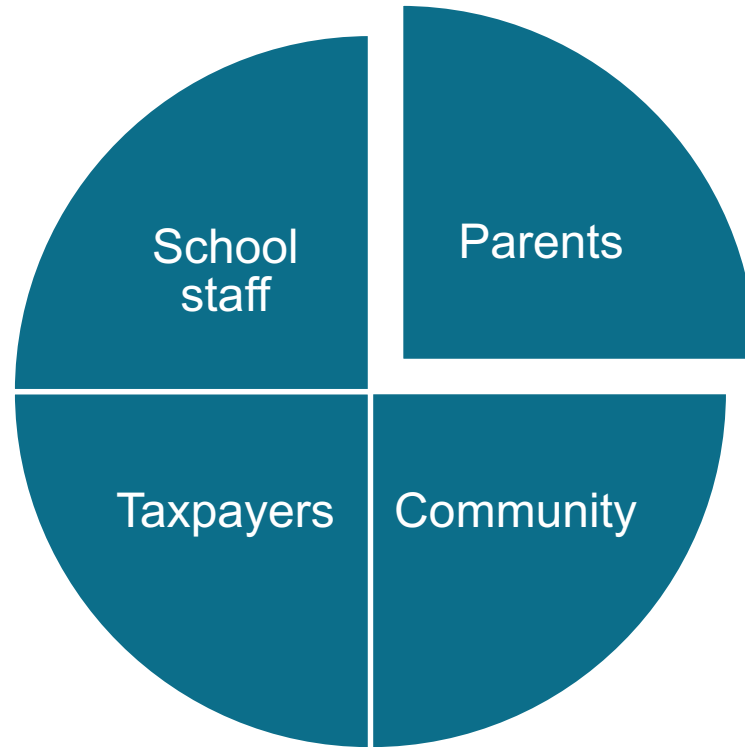
## Identify your audience segments



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## Audience segments

- Parents
- Community members
- Taxpayers
- School staff





## Who does it resonate with?

- Parents
- Community members
- Taxpayers
- School staff



*Credit: Rodney White/The Register*

East High senior Dezell Turner at Central Academy Monday, April 16, 2018, in Des Moines. Turner submitted an Etch A Sketch time-lapse as part of his admission application to MIT. Here, he shows the Schrödinger equation, a mathematical formulation for studying quantum mechanical systems.



## Iowa families shun classroom for virtual school

**Mackenzie Ryan** The Des Moines Register

Published 11:57 p.m. ET Feb. 20, 2017



DES MOINES — By the time she finishes her yearlong, cross-country trip, Sara Johnson will have visited nearly every state. And she's taking her two boys, ages 3 and 6, along for the ride.



Kindergartner Tristan Logue, 6, logs onto his virtual school while on a yearlong, cross-country trip. His brother Jasper, 3, follows along. *Special To The Register*

After a divorce, Johnson sold her Johnston, Iowa, home, purchased an SUV and camper, and enrolled her oldest, who was entering kindergarten, in one of two virtual schools now operating in Iowa.

"I just thought, you know what? It's a great time (to go)," she said. "We could learn and travel for a year."

Johnson is among a small but growing group of parents that want flexibility in their children's schooling — and the ability to access it from anywhere, at any time.

## Who does it resonate with?

- Parents
- Community members
- Taxpayers
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# Who does it resonate with?

- Parents
- Community members
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## Changing landscape

In 1975, when the first Southeast Asian refugees arrived after the Vietnam war, 285 students speaking five languages enrolled in the Des Moines school district. Today, the district's enrollment of English learners has grown to 6,900 students speaking nearly 100 languages and dialects.

While immigrant families initially moved to cities or meatpacking communities, in recent decades many have migrated across the state, moving to smaller towns or rural areas.

**MORE:** [See some of the languages spoken in Iowa schools](#)

## Languages spoken by new ELL students

Below are numbers among first year ELL students in Iowa, an indicator of recent immigration.

Spanish	<b>3,213</b>
Arabic	<b>243</b>
Karen languages	<b>153</b>
Burmese	<b>125</b>
Nepali	<b>118</b>
French	<b>115</b>
Somali	<b>112</b>
Vietnamese	<b>111</b>
Chinese	<b>102</b>
Swahili	<b>99</b>

Sources: 2017 Legislative Report English Language Learners; Iowa Department of Education

## Top ELL districts

Below are the top 25 districts with English language learner students, including the percentage of ELL students in the 2015-16 school year. Students who tested out of ELL programs but still struggle with English are not included in the numbers below.

District	ELL students	K-12 students	Percentage ELL
Cedar Rapids	638	15,969	4%
Clarke	191	1,350	14%
Columbus	243	728	33%
Council Bluffs	548	8,595	6%
Davenport	407	15,184	3%
Denison	1,203	2,098	57%
Des Moines	6,340	31,609	20%
Dubuque	229	10,419	2%
Hampton-Dumont	219	1,172	19%
Iowa City	1,146	13,217	9%
Johnston	358	6,747	5%
Marshalltown	1,723	4,780	36%
Muscatine	392	4,991	8%
Ottumwa	595	4,343	14%
Perry	390	1,694	23%
Postville	235	659	36%
Sioux Center	221	1,214	18%
Sioux City	2,339	14,129	17%
South Tama	208	1,434	15%
Storm Lake	979	2,365	41%
Urbandale	417	3,949	11%
Waterloo	970	10,490	9%
Waukee	305	9,167	3%
West Des Moines	884	8,804	10%
West Liberty	243	1,219	20%
<b>Average</b>			<b>12%</b>

Source: 2017 Legislative Report English Language Learners

# Workshop:

Brainstorm motivations of donor segments

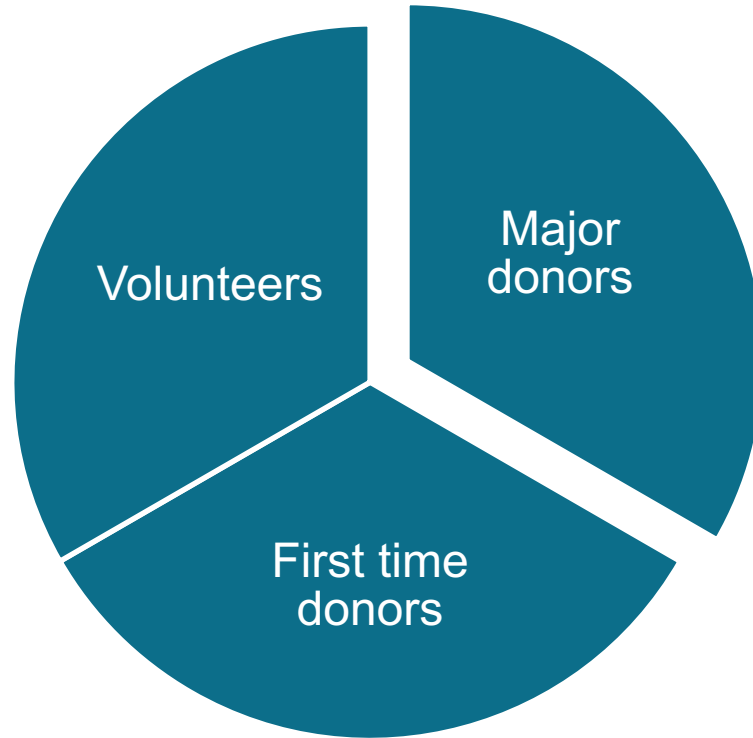
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## Audience segments

- Major donors
- First time donors
- Volunteers

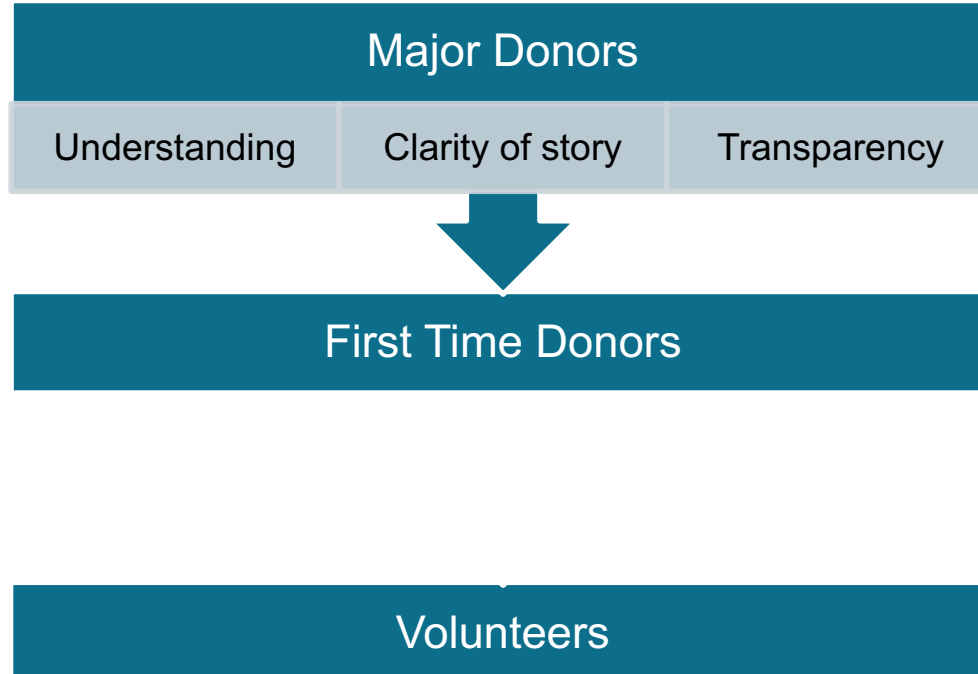


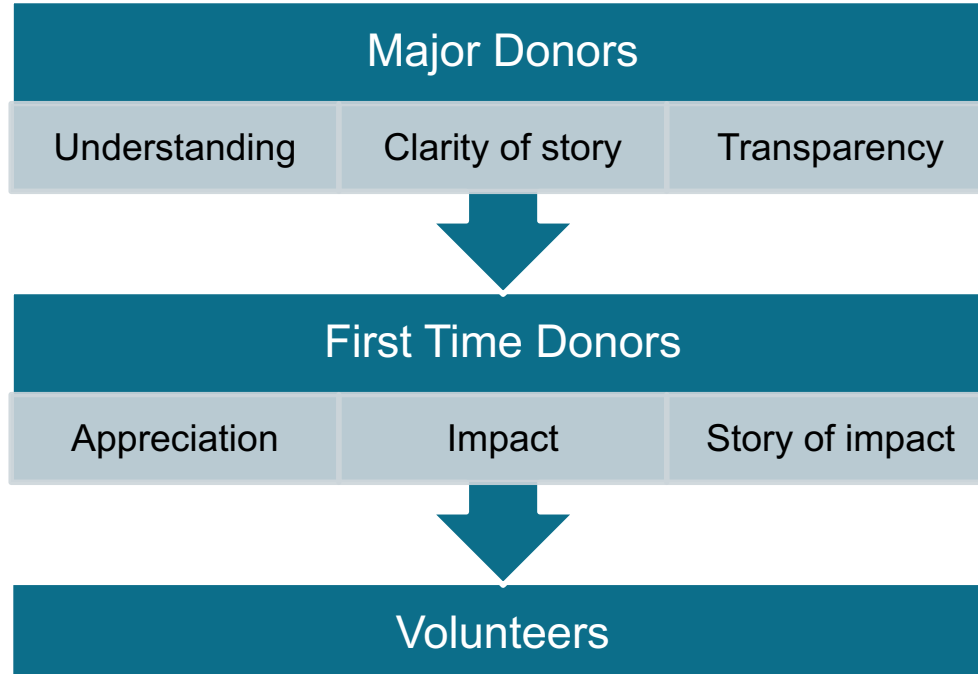
Major Donors

First Time Donors

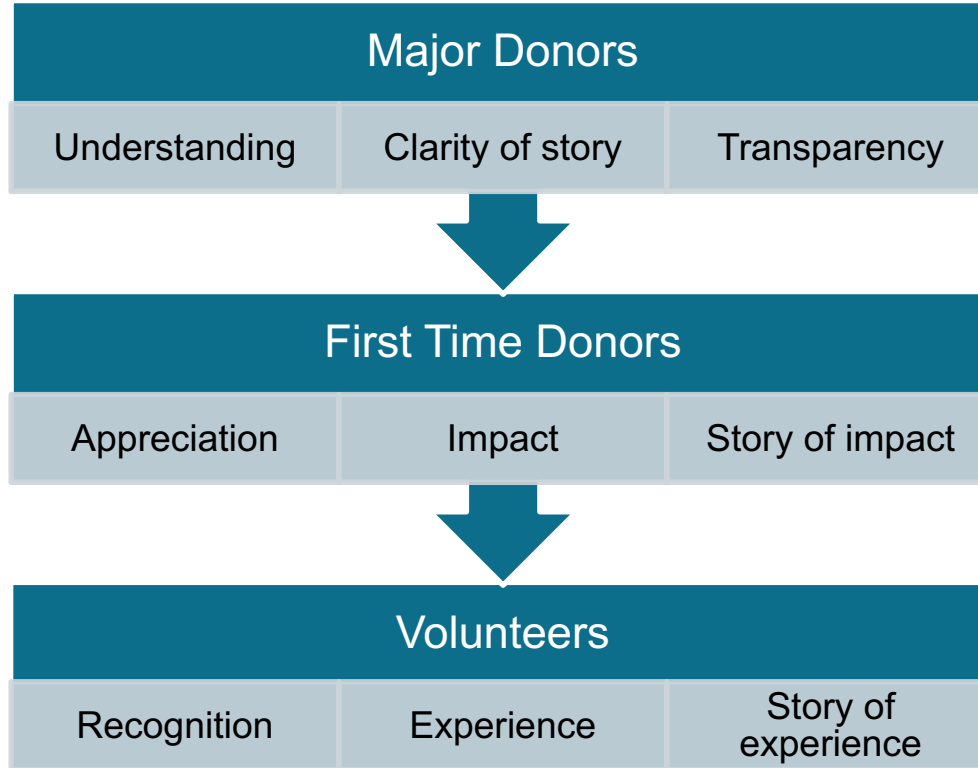
Volunteers











# Practical application:

## Research, Personas, Donor Journeys



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## Ways to understand your audience

- Interviews
- Surveys
- Focus groups
- Round table discussions




# Audience Personas

- Common demographics
- Typical day
- Common motivations
- Common preferences

## OLIVIA WILSON

**PROFILE**  
Gender : Female  
Age : 28  
Education : Bachelor's degree  
Occupation : Marketing  
Address : 123 Anywhere St., Any City



**BIOGRAPHY**

**MOTIVATIONS**

**GOALS**

**FRUSTRATIONS**

**PERSONALITY**

Introvert —●— Extrovert  
Thinking ●—— Feeling  
Judging —●— Perceiving  
Sensing —●— Intuition

**TECHNOLOGY**

Software ██████████  
Social Media ██████████  
Mobile App ██████████

**BRANDS**



## Donor Journeys

- Customize communication
- Select social based on persona
- Share stories that impact individually



## First Time Email

- Build relationship
- Personalize with name
- Share result / impact
- Visualize result / impact

Source: Community Funded



**DONOR IMPACT**



**PERSONAL**

**THANK YOU LYNNE!**

**YOU'VE JUST CHANGED LIVES.**

This is Helen Aplo. She used to walk a mile and a half to a neighboring village to get water. The walk was long, and the wait was even longer once she got there. Helen's village didn't have a well.

When she brought the water home, she'd say to herself, "How should I use this water today? Should I water my garden so we can grow food? Should I wash my kids' uniforms? Should I use it to cook? Should we drink this water?" With two children, one husband and 10 gallons, Helen never had enough water.

We saw the shame in her eyes when she described how her two kids were often sent home from school because their uniforms were dirty.

But a few years ago, people did exactly what you did today -- they donated. And because of those donations, Helen's village got a well. Now, Helen has all the water she needs.



**CLEAR RESULT**



**HERO SHOT**



1. Segmentation

2. How to tell the story

3. The one thing



# Clarity of Story



## MISSION

DREAM's mission is to provide inner-city youth with opportunities to **Play, Learn, and Grow**. We use the power of teams to coach, teach, and inspire youth to recognize their potential and realize their dreams.

### OUT-OF-SCHOOL

We are a vibrant learning community where youth learn the importance of being healthy, educated, and active citizens who achieve their dreams and give back to their communities.

### IN-SCHOOL

We prepare scholars for high-performing high schools, colleges, and beyond through a rigorous academic program that develops critical thinkers who demonstrate a love of learning, strong character, and a commitment to wellness and active citizenship.

Source:  
DREAM 2016 Annual Report





# Clarity of Story



## WHAT'S AHEAD

As outlined in our organizational Strategic Plan for 2016–2020, here are two initiative highlights that support our vision to expand our work to new communities so that more youth can play, learn, and grow.

### NEWARK

In July 2017, DREAM is bringing its award-winning REAL Kids program to the South Ward district of Newark, New Jersey, to reach a new neighborhood outside of New York City for the first time. Newark is the biggest city in New Jersey and its South Ward in particular has extremely limited access to summer programming, while facing some of the city's steepest challenges in public

safety, housing, health, and education. In our inaugural year, we will serve 80 elementary school students in partnership with BRICK Peshine Academy Community School, with plans to steadily increase the number of youth served over the next three years. We look forward to working with this new community to enable more kids to achieve their dreams.

### DREAM CHARTER HIGH SCHOOL

After opening our school in 2008 with just 50 students in kindergarten and first grade, we have grown to full capacity to serve scholars in grades Pre-K through 8. As our first class of eighth graders prepared to graduate last year in 2016, our community spoke up about its desire for a DREAM Charter High School — and we listened. We're proud to announce that in August 2017, we will open the

doors to DREAM Charter High School with a founding class of ninth graders. Each year, we will add one grade until we reach capacity to serve scholars in grades 9–12. We believe that our inclusive, rigorous education model will ensure that our oldest kids successfully transition to college, careers, and beyond.



# Written Story



## STORIES OF US

In our 26-year history, DREAM's priority has always been to establish meaningful relationships in the communities where we work: East Harlem, the South Bronx, and, most recently, Newark.

Here at DREAM, we are a team. Every individual — whether you're a young scholar in Pre-K, a senior in high school, a staff member, a volunteer coach, or a family member — plays a specific and important role on our team. We believe that achieving our individual and collective dreams requires us to be interdependent. We must rely on one another.

The following stories provide a glimpse into some of the intricate connections that make up a team and capture the transformative power of teamwork to make dreams real.



### S'MYA AND SHEAKIRA

S'mya was nervous on her first day of Pre-K but her teachers, Ms. Williams and Mr. Holiday, welcomed her warmly.

Soon, her classmates became her friends, and before they knew it, they had been in Pre-K for 100 days. The class celebrated by dressing up as 100-year-old people!

In school, S'mya loves the library and the dramatic play centers. Through different units like Animal Kingdom and Blast off into Space, S'mya is becoming comfortable in

the classroom, learning how to interact with her peers and teachers, and building basic literacy and math skills.

S'mya's mom Sheakira knows how important it is for S'mya to get this foundational educational experience so that she doesn't fall behind. Sheakira is a campus assistant for the REAL Kids after-school program at DREAM. **Every day Sheakira sees the positive impact of the program as she works with kids like Eric Castro.**



# Written Story



## ERIC

Eric was not excited about REAL Kids. He didn't want to meet new kids, and he had never played baseball before. His sister Shanae told him to give it a chance.

She was right.

After a few weeks in the program, Eric couldn't wait to go to REAL Kids. He made new friends and was getting the hang of playing baseball. And he was learning a lot in the classroom. "My coaches make me feel comfortable when I ask questions, so now I feel better asking my teachers for help at school."

Shanae also noticed that REAL Kids helped Eric grow more confident. In the past, he was afraid of trying new things or making mistakes, but he now embraces those challenges.

Eric's coaches played a big part in his growth. **The first time he put on his glove, tackled his homework, and won the Friday dance-off, Champagne McGrier was cheering him on.**



## CHAMPAGNE

Champagne McGrier remembers the scruffy baseball field in front of her apartment growing up.

When she was just five years old, she joined DREAM's tee-ball program to play on the Fields of Dreams. Over the next 13 years, Champagne went through the entire spectrum of DREAM's programs, from elementary school through high school graduation. During those years, she read a lot of books, found her best friends, played a lot of ball, and got ready for college.

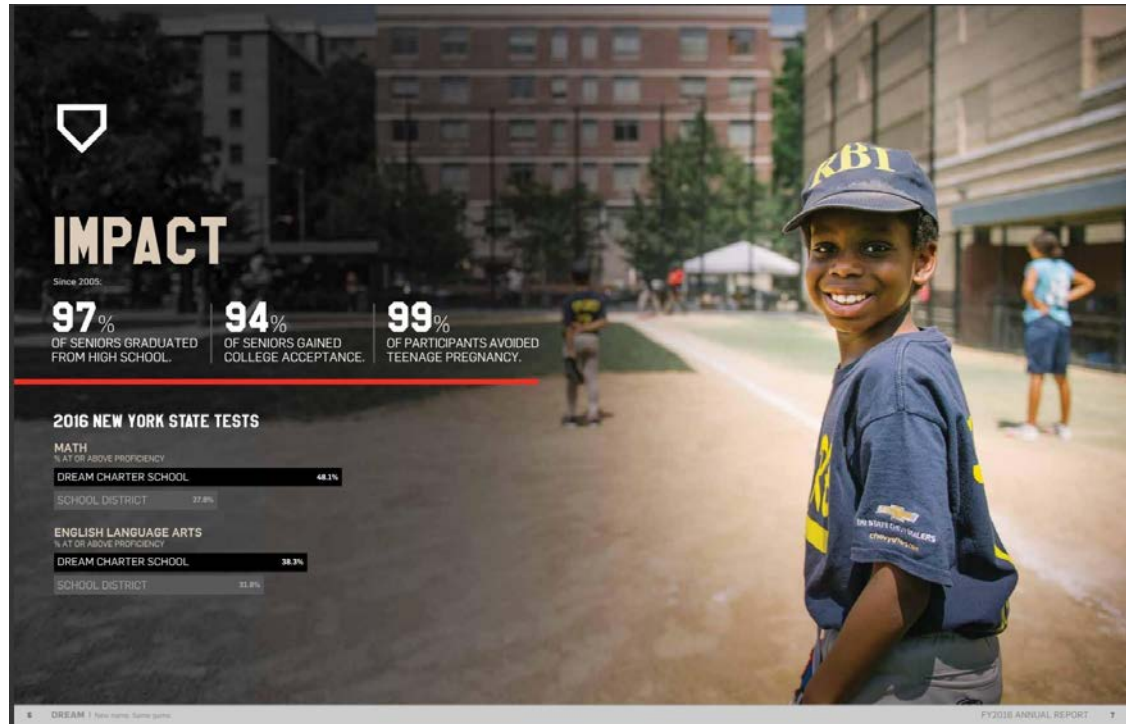
Today, Champagne is giving back as a Learning coach for REAL Kids. She helps kids with homework after school and leads fun and challenging enrichment activities.

"When I was a REAL Kid, I used to give my coaches such a hard time. But now the tables have turned. As the coach, I need to teach them how to be good teammates."

Champagne is making a lasting impact on her kids. **One of those players, Darlene, who's now in high school, still looks up to Champagne as a role model.**



# Visual Story



# Visual Story

## FINANCIALS

RESOURCEFUL.  
STRATEGIC.  
EFFICIENT.

DREAM is proud to report another year of strong support from our amazing donors who enabled us to serve more youth than ever before. As we look ahead toward growth and

expansion into new cities, we remain committed to fiscal prudence to ensure sustainability and high-quality programming for every community we serve.

### DREAM FINANCIAL SNAPSHOT<sup>1</sup>

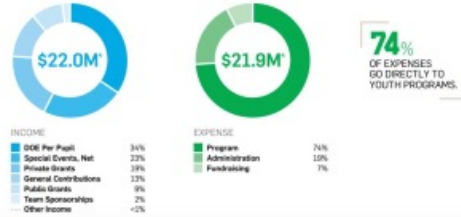
#### DREAM FIVE-YEAR FINANCIAL ANALYSIS (OUT-OF- AND IN-SCHOOL COMBINED) IN MILLIONS OF DOLLARS



#### DREAM (HARLEM RBI) FIVE-YEAR FINANCIAL ANALYSIS IN MILLIONS OF DOLLARS



#### DREAM FY2016 INCOME & EXPENSE<sup>3</sup> (OUT-OF- AND IN-SCHOOL COMBINED)



#### DREAM CHARTER SCHOOL FIVE-YEAR FINANCIAL ANALYSIS IN MILLIONS OF DOLLARS



<sup>1</sup> Has been WED, "DREAM" and DREAM Charter School, use independent fiscal 5 nonprofits, linked through a formal institutional partnership.  
<sup>2</sup> Net assets include the impact of the capital project. Ownership will be transferred to the City of New York upon completion of the project.  
<sup>3</sup> Fundraising revenue and expenses include the impact of the capital project and donated services.  
<sup>4</sup> Combined unencumbered income and expense excludes \$1.8M intercompany transaction.



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# Advocate

You know firsthand. Advocate for what you need.

- Reflect on: **What** you need and **why**
- Look for evidence:  
Personal experience and **best practices**



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# Advocate

Follow this formula:

- 1) The evidence is ...
- 2) The evidence shows that ...
- 3) Therefore, I believe ... (solution)





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# Seek solutions

- Online learning (ask for time)
- Marketing Capacity Building Grant
- Additional grants or funding

Email me at:

[mackenzie@storystruckmarketing.com](mailto:mackenzie@storystruckmarketing.com)

... and I'll send you the capacity grant link.





# Questions?

*Mackenzie Walters – StoryStruck Marketing*

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