**Student Title: Magee, Tim Mentored Fundraising Assignment 2**

**Student Date: January 15, 2018**

**Magee Example Mentored Fundraising Project Assignment 2**

**6-Month Mentored Nonprofit Fundraising Certificate Program**

**Center for Sustainable Development.** <http://nonprofit.csd-i.org/fundraising-project-design-for-donations-impact/>

**Use this Document as your template for your assignment.**

**Assignment 2.**

**1. Your simple list of groups of supporters you have identified.**

I sat down with of the goals that I listed in Assignment 1 and thought back through who the supporters were for each of the goals. In some cases (like the training programs) it was easy, because we have information about who they are, where they work, what they specifically do and what their motivations were for participating in a training program.

Donations were a bit more complicated, but we did have a name, gender, their location and donation amount.

Subscribers were also a bit complicated, but again, we had a name, gender, and their location. Plus, we also did a SurveyMonkey survey last year where we learned a little bit more about what their professions (donor, nonprofit staff, student, etc.) and what their nonprofit motivations were.

**Relevant SurveyMonkey Newsletter Survey Results**

52% women

7% 18 – 29 years

35% 30 – 49 years

55% 50 – 64

3% retired

4% Work for donor agency

20% Looking for a career transition

76% Work for a nonprofit

With information, we're also going to try and segment these new subscribers into groups of 1) donors, 2) volunteers, and 3) people who are working in or would like to transition into the nonprofit world. Simply placing them into 3 different lists will help tremendously in refining our communications with them.

**2. Here is a list of goals from last week and the information that we have about each of the goal's supporters:**

**Goal: Participants in new training programs (North America)**

* Nonprofit staff (individuals) from small nonprofits; 25 to 40 years of age; 57% women; career advancement is motivation; North America
* Nonprofit staff (individuals) from larger nonprofits; 30 to 50 years of age; 57% women; funding and program impact are the motivation; North America
* Mid-sized nonprofits providing access to training for staff; 57% women; funding and program impact are the motivation; North America.
* Individuals hoping to transition into a job in a nonprofit; 25 to 35 years of age; 57% women; new career in the nonprofit world is motivation; North America

**Goal: Donations from individuals (North America)**

* Individual donors hoping to have a positive impact on the beneficiaries of nonprofit programs; 30 years to 70 years of age; 45% women; North America
* Former training participants interested in supporting CSDi; 30 to 50 years of age; 45% women; North America
* Google one today donations; North America; no demographics

**3. Prioritization.** For the purposes of this course, focus on the supporters of the goal you chose for developing your first campaign in Assignment One. This is the goal and a list of supporters we chose for this course.

**My Prioritized Goal (from last week) for the course and its supporter base: Targeted newsletter subscribers**

* Nonprofit staff (individuals) from small nonprofits; 25 to 40 years of age; 52% women; career advancement is motivation; North America
* Nonprofit staff (individuals) from larger nonprofits; 30 to 50 years of age; 52% women; funding and program impact are the motivation; North America
* Individuals hoping to transition into a job in a nonprofit; 25 to 35 years of age; 52% women; new career in the nonprofit world is motivation; North America
* Individual donors hoping to have a positive impact on the beneficiaries of nonprofit programs; 30 years to 70 years of age; 45% women; North America

I then added the template of my supporter description to my three ring notebook for the campaign—and also saved it in the Fundraising electronic document folder that I set up for this course.

We will use what we learn in the course to develop campaigns for the other two goals after the course ends.

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