

Communicator’s Role on Program Focus Teams:

1. Serve as communication consultants for the PFT.
2. Help PFT leadership coordinate effective communications.
3. Serve as a liaison to the Department of Communications and Agricultural Education by routing projects and questions about projects to colleagues with particular expertise.

Each communicator will work with the PFT leadership to understand the PFT goals, target audiences, motivation for communication, and the group’s current communications methods.

AUDIENCE ANALYSIS

(To be completed with PFT leadership; input may come from PFT members)

Thinking about your action plan, who do you consider to be the target audience(s) for your information? Use the list below to prioritize **primary, secondary, or tertiary** audiences.

Primary — Those who receive the communication directly. Reaching this audience is critical to accomplishing your goals.
Secondary — Those who need to know what you’re doing because they may benefit indirectly, or because, by having your information, they may have influence or capability of impacting (positively or negatively) the primary audience.
Tertiary (optional) — A group that may be able to help facilitate the communication message, but aren’t necessarily affected by it.

	Primary	Secondary	Tertiary	N/A
Families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Homeowners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Producers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consumers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Youth (children and teens under 21)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Young Adults (21-50)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Older Adults (50+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Underserved/Minority Populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Metro Citizens (populations >50,000)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Suburban Citizens (populations 10,000-49,999)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rural Citizens (populations < 9,999)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Business owners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Legislators/Decision-Makers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PURPOSE OF COMMUNICATIONS

What are the primary reasons for communicating your group's message(s)? Indicate a priority for each category listed.

High — This is a primary reason for communicating. You will focus communications to achieve success in this area.

Medium — Some evidence of success already exists in this area, but additional work must be done.

Low — This area seems to be well-established, but communications must continue to support this aspect.

	High	Medium	Low	N/A
Awareness (of service)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Awareness (of added value/benefit)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Education (for behavior change)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Call to Action: Use our services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Legislative support (funding)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Local community support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

WHAT IS BEING DONE CURRENTLY?

Please list the communications tactics the PFT is already doing. Include notes about successes, challenges, or other information that might help evaluate the usefulness of the tactic.

Are there additional tactics that the group has considered for the future? (Please list.)