Local Food Leader (LFL) 201 Course Syllabus

The Iowa State University Extension and Outreach Local Food Leader 201 certification teaches foundational competencies critical for successful food systems development. It is required to have either completed Local Food Leader 101 prior to participation in 201, or to be enrolled in both as an interconnected program. For additional information about LFL 101, please reach out to Kaley Hohenshell or Courtney Long (contact information below).

Course Contact Information:

**Curriculum Assistance:** For questions regarding content in workshops and Moodle, please contact Kaley Hohenshell. For questions regarding evaluation, please contact Bre Miller. For other questions regarding general food systems programming, please contact Courtney Long.

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<tr>
<th>Kaley Hohenshell</th>
<th>Bre Miller</th>
<th>Courtney Long</th>
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<td><a href="mailto:kaleyh@iastate.edu">kaleyh@iastate.edu</a></td>
<td><a href="mailto:millerb@iastate.edu">millerb@iastate.edu</a></td>
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<tr>
<td>515-745-2401</td>
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**Technical Assistance:** For questions regarding technology used to support coursework, please see contacts below.

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<tr>
<th>Moodle</th>
<th>Bre Miller</th>
<th>Courtney Long</th>
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<tr>
<td>(username and password support)</td>
<td><a href="mailto:kaleyh@iastate.edu">kaleyh@iastate.edu</a></td>
<td><a href="mailto:Court7@iastate.edu">Court7@iastate.edu</a></td>
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Part 1: Course Information

Course Description
The certification includes online modules that are used to teach the Local Food Leader curriculum. Participants will receive access to Moodle prior to the course beginning. Local Food Leader 201 is a self-paced course with optional learning circles built in for cohorts to assist in knowledge transfer and discussion. It is suggested that participants use their binder provided in LFL 101 to continue to build on the skills and activities learned in the workshop sessions.

LFL 201 Modules: Local Food Leaders in Community Food Systems, Intentional Methods for Inclusive and Diverse Collaboration; Tools for Successful Program and Project Management; Evaluation Basics)
Online modules are hosted on the Moodle online learning platform. Moodle modules build on the lessons in Local Food Leader 101 and dive deeper into technical skills relating to equity, working in food systems, facilitation, team development, and evaluation.
See the following pages for workshop goal statements and learning objectives for each module.

Course Learning Outcomes
- Enhanced understanding of scales of the food system.
- New language for describing complexity of food systems, including tools to facilitate dialogue.
- Improved knowledge of policy and systems in place that impact the food system.
- Increased skills for organizing coalitions that work toward collective community goals and assist in the development of a mission, vision, and core values.
- Determining individual skill sets and leadership styles.
- Increased awareness of diversity, equity, and inclusion practices.
- Utilize an equity lens to food systems development.
- New tools for facilitating conversations effectively between dynamic groups of people.
- Understand community processes that include facilitation, project management, partnership and building successful teams.
- Increased skills for engaging and empowering community partners to work collectively toward a vibrant community food system.
- Increase awareness for funding activities and grant support.
- Improve ability to conduct feasibility studies for assessing program implementation.
- Construct plans of work, project scopes, and budgets.
- Understand the use and types of programs of work and evaluation logic models.
- Create evaluation tools that allow ease of evaluation during and after project completion.

Part 2: Course Methods and Delivery

<table>
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<tr>
<th>Technical Requirements</th>
<th>LFL 201</th>
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<tr>
<td>Internet connection (DSL, LAN, or cable connection desirable)</td>
<td>X</td>
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<td>Zoom (optional for cohorts)</td>
<td>X</td>
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<tr>
<td>Audio out and audio in</td>
<td>X</td>
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<td>Adobe Flash Player</td>
<td>X</td>
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<tr>
<td>Adobe Acrobat Reader</td>
<td>X</td>
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<tr>
<td>Moodle (sign-up following course registration)</td>
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</table>
This course uses Moodle as the online learning platform. If you need technical assistance at any time during the course, or to report a problem with Moodle, please email kaleyh@iastate.edu. See Assistance Contacts above for further technical assistance contacts. Some cohorts may use to add learning circles in for 201 cohorts. Zoom is an optional method of delivery.

Part 3: Course Requirements and Grading
You must achieve an overall course grade of 80 in percent in Moodle to receive a Local Food Leader Certificate of Completion.

Completing Assignments
All assignments for the online modules will be submitted electronically through Moodle unless otherwise instructed. Assignments that are too large to be submitted in Moodle must be submitted to instructor via email.

Important Note: Activity and assignment details will be explained in detail within each learning module in Moodle. If you have any questions, please email kaleyh@iastate.edu.

Moodle Grading Rubric
- A grading rubric (pg. 4-6) is used by instructors to grade assignments submitted in Moodle. It is recommended for students to review the rubric prior to completing assignments to meet requirements.
- If you do not receive a grade above 80 percent for an assignment, the grader will provide comments for edits and you will have the opportunity to resubmit the assignment for a higher grade (reminder: an overall course grade of 80 percent is required to receive a certificate).

The grading rubric assigns a grading category to each assignment: reflection, application, critical thinking, and creation. Based on that assignment’s category, review the associated rubric to understand grading requirements. If two categories are listed, the assignment will be graded based on both categories’ criteria and averaged for an overall score.

Assignment Categories

<table>
<thead>
<tr>
<th>Module 1</th>
<th>Category</th>
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<tbody>
<tr>
<td>1.1.7: Think and Describe a Community You Work With</td>
<td>Reflection + Critical Thinking</td>
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<tr>
<td>1.1.8: Community Tactic Activity</td>
<td>Reflection + Application</td>
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<td>1.2.2: Food System Policies Impacting Food Access</td>
<td>Critical Thinking</td>
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<td>1.2.8: Farm Bill Connections</td>
<td>Application + Critical Thinking</td>
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<td>1.2.9: Connections to Local Policy</td>
<td>Reflection + Critical Thinking</td>
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<td>1.2.11: Land Use Ordinances</td>
<td>Application + Critical Thinking</td>
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<td>1.2.13: Local Food Policy Councils</td>
<td>Reflection + Application</td>
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<td>1.3.2: Describe Your Work</td>
<td>Reflection + Critical Thinking</td>
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<td>1.3.4: What’s Your Leadership Style</td>
<td>Application + Reflection</td>
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<td>1.3.7: What’s Your Conflict Management Style?</td>
<td>Application + Reflection</td>
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<td>1.3.10 Determine Your Core Competencies</td>
<td>Reflection</td>
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<td>1.3.13: Update Your Program Logic Model and Plan of Work</td>
<td>Critical Thinking + Creation</td>
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<td>1.3.16: Describe the Characteristics of an Ideal Team</td>
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<td><strong>Module 2</strong></td>
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<td>2.1.6: Reflect on Justice in the Food System</td>
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<td>2.1.7: Implicit Bias</td>
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<td>2.1.11: History and Culture of Land-Grant Universities</td>
<td>Reflection + Critical Thinking</td>
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<td>2.1.14: Equity Teams</td>
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<td>2.2.5: Reflection on Facilitation Methods</td>
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<td>2.2.8: What are New Facilitation Techniques You Plan to Utilize?</td>
<td>Reflection + Critical Thinking</td>
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<td>2.3.2: Effective Coalitions</td>
<td>Application</td>
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<td>2.3.5: Coalition Agenda</td>
<td>Application</td>
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<td><strong>Module 3</strong></td>
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<td>3.1.3 Describe Your Business or Organization</td>
<td>Reflection + Critical Thinking</td>
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<td>3.1.4: Concept Paper</td>
<td>Critical Thinking + Creation</td>
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<td>3.1.5: Scope of Work</td>
<td>Critical Thinking + Creation</td>
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<td>3.2.2: Technical Assistance for Food Systems Work</td>
<td>Reflection</td>
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<td>3.2.4: Feasibility Study Questions</td>
<td>Critical Thinking + Creation</td>
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<tr>
<td>3.3.2: Food Systems Assessment and Data Resources</td>
<td>Critical Thinking</td>
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<tr>
<td>3.3.3: Community Food System Assessment Methods</td>
<td>Critical Thinking</td>
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<tr>
<td><strong>Module 4</strong></td>
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<td>4.1.4: Evaluation Questions</td>
<td>Application + Creation</td>
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<td>4.2.2: Developing a Pilot and Program Evaluation</td>
<td>Application + Critical Thinking</td>
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<td>4.2.4: Develop a Success Story</td>
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<td>4.3.3: Web of Influence</td>
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<td>4.3.6: Evaluation Logic Model</td>
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### Grading Rubrics

#### Reflection

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<th>Score</th>
<th>Description</th>
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<tr>
<td>100%</td>
<td>Thoughtful and significant response to how the question relates to personal and or professional life with meaningful examples, shows interconnectedness between work and course or lived experience, answers all components of reflection question.</td>
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<tr>
<td>90%</td>
<td>Thoughtful and adequate response to how the question relates to personal and or professional life, answers all components of reflection question.</td>
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<tr>
<td>80%</td>
<td>Limited reflection; provides satisfactory information.</td>
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<td>Revisions Required &gt; 80%</td>
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#### Application

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<th>Score</th>
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<tr>
<td>100%</td>
<td>Significant analysis regarding readings or presentation to their place-based programs and projects, strong examples and acknowledgement related to personal work.</td>
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<tr>
<td>90%</td>
<td>Proficient analysis of readings and presentations that relate to their place-based programs and projects.</td>
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<tr>
<td>80%</td>
<td>Adequate analysis but lacking strong connections to personal and place-based work.</td>
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<td>Revisions Required &gt; 80%</td>
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#### Critical Thinking

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<th>Score</th>
<th>Description</th>
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<td>100%</td>
<td>Significant and effective reflection that demonstrates ability of the student to question their own preconceptions, and/or assumptions and define new modes of thinking as a result and consider alternate perspectives.</td>
</tr>
<tr>
<td>90%</td>
<td>Adequate reflection that demonstrates ability of the student to question their own preconceptions, and/or assumptions and define new modes of thinking as a result and consider alternate perspectives.</td>
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<tr>
<td>80%</td>
<td>Limited consideration of their own preconceptions, and/or assumptions and define new modes of thinking as a result and consider alternate perspectives.</td>
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<td>Revisions Required &gt;80%</td>
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#### Creation

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<tr>
<th>Score</th>
<th>Description</th>
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<tbody>
<tr>
<td>100%</td>
<td>Strong ability to create a desired product that reflects their personal and place-based efforts through critical thinking from workshops, presentations, and readings.</td>
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<tr>
<td>90%</td>
<td>Considerable ability to create desired products relating place-based work that details full understanding of assignment objectives.</td>
</tr>
<tr>
<td>80%</td>
<td>Acceptable ability to create desired products relating to place-based work but lacks detail relating to assignment objectives.</td>
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<td>Revisions Required &gt;80%</td>
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Unsatisfactory, insignificant ability to create desired products relating to place-based work.
Tests
There are pre- and post-tests for each module. All tests for this course will be submitted electronically through Moodle unless otherwise instructed. You must pass each module post-test with an 80 percent to move on to the next module.
Each module contains module Note Pages for guided note taking to help study for tests.

Important Note: Test questions are based on all Required Activities, including presentations, videos and readings in the module.

Viewing Grades in Moodle
- Click into the course
- Click on the Grades link in the Settings Box to the right of the main course page

Part 4: Course Outline
This outline is structured in chronological order for the course, showing what components of the online modules.

Module 1: Local Food Leaders in Community Food Systems
Learning Outcomes:
- Aware of current common language that represents complexity and intersections of community food systems.
- Understand dimensions, scale, and types of food systems.
- Gain perspectives on different roles and responsibilities of food system practitioners.
- Learn about different levels of policy and ways to engage within them.
- Acquire new tools to utilize for personal leadership and action in their work.

Module 1 Pre-test

1.1 Food System Scales
Overview: This section reviews the community food system sectors and assets; describes historical lessons from working in food systems; and reviews the various scales of impact of the food systems we live and work within.

Required Activities:
1.1.1 Presentation 1: The History of the Local Foods Movement, Dara Bloom
1.1.2 Presentation 2: Where to Engage in Local Food Systems, Joanna Lelekacs
1.1.3 Presentation 3: Engagement across Community Food Systems Scales, Courtney Long and Jenna Gillam
1.1.4 Reading 1: Between Global and Local: Exploring regional food systems.
1.1.5 Reading 2: About Food Systems: A Food Systems Framework
1.1.6 Reading 3: Community Food Systems Menu of Tactics
1.1.7 Activity 1: Describe a Community You Work With
Think and describe a community you work with and describe the scale (ex. city, state, region).
1.1.8 Activity 2: Reflecting on the community you confirmed in Activity 1, Download and fill in the Tactic sheet from Reading 3. Review the tactics for the community and state which tactics are currently in
place in your community and which do you think would be beneficial to explore. Describe Why. Submit the document once complete.

1.2 Role of Policy in the Food System

Overview: This section reviews different levels of policy, including Farm Bill, local ordinances, and policy councils.

Required Activities:

1.2.1 Reading 1: Building the Case for Racial Equity in the Food System, pg. 1-12
1.2.2 Activity 1: Food System Policies Impacting Food Access
   Reflect on Reading 1, share your thoughts about the policies that impact Brenna and Johnny’s access to food. How do you see this connecting to your work?
1.2.3 Presentation 1: What is the Farm Bill and Why Does It Matter? The Food and Environment Reporting Network
1.2.4 Reading 2: What is the Farm Bill
1.2.5 Reading 3: Farm Bill Primer: What Is the Farm Bill
1.2.6 Reading 4: Recent Farm Bill-Related Research
1.2.7 Reading 5: Review Farm Bill Information in respect to Iowa and farmer impacts. Choose a couple resources to dig into more specifically based on your interest.
1.2.8 Activity 2: Farm Bill Connections
   Based on your understanding of different elements of the Farm Bill, which aspects connect most to your work? This activity may be submitted online in the submission box or by file.
1.2.9 Activity 3: Connections to Local Policy
   In Reading 5, from Iowa State University, we asked you to review farm bill practices that impact farmers. Check out your local organizations and Universities to see if they have publications and information on how the farm bill may impact food and farm programming in your community. Share the resource you find. If you are unable to identify a resource, share about where you looked for information.
1.2.10 Reading 6: Municipal Zoning for Local Foods in Iowa: A Guidebook for Reducing Local Regulatory Barriers to Local Foods
1.2.11 Activity 4: Land Use Ordinances
   Based on Reading 6, identify two examples of land ordinances that most connect to your work and community. Although the reading caters to Iowan municipalities, the examples are from across the US. Discuss ways that the examples shared may be beneficial or limiting in your community. If time allows, conduct your own research of zoning ordinances that may be beneficial or limiting in your community as it relates to local food regulations.
1.2.12 Reading 7: From Partnerships to Policy: Promising Practices for New Food Policy Councils
1.2.13 Activity 5: Local Food Policy Councils
   Reflect on your community. Research and see if you have an existing local food policy council. If you do, is it working to the extent it should be? What could be changed, if anything?
   If your community does not have a food policy council, reflect on if you think a council would benefit your community and how.
1.3 Food Systems Leadership and Coordination

Overview: This section describes the different roles and responsibilities of a local food practitioner and potential challenges that may arise in the work and discusses how to navigate through those challenges successfully.

Required Activities:

1.3.1 Reading 1: Local Food Coordinators
1.3.2 Activity 1: Describe Your Work
Give a brief description about your work in food systems. Prompts are also listed below.
Share about who you currently work with – who would you like to be working with; Think through the different scales of the food system you work across, is it hyper local or do you work nationally or globally; Consider the sector(s) and asset(s) you work within and across. What are the ways you promote collaboration; Discuss the primary outcomes you hope to have in your work (for example increased business development, improved childhood health ratings, increased participation, and collaboration).
1.3.3 Presentation 1: Leadership in Food Systems, Brian Raison
1.3.4 Activity 2: What is Your Leadership Style?
Choose one reading or survey to consider your leadership style. Describe your leadership type and how you will utilize that strength to develop partnerships and coalitions. What is one issue that may be a challenge for you based on your leadership style?
1.3.5 Presentation 2: Ted Talk: The Power of Vulnerability, Brene Brown
1.3.6 Reading 2: Read the 5 Conflict Management Styles for Every Personality Type
1.3.7 Activity 3: What is Your Conflict Management Style?
Briefly describe your conflict management style based on your reading of 5 conflict management styles.
1.3.8 Reading 3: Food Systems Competencies Project Report
1.3.9 Presentation 3: Competencies and Roles of Food System Practitioners, Courtney Long and Jenna Gillam
1.3.10 Activity 4: Determine Your Core Competencies
Based on Reading and Presentation 3, consider the primary competencies and roles you have within your work. Download either the pdf or word document from the food systems database. Once downloaded, select the competencies you currently have. If you’d like, make note through comments on the competencies you’d like to gain. Submit the activity sheet. After completion, consider creating a profile on the food systems database with your current competencies and join the network. To learn more about the practitioner website and flow of filling out a profile, watch this video.
1.3.11 Reading 4: Local Food Coordinator Plans of Work Examples
We are providing a handful of different examples of plans of work. You will be able to download a template in the next activity related to which plan of work you prefer.
Plan of Work- basic example: General Food Systems Program Coordinator
Plan of Work- logic model centric: Food Systems team manager
1.3.12 Presentation 4: Basic Monitoring and Evaluation Concepts, Ann-Murray Brown
1.3.13 Activity 5: Update Your Program Logic Model and Plan of Work
This is a two-part exercise, in the next presentation, we will both refine your current program logic model that you created in Local Food Leader 101 and develop a plan of work document specifically tailored to your position. For this activity, please download both the program logic model and the plan of work document. Then, watch Presentation 5 and fill in each document while you follow prompts in Presentation 5. Upon completion of each document, return here and submit both worksheets.
Logic Model PDF
Module 2: Intentional Methods for Inclusive and Diverse Collaboration

Learning Outcomes:

- Understand engagement strategies within community through collective impact and strategic doing.
- Increase awareness of diversity, equity, and inclusion practices.
- Develop skills for using an equity lens in food systems work.
- Gain tools for facilitating conversations effectively between dynamic groups of people.
- Identify community processes for coalitions and collaborative programming.

Module 2 Pre-test

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2.1 Equitable Practices for Working in Food Systems

Overview: This section will build awareness of diversity, equity and inclusion practices and participants will learn about utilizing an equity lens in their food systems work.

Required Activities:

2.1.1 Presentation 1: Racial Equity Work in Food Systems, Tes Thraves
2.1.2 Presentation 2: Cracking the Codes: A Trip to the Grocery Store, Joy DeGruy
2.1.3 Presentation 3: Justice in the Food System Through the Lens of Structural Racism, Shorlette Ammons
2.1.4 Reading 1: Implicit Bias and Structural Racism
2.1.5 Reading 2: Equity and the Food Systems
2.1.6 Activity 1: Reflect on Justice in the Food System

Please reflect and share your thoughts on the video, Justice in the Food System Through the Lens of Structural Racism, by Shorlette Ammons. Share ways it pertains to your work in food systems.

2.1.7 Activity 2: Implicit Bias

Participate in at least one implicit bias test from Harvard. Reflect on test and findings and share your thoughts and next steps based on results.

2.1.8 Reading 3: Building Relationships with People from Different Cultures

2.1.9 Reading 4: Indigenous Food Systems White Paper – read Forward, Preface, Core Principles, and Section 1 (pages 7-16)

2.1.10 Reading 5: Connection to Liberation Extension: The Role of Land Grant University Extension in Supporting Resilient Community Food Systems. Read pages 153-168 (printed copy- or 164-179 weblink copy).

2.1.11 Activity 3: History and Culture of Land Grant Universities
Reflect on readings 2-4. What stands out to you regarding different cultures and history of Land-Grant systems. Share your thoughts on these readings and thoughts you have about your work and the individuals you work with.

2.1.12 Reading 6: Establishing an Equity Team
2.1.13 Reading 7: Racial Equity Core Teams
2.1.14 Activity 4: Equity Teams

Briefly describe your thoughts on equity in a team environment based on readings 5 and 6.

2.2 Overview of Facilitation Methods

Overview: This section will share basics to facilitation techniques such as Collective Impact, Strategic Doing, and additional coalition practices.

Required Activities:

2.2.1 Presentation 1: Core Principles and Facilitation Techniques, Courtney Long
2.2.2 Reading 1: Read the following Collective Impact Readings:
   - What is Collective Impact? The 5 Common Conditions
   - Centering Equity in Collective Impact
2.2.3 Reading 2: Strategic Doing: Read the following short components about strategic doing:
   - Power of Small Wins
   - Design and Do
   - Applying Strategic Doing
2.2.4 Reading 3: Facilitating Intentional Group Learning
2.2.5 Activity 1: Reflection on Facilitation Methods

Reflect on readings 1-3. What processes or steps stand out to you? Are there exercises you are currently using in your work? Any that you’d like to try out?

2.2.6 Presentation 2: Pulling it Together- practices for facilitation in Community Food Systems program, Courtney Long
2.2.7 Reading 4: Pros and Cons of Using Internal and External Facilitators
2.2.8 Activity 2: What are New Facilitation Techniques You Plan To Use?

Reflect on your learnings from this section. Are there new practices you hope to utilize in your facilitation methods? Do you see spaces for external facilitators in your work?

2.3 Community Food Systems Capacity and Coalition Development

Overview: This section reviews various methods for creating coalitions and considering avenues for long-term leadership and capacity for coalition engagement.

Required Activities:

2.3.1 Reading 1: Advantages of a Coalition from Developing Effective Coalitions: An Eight Step Guide
2.3.2 Reading 2: Coalition Building, Starting a Coalition
2.3.3 Activity 1: Effective Coalitions

Reflect on readings 1-2, what are the key components that stand out to you for an effective coalition?

2.3.4 Presentation 1: Practices for Coalition Development and Long-term Engagement, Courtney Long
2.3.5 Activity 2: Coalition Agenda
For this activity, imagine yourself in a position to facilitate the first meeting for a new coalition. The goal for the group is food systems change, but they don’t yet know what that means for their location. Your role is to develop an agenda and lead their first meeting. Consider tools from strategic doing, collective impact and presentations throughout this module. If you are needing additional techniques, you can also refer to Seeds of Change for ideas. Develop an agenda for the first coalition meeting. Determine the amount of time needed, the activities, and overall objectives for the meeting. Submit a facilitation agenda. This activity may be submitted online in the submission box or by file.

Module 2 Post-test; Evaluation

Module 3: Tools for Research, Implementation, and Funding

Learning Outcomes:

- Increase awareness for funding activities, financing awareness, and grant support.
- Improve ability to conduct feasibility studies for assessing program implementation.
- Understand basics to conducting a community food system assessment.
- Construct plans of work, project scopes, and budgets.

Module 3 Pre-test

3.1 Finding Funding and Creating a Budget for Your Work

Overview: This section will connect individual and team plans of work into considerations of funding applications so participants are more confident with the process of funding applications

Required Activities:

3.1.1 Presentation 1: Entries to Funding and Financing Work, Courtney Long- adapted from Craig Chase
3.1.2 Reading 1: While most of the presentation focused on non-profit opportunities to seek out funding, it is important to understand aspects that for-profit organizations need to consider in their businesses as well. This is particularly useful if you are supporting their efforts in growing or starting a business. Read the following brief websites about Business Life Cycle, Barriers to Entry and Exit, Breakeven Selling Price, and Product Life Cycle. If you are interested in additional financial analysis tools- please visit our AgMRC Business Workbench.
3.1.3 Activity 1: Describe Your Business or Organization
Consider your business or organization, what is your business model? For example, are you a non-profit that can seek out grants? Are you a Sole Proprietor who has less opportunities to access grants? Share your reflections.
3.1.4 Activity 2: Concept Paper
For any type of business, concept papers can help describe potential new projects, collaborations, or investments. Choose two of the concept papers below to review. Then, consider you POW and create a concept paper for one of the primary projects you have in mind to complete. Develop a concept paper with goal, outcomes, justification, methodology and project team.
3.1.5 Activity 3: Scope of Work
A follow up to concept papers, is creating comprehensive scopes of work that details the project. These typically follow information from a logic model. Review the example scopes of work and then create your own. Build off of your concept paper and develop a scope of work and budget for that concept.
3.2 Tools and Resources for Feasibility Studies

Overview: This section will review the role, timing, and components of a feasibility study in the business development process. This section will also describe resources and technical assistance options for food systems work.

Required Activities:

3.2.1 Presentation 1: Role of Feasibility Studies in the Business Development Process, Christa Hartsook and Jenna Gilliam

3.2.2 Activity 1: Feasibility Study Questions
Review the Feasibility Study Review Form and develop 12 questions for an initial site visit for a feasibility study with a client to assess readiness.

3.2.3 Presentation 2: Resources and Tools to Assist in Feasibility studies, Christa Hartsook and Jenna Gilliam

3.2.4 Activity 2: Technical Assistance for Food Systems Work
Describe one resource for technical assistance in food systems work and why you think it will be helpful.

3.3 Research and Assessments

Overview: This section will provide an overview of frameworks for food systems assessments. It will also review techniques for mixed-methods research that inform priorities and needs.

Required Activities:

3.3.1 Presentation 1: Conducting Community Food System Assessments and Mixed-Methods research studies, Courtney Long

3.3.2 Activity 1: Food Systems Assessment and Data Resources
Read the Food Systems Data Resources. After review, are there other data sets that you can think of that would be beneficial to list? If so, please share in the text box.

3.3.3 Reading 1: Choose two of the following options to review community food systems assessments.
- Choose 1 food system snapshot and brief from resilient community food systems.
- Virgin Islands Community Food System Assessment and Snapshot
- Linn County Food Access Assessment
- Your choice- find a community food system assessment from a location you are interested in.

3.3.4 Activity 2: Community Food System Assessment Methods
After reading two different assessments, first describe why you think a community food systems assessment would be helpful for your community. Then, share the research methods you would use if you would conduct an assessment.

Module 3 Post-test; Evaluation

Module 4: Evaluation

Learning Outcomes:

- Understand evaluation concepts and evaluation logic models.
- Ability to determine knowledge, behavior, and systems change indicators.
- Develop evaluation tools that allow ease of evaluation during and after project completion.

Module 4 Pre-test
Module 4 Introduction Presentation:

4.1 Evaluation 101

Overview: This section introduces the basic vocabulary of the evaluation field and types of data that can be used in evaluation.

Required Activities:

4.1.1 Presentation 1: Introduction to Evaluation: an interview with Corry Bregendahl
4.1.2 Reading 1: A dynamic framework for planning under simple, complicated, and complex conditions
4.1.3 Reading 2: Read both the Indigenous Approaches to Program Evaluation and Indigenous Approaches to Evaluation and Research to see additional perspectives on evaluation approach.
4.1.4 Activity 1: Evaluation Questions
Consider a current program or project, perhaps what you worked on in Module 3 for concept and scope of work. Describe three to five evaluation questions you have for understanding the impact of the program or project.

4.2 Program Development and Evaluation

Overview: This section will describe ways to strengthen creation, delivery, and evaluation of quality programs through interconnections of program development and evaluation.

Required Activities:

4.2.1 Presentation 1: Program Development and Evaluation, Courtney Long and Jenna Gillam, adapted from Kelli Tallman
4.2.2 Activity 1: Developing a Pilot and Program Evaluation
Consider how you will pilot or test the program. Identify (2) process evaluation questions and (2) implementation evaluation questions you could ask participants.
4.2.3 Reading 1: Program Success Story:
Choose one success story to read to understand ways of describing impact:
Local Food Leader Certifications; Local Food Festival; Farm to School and Early Care
4.2.4 Activity 2: Develop a Success Story
After reviewing success stories in reading 1, download the success story template for a starting point to consider your program or project. Write a draft outcome and/or impact report using the three primary components of a quality success story: relevance, response, and results. This activity may be submitted below by file.

4.3 Systems Evaluation: How to Evaluate Systems Change

Overview: This section will provide more in-depth information about systems evaluation and conclude with comprehensive evaluation logic model creation.

Required Activities:

4.3.1 Reading 1: Determining Factors for Success
4.3.2 Reading 2: Resilience, Adaptive Capacity, and Transformation: A Review of Five Case Studies to assess Place-based Qualities of Community Food Systems and Their State of Resilience Read pages 45-62 printed copy; or 56-72 weblink copy.
4.3.3 Presentation 1: PSE Webinar 101: Physical Activity and Nutrition Center for Excellence, New York State

4.3.4 Presentation 2: Introduction to Systems Evaluation, Courtney Long and Jenna Gillam, adapted from Arlene Enderton

4.3.5 Activity 1: Web of Influence

Draw a web showing factors (environmental, policy, social, etc.) that have influenced the food system in your area to develop into what it is today. This activity may be submitted online in the submission box or by file.

4.3.6 Reading 3: How to Evaluate Your Coalition

4.3.7 Reading 4: Evaluating Collective Impact

4.3.8 Activity 2: Evaluation Logic Model

Now that you have a full understanding of evaluation concepts, create an evaluation logic model for a current or proposed project or program. This can also be evolved from the logic model activity you did in LFL 101. Your evaluation plan should include indicators and metrics. This activity may be submitted online in the submission box or by file. You can utilize the evaluation logic model provided, or if you would like to adapt a new framework based on the readings, please feel free to share your work in a different format that is appropriate for you.

Module 4 Post-test; Evaluation

LFL Full Certification Evaluation

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