



FOOD SYSTEM CORE COMPETENCY PROJECT

IOWA STATE & USDA AMS COOPERATIVE AGREEMENT

Abstract

The role of this project was to bring together a group of individuals with expertise and knowledge in food systems. This includes understanding food systems practitioner's needs in different environments, cultures, and focus areas, as well as curriculum that is currently available to support food systems work. Individuals invited represented a diverse background and understanding of food systems and the systemic issues and constraints felt and observed by individuals, organizations and businesses that work within this area. Between August 2019-December 2019, partners worked collectively to identify core competencies needed for practitioners working in food systems, created a set of learning objectives for each competency, and identified existing curricula around the nation that met the objectives described. This report details the process, findings and next steps.

Authors and Acknowledgement

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The authors would like to thank all project partners (listed below) as well as the numerous participants in two online surveys to identify needed competencies. Additionally, special thanks to Ken Keck and Tricia Kovacs of the U.S. Department of Agriculture's Agricultural Marketing Service for support throughout the project.

Project Partners

Leading Partner Organizations:

- Iowa State University: Craig Chase and Courtney Long
- Wallace Center: Andrew Carberry and Cheryl Danley
- North American Food Systems Network: Duncan Hilchey and Gail Myers
- eXtension/ NC A&T: Kathleen Liang and Katie Wright
- North Carolina State: Dara Bloom and Hannah Dankbar

Partner Organizations

- Alaska Pacific University
- Alaska Extension
- Colorado Public Health
- Texas Center for Local Food
- University of Kentucky
- Community Farm Alliance- Kentucky
- Southern Extension Risk Management
- University of Arkansas
- Blair County Conservation District
- Penn State Altoona
- Good Food Coalition
- National Urban Extension
- Southern SAWG
- Clemson
- Iowa State University
- Nebraska Extension
- Center for Rural Affairs
- American Farmland Trust
- NCAT
- Virginia Tech
- Tuskegee
- Center for Livable Futures
- New Entry Sustainable Farming Project
- UW Madison
- University of Vermont
- Food Chain Workers
- Chicago Food Policy Council

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Executive Summary

Issue Statement:

Practitioners working in food systems are located throughout the United States working to develop new or enhance various aspects of their place-based food systems. Their work varies across the food system from increasing food access to enhancing economic development and food business opportunities to reducing food waste. Extension Educators are a defined group within the landscape of practitioners with a role of supporting farmers. These educators have a need for information and competencies that will address emerging markets and consumer trends. All local food practitioners need a wide range of professional experience and qualifications related to the individual jobs they currently hold. Iowa State University, along with thirty (30) national organizations, have been engaged together toward efforts to professionalize the local foods sector through a shared set of job skills and core competencies. This move toward professionalization can be accelerated through a concentrated effort to track and identify local food practitioner curriculum and a consensus set of core competencies as it relates to needed trainings and professional development opportunities. Local food system practitioners attaining confirmed competencies should, in turn, be more effective in expanding or improving new and existing markets for farm and value-added agricultural products and improving local food businesses and farmer profitability.

Project Objective:

This cooperative agreement worked with national partners to collaboratively understand and agree upon a set of core competencies (Appendix A) for practitioners working in food systems, including extension educators, agriculture professionals, and others. The research led to identified curriculum learning objectives (Appendix B) for each competency which allowed for gaps in existing curricula to be identified. The hopeful output from this research is a portal or online platform that can be offered to individuals needing professional development support in any of the identified competency areas. An example tool of curricula is shared as an additional excel document and spreadsheet. The hosting of a public platform can assist in building awareness of existing curricula and learning objectives met as well as provide additional connections to support resources, networks, etc.; a portal may assist practitioners working within food systems to find available and meaningful curricula or a “pick your own program” that individuals can tailor to their specific needs.

Project Methodology:

A collective impact facilitation approach was utilized throughout the project to ensure all voices were heard. This included one primary facilitator, a core “leadership team”, and project partners. An initial literature review and content research was conducted for historical understanding followed by two national surveys. The first survey was conducted as an initial assessment to understand common knowledge categories in food systems through open ended questions. The second survey related to competency-based learning objectives and identification of curricula that currently exists that met those objectives.

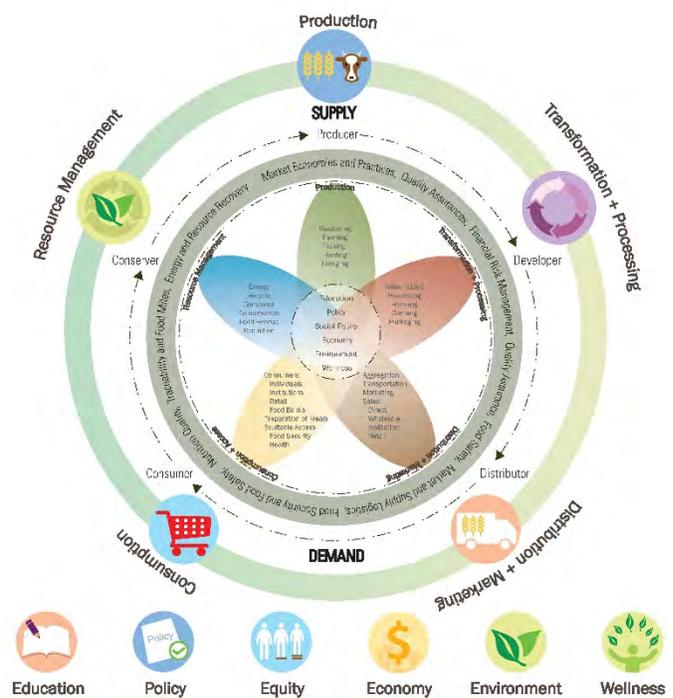
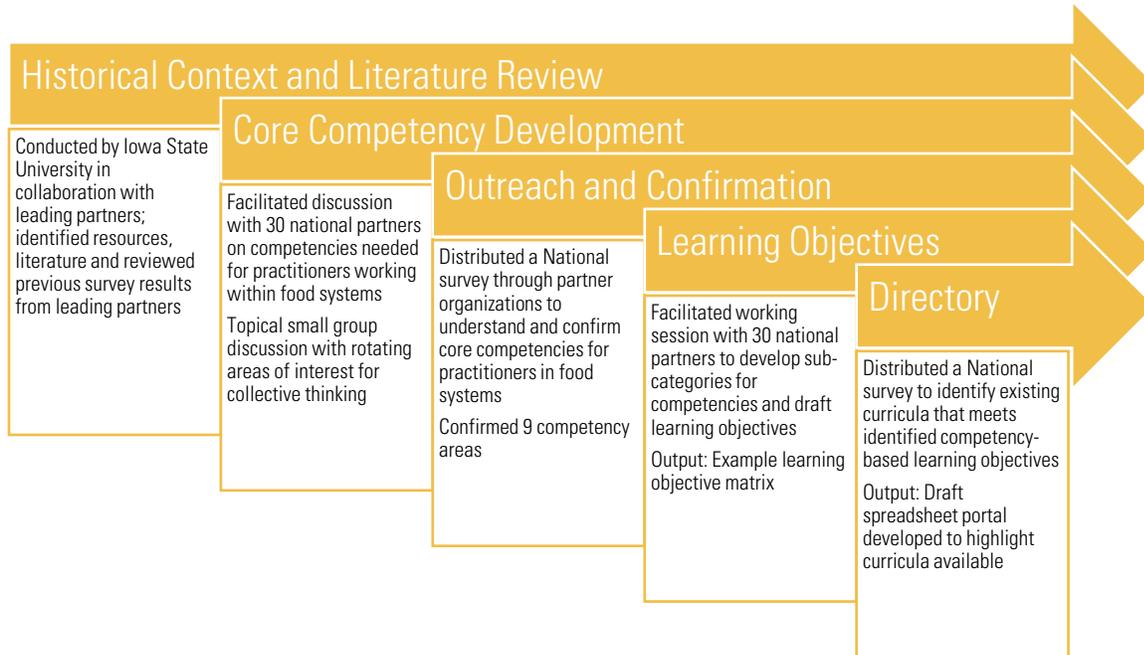


Figure 1: Iowa State University Diagram- Food Systems

Project Report:

The main objective for the project was to determine core competencies and learning objectives needed for practitioners working within food systems. Because food systems encompass numerous sectors and areas of interest, partners were identified that included agriculture professionals, extension agents, non-profit organizations, and private businesses with similarly diverse backgrounds in agriculture, health, equity, and community development.

Process:



Setting the Stage

A core leadership team that included Iowa State University, North American Food Systems Network, The Wallace Center, North Carolina State, and eXtension had a series of meetings beginning in August 2019 to discuss the layout and logistics of the Cooperative Agreement with USDA AMS.

Historical Context and Literature Review

Three previous surveys on food system curricula and education needs had been conducted by NAFSN (2 surveys conducted) and eXtension (1 survey conducted). Survey results and literature were reviewed to identify an initial set of categories for project partners to begin brainstorming competencies in October 2019 in Chicago, Illinois. The survey results were reviewed to understand historical context and needs practitioners had shared over the last five years. Additionally, a literature review of competency-based curricula assisted in creating a working definition for both curricula and competency for the project.

What are competencies?

Competencies are a set of skills, knowledge and attitudes necessary for a profession. They may include core areas or standards of practice and skills, specific topic area knowledge and expertise.

What are curricula?

A curriculum is a set of learning experiences, that may include lecture, experiential learning, and observation that when combined help achieve the desired learning objectives to achieve competencies.

Core Competency Development

Facilitation:

A collective impact facilitation approach was utilized throughout the project to ensure all voices were heard. In order to reduce real or perceived bias, one facilitator (Courtney Long) supported the project. Her role was primarily meeting support, research, and report creation; she was not substantively representing ISU curriculum or certification programs.

The first facilitated meeting was held in October 2019 in Chicago, IL. The meeting began with presentations from leading partners on historical context and involvement in food systems curricula and was followed by introductions from the full project team.

Following introductions and presentation, a series of small group activities occurred. Five categories were identified by the leading partners as a starting point to list out competencies within each category. Each project partner participated in three (3) different table topic discussions with table facilitators. Each table received poster templates for note-taking.

- Community Capacity and Strategic Planning: capacity development, processes, planning efforts, assessments and feasibility studies, leadership, inclusive processes, evaluation metrics (program, project, systems), etc.
- Food Systems: technical skills- Production, Processing, Distribution, and Consumption, Resource Management (food waste)
- Equity: systemic barriers, historical context, cultural, racial, inclusion
- Policy: food policy councils, advocacy, local, state and federal policies, land trusts, legal
- Natural and Built Environment: preservation, land loss prevention, land use, infrastructure, transportation, climate
- Finances and Economy: work plans, budgets, economic impact analysis, access to capital, triple bottom line, business feasibility, business structures/ legal

Following the small-group table topics, a large group discussion was held that identified gaps in competencies and additional needs for the project. Following the meeting, Iowa State compiled all notes taken for each category. These notes were later coded, in addition to survey results, with NVivo software to identify common competencies and suggested learning objectives. Following the October meeting, the competency categories included:

1. Community Capacity
2. Food Systems
3. Equity
4. Government and Policy
5. Natural and Built Environment
6. Economy and Business Development
7. Public Health and Wellness
8. Leadership
9. Evaluation

Audience: frequently throughout the process there were questions and confusion on what the intended audience was for the project. While the project focused on competencies needed for Extension and Agriculture professionals, there was a continuous push to broaden the scope to include all practitioners working within food systems. Common language around this included: ag educators, food system coordinators, value-chain workers, systems and policy advocates.

Outreach and Confirmation

The next step in the process was a national survey (Appendix E) sent out through partnership organizations and list-serves. This survey was conducted as an initial assessment to gauge perspectives on needed competencies for food systems practitioners within the nine suggested categories (equity, food systems, evaluation, community capacity, leadership, natural and built environment, economy and business development, public health and wellness, and government and policy), as well as share existing curriculum that meets these needs. The survey was open for approximately a month, and responses were coded, along with notes from the October meeting to identify sub-themes for each competency (see Appendix D). A total of 450 individuals viewed the survey, with 140 unique responses. The responses to competencies also included a prioritization of each category, the question stated, "One of our goals is to create a list of the foundational competencies needed for practitioners. Please select the top 4 competencies you feel are needed as foundational practices for food systems practitioners. This does not infer that the other categories are not important, but rather may be more topic focused or specific to certain roles." Food Systems, Equity, Community Capacity and Economy and Business Development were the top four categories in respective order.

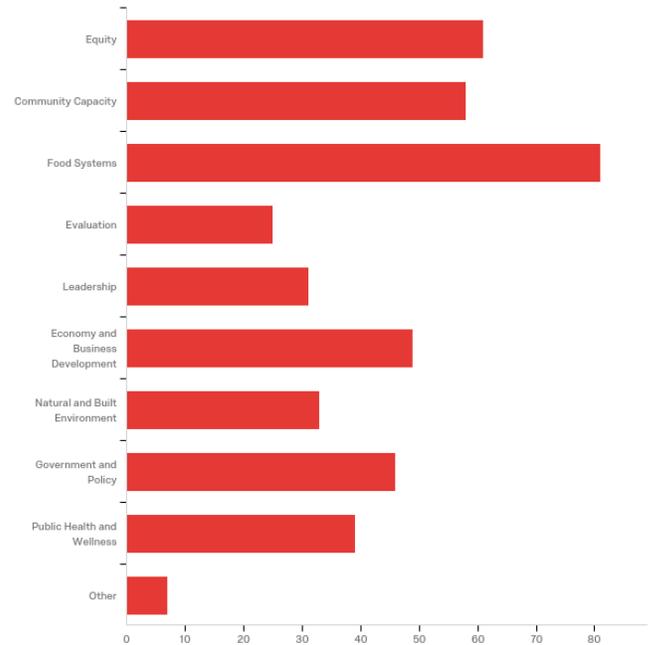
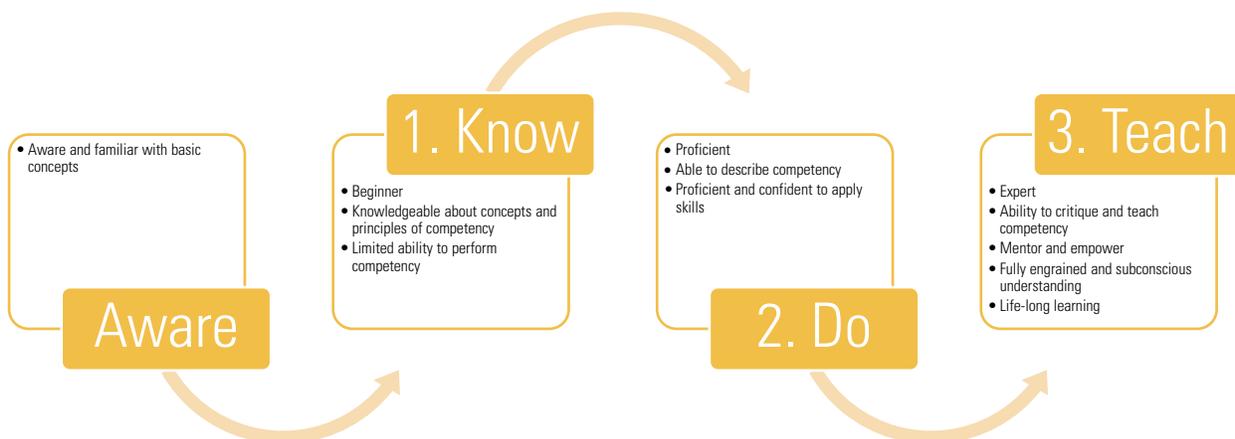


Figure 2: Competency Prioritization

In addition, over 50 existing curricula were shared with identified contact information, and over 60 individuals requested updates and report of the final output.

Learning Objectives

In November the project team met for the second and last project meeting to develop learning objective statements for each competency. Based on the NVivo coding of both the survey results, October meeting notes, and initial research, there were 9 competency categories, with a series of sub-competencies. The overall objective of the meeting was to develop learning objectives based on the "levels of learning". Learning objectives were written for *learn, do and teach*, or *level 1, 2 and 3*.



Prior to the meeting, participants were requested to identify their preferred three competency categories of expertise or interest. They were then assigned to small-groups to begin to articulate learning objectives for each level of learning. Most of the competencies had 50-75% of the learning objectives written following the meeting. Iowa State's role was to compile, edit and complete a full matrix of learning objective examples for each competency (Appendix B).

Following completion of learning objectives, there was a discussion on next steps and needs of the group. Items that were discussed included accreditation, access and updating of information, and continued networking. The group shared interest in continued collaboration and networking, as well as discussion regarding a process to refine the learning objective statements. Additionally, there was discussion about the need for the creation of an accrediting organization that would "vet" curricula, as well as creating new curricula if there were gaps identified in the second survey. Further discussion on these areas are shared in the Conclusion section of the report.

Directory

The last phase of the process included a final survey (Appendix F) that went out to national curricula providers. This survey targeted curricula providers identified in the first assessment survey and was shared with national networks from all project partners. The second and final survey sought to identify existing curricula provided, the competencies and learning objectives the curricula met, and the logistics of the curricula (audience, location, type of offering, fee structure, etc.). A total of 67 individuals viewed the survey, with 31 unique curricula responses. In order to fully answer survey questions, participants received the competency-based learning objective matrix (Appendix B) to review before participating in the survey in order to inform and identify which level of learning their curricula met. Upon review, curricula providers participated in the survey and provided feedback on the learning objectives they met, as well as responses to the logistics categories.

The learning objective matrix was created as an "example-only", not a pre-defined restriction on which types of practices or learning objectives must be taught within the competency. Rather, the matrix is used to reflect on appropriate learning objectives for each competency and sub-competency.

Curricula shared within the survey were compiled into a table that highlighted competencies met by the curricula, as well as the logistics of the offering (Appendix A). In addition, the curricula identified in the first survey is also included, although not all received full information regarding competencies met, or logistics of the offering.

This table, and potential tool, was developed with two viewing options. Option one allows the participant to simply view any curricula available by logistic offerings and a selection of any of the nine competencies met. Option 2 includes nine tabs, one for each competency, with curricula listed and selection of the individual learning objectives met for each curriculum (see separate excel document).

It should be noted that none of the curricula have been vetted to confirm that the selected competencies are met, nor have they been vetted to identify the rigor in which the competency is taught. If this tool is developed into a public portal, it will be important to identify which organizations, businesses, etc. will be able to post their curricula, as well as what other types of products should be shared on the portal, for example, toolkits, networks, general publications, etc.

Findings:

Nine competency categories were determined through this research, within each there were numerous sub-competencies created along with learning objective statements that articulate examples of the level of learning appropriate for beginner, proficiency, and mastery levels. It was discussed that while these are stated as competencies, it is impossible for someone to have a mastery level in all competencies, and many aspects are life-

long learning skills and dedication to continuous pursuit of knowledge. In this case, many of the level 3 or mastery level skills require fewer formal curricula and more network support, peer-to-peer learning, mentorship, etc.

Competencies and Sub-Competency categories

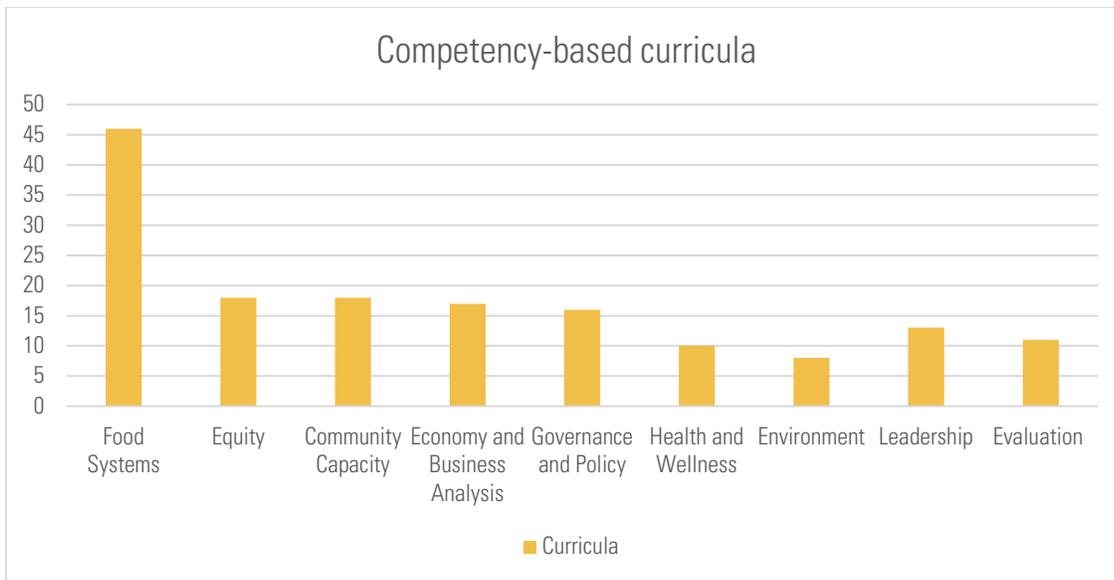
Much discussion was had in person and through review on appropriate language for each of the competency categories and sub-competencies. Statements below articulate the agreed upon terms, with the first word in **bold** showing the overall competencies, and the following list of concepts revealing sub-competencies.

1. **Food Systems:** Common Language for Food Systems; Supply and Value Chain; Production and Wild Harvesting; Processing and Value-Added Agriculture; Aggregation and Distribution; Market Channels; Consumption; Food Safety; Food Systems Assessment
2. **Equity:** Cultural Humility; Historical Acknowledgement and Context; Power, Privilege and Position; Inclusion: Race, Ethnicity and Income; Income and Resource Disparity
3. **Community Capacity:** Building Trust and Relationships; Community Development; Facilitation; Resource Identification
4. **Economy and Business Analysis:** Business Development; Business and Organization Legal Structures; Finance and Funding; Market Identification and Marketing Strategies; Economic Development Strategies
5. **Governance and Policy:** Policy Identification and Process; Organizing for Policy Change; Governance and Law: Regulations and Licensing Standards
6. **Health and Wellness:** Social Determinants of Health; Personal Health; Food Access and Nutrition Assistance
7. **Environment:** Planning for the Built and Natural Environment; Agroecology and Ecosystems; Waste Reduction, Reuse and Sustainability; Climate Impact; Built Environment; Disaster Preparedness, Response and Recovery
8. **Leadership:** Personal Leadership Styles; Communication and Interaction Skills; Teams and Working Groups
9. **Evaluation:** Evaluation and Defining Success; Data Sources and Uses; Strategies, Methods and Evaluation Plans

Curricula

The preliminary research survey conducted as part of this project were both only open for 4 weeks, thus, the 85 curricula accounted for does not include all curricula available and is evident that more curricula is available throughout the nation. It is suggested that the second survey remain open and used (Appendix F) if USDA decides to have an open platform or portal for curricula providers to list and identify their competency-based curricula. Due to the aforementioned need to also include alternative learning methods, peer-to-peer learning groups, mentorships, etc., it may be appropriate for the online tool and portal to further identify and build awareness of curricula, tools, and additional best practices that are available for practitioners working in food systems.

The graph below showcases the identified curricula and the competencies met.



Special Project Focus: Cooperative Extension and USDA Agricultural Marketing Service

USDA’s relationship to the Land-Grant University Extension and Education system is significant and long-standing. In addition to the overall project objective, findings and recommendations on gaps existing within existing curriculum utilized by Extension are shared. In addition, to relate to the market development goal of AMS, these findings and recommendations also specifically address the area of local food marketing practices.

There were 26 curricula identified as specifically offered for Extension staff. This number is only identified through the second survey in which 31 curricula were identified. It can be assumed that most of the total curricula may also offer programming for Extension staff, which can continue to be identified through continuation of the survey or development of online portal.

Local food marketing practices are mentioned in two sections of the competencies: Food Systems and Economy and Business Analysis. Food Systems sub-competencies: Supply and Value Chain (13 curricula), Processing and Value-Added Agriculture (8 curricula), Aggregation and Distribution (9 curricula) and Market Channels (8 curricula) connect with USDA AMS research. Additionally, Economy and Business Analysis includes sub-competencies Business Development (7 curricula), Finance and Funding (9 curricula) Market Identification and Marketing Strategies (8 curricula) and Economic Development Strategies (10 curricula) that connect to USDA AMS.

Of the curricula identified in Food Systems, a majority are only providing level 1 competence (knowledge change) and are not offering proficiency or mastery in these areas. Additional curricula that offers opportunities to develop competence beyond knowledge change may be appropriate for USDA AMS to support; specifically, supply and value chain and product development; value-added products, processing and regulations; market research, scale and market opportunities.

Of the curricula identified in Economy and Business Analysis, 3 of the 10 curricula are dedicated to farmers and ranchers. Like Food Systems curricula, most of the curricula for Extension staff are only providing level 1 competence (knowledge change) and are not offering proficiency or mastery in these areas. Additional curricula that teaches or supports learning beyond knowledge change may be appropriate for USDA AMS to support; specifically, in areas of funding and grants; market channels, market research and marketing plans.

Conclusion and Next Steps:

While this project had a quick timeline, the objectives were completed: increased networking throughout the nation and identification of partners; development of core competencies; increased understanding of existing curricula; identification of gaps in curricula related to core competencies and Extension. Two facilitated project team meetings were hosted, two national surveys conducted, 1 final report of curricula and competencies, and a proposed option for display of competency-based curricula. Due to the duration and speed of the project, the following are potential next steps for continued work by USDA AMS and partners.

- Create working teams to review and edit the learning objectives for each competency based on expertise in competency content
 - May include selecting core competencies that all practitioners in food systems should know, and levels of expertise
- Further articulate types of learning that support each area of knowledge (beginner), behavior (proficient), and teaching (mastery)
 - Articulate additional examples of learning objectives for each competency
 - May include further research in identification of level 3 or mastery support and engagement, such as peer-to-peer learning, mentorship, etc.
- Create an online portal to identify and highlight existing curricula, tools, networks, and other best practices that support each level of learning and competency
 - Develop a tool that showcases competencies met as well as the logistics of the curricula offered
 - Offer an online survey for curricula, tools, and network providers to submit in order to be identified in the online platform
 - Potential case studies to consider: UVM Food Safety Portal, AmeriCorp Portal; Sustainable Food Systems Sourcebook
 - Determine organization to house, manage, and update for a comprehensive living document
- Develop an accrediting body that can review, critique and accredit curricula for their competency-based curricula
 - Offer digital badges that showcase which competency and which level of learning is achieved
 - Determine organization to house and manage
- Develop curricula based on gaps from the competency-based platform
 - Additional research and curricula identification needed prior to determining all new curricula needs; however, it is evident that there will be gaps in curricula that may need to be developed to reach all competency areas
- Continued networking and support for practitioners working within areas of the competencies to continue to discuss, learn and share ideas about needs and gaps

Appendix

- A. Food System Core Competencies and Sub-competencies*
- B. Competency-based Food System Learning Objectives*
- C. Directory and Tool Option*
- D. Initial Codes: Competencies and Common Themes*
- E. Food Systems Core Competency- Survey 1*
- F. Food Systems Competency-based Curricula- Survey 2*

A. Food System Core Competencies and Sub-competencies

Food Systems

1. Common Language for Food Systems
 - a. Technical Language
 - b. Food System Components
 - c. Intersectionality
 - d. Systems Connections
2. Supply and Value Chain
 - a. Supply Chain
 - b. Value Chain
 - c. Product
3. Production and Wild Harvesting
 - a. Scale
 - b. Practices
 - c. Environment
4. Processing and Value-Added Agriculture
 - a. Value-added
 - b. Processing
 - c. Regulations
5. Aggregation and Distribution
 - a. Distribution
 - b. Business Models
 - c. Infrastructure
6. Market Channels
 - a. Market Research
 - b. Scale
 - c. Market Opportunities
7. Consumption
 - a. Retail
 - b. Consumer Behavior
 - c. Food Access
8. Food Safety
 - a. Protocols
 - b. Regulations
 - c. GAP + FSMA
 - d. Food Safety Plans
9. Food Safety Assessments
 - a. Assessment
 - b. Evaluation
 - c. Plan

Equity

1. Cultural Humility and Self Awareness
 - a. Self
 - b. Culture
 - c. Intersectionality
2. Historical Acknowledgement and Context
 - a. Land Possession
 - b. History
 - c. Acknowledgement
 - d. Land Grant Institutions
3. Power, Privilege and Position
 - a. Power
 - b. Society
 - c. Structural Qualities
4. Inclusion: Race, Ethnicity and Income
 - a. Racism
 - b. Social Processes
 - c. Bias
5. Income and Resource Disparity
 - a. Income
 - b. Disparity
 - c. Labor
 - d. Food and Farming

Community Capacity

1. Building Trust and Relationships
 - a. Trust
 - b. Relationships
 - c. Communication
 - d. Equity
2. Community Development and Strategic Planning
 - a. Frameworks
 - b. Methods
 - c. Stakeholder Engagement
 - d. Strategic Planning
 - e. Logic Models
3. Facilitation
 - a. Tools
 - b. Neutrality
 - c. Inclusion
 - d. Difficult Situations
4. Resource Identification
 - a. Assets
 - b. Resources
 - c. Network

Economy and Business Analysis

1. Business Development
 - a. Business Plans
 - b. Vision, Mission and Values
2. Business and Organization Legal Structures
 - a. Business Models
 - b. Tax Structures
3. Finance and Funding]
 - a. Finance
 - b. Funding
 - c. Grants
4. Market Identification and Marketing Strategies
 - a. Market Channels
 - b. Market Research
 - c. Marketing Plans
5. Economic Development Strategies
 - a. Economic Development Frameworks
 - b. Economic Development
 - c. Partnership
 - d. Vision, Mission and Goals
 - e. Economic Impact Evaluation

Governance and Policy

1. Policy Identification and Process
 - a. Policy Development
 - b. Identification
 - c. Policy Makers
2. Organizing for Policy Change
 - a. Education vs. Advocacy
 - b. Influence
 - c. Facilitation
3. Governance and Law: Regulations and Licensing Standards
 - a. Policy Making
 - b. Governance
 - c. Law

Health and Wellness

1. Social Determinants of Health
 - a. Health
 - b. Population Health
 - c. Impact
 - d. Context
 - e. Intersectionality
2. Personal Health
 - a. Personal Health
 - b. Nutrition
 - c. Culture
 - d. Youth
3. Food Access and Nutrition Assistance
 - a. Structural Aspects
 - b. Food Access
 - c. Resource Assistance
 - d. Nutrition Assistance

Environment

1. Planning for the Natural Environment
 - a. Planning
 - b. Environment
 - c. Stakeholders
2. Agroecology and Ecosystems
 - a. Natural Environment
 - b. Practices
 - c. Ecosystems
3. Waste Reduction, Reuse and Sustainability
 - a. Waste
 - b. Food Waste
 - c. Reduction and Reuse
4. Climate Impact
 - a. Local Climate
 - b. Climate Impact
 - c. Risk
5. Built Environment
 - a. Built Environment
 - b. Infrastructure
 - c. Planning
6. Disaster Preparedness, Response and Recovery
 - a. Disaster Plans
 - b. Disaster Impact
 - c. Network Support
 - d. Disaster Management

Leadership

1. Personal Leadership Styles
 - a. Leadership Styles
 - b. Personal Leadership
 - c. Emotional Intelligence
2. Communication and Interaction
 - a. Personality
 - b. Communication Styles
 - c. Effective Listening
 - d. Common Language
3. Teams and Working Groups
 - a. Plans of Work
 - b. Goals
 - c. Roles
 - d. Internal Teams
 - e. Working Groups
 - f. Networks

Evaluation

1. Evaluation and Defining Success
 - a. Evaluation
 - b. Bias
 - c. Goals
2. Data Sources and Uses
 - a. Data
 - b. Data Identification
 - c. Collection Methods
3. Strategies Methods and Tools for Evaluation Plans
 - a. Tools
 - b. Logic Model
 - c. Evaluation Types
 - d. Metrics
 - e. Reports

B. Competency-based Food System Learning Objectives

Category: Food Systems		Learning Objectives			Cross-Cutting Competency
		Level 1 (Novice/ Knowledge Change)	Level 2 (Intermediate/ Behavior Change)	Level 3 (Master / Systems Change)	
Common Language for Food Systems	Technical Language	Define technical language associated with food systems	Translate food systems interest and opportunities into food systems technical language to access and leverage resources and collaborations	Teach community partners in common technical language	Community Capacity and Leadership
	Food Systems Components	Describe the components and intersectionality of food systems	Effectively communicate about food systems components and their connections to one another	Develop community leaders within each component to teach about technical pieces	Equity; Economy and Business Analysis; Health and Wellness; Evaluation
	Intersectionality	Understand and define intersectionality within the food system	Effectively communicate and share ways that intersectionality can be seen within food systems	Mentor new leaders in intersectionality and ways to connect multiple components of the food system	Equity and Community Capacity
	Systems Connections	Review food systems diagrams and be able to define systems thinking as it relates to food systems	Communicate the intricacies and concepts associated with systems thinking as it relates to food systems	Train others about the relationships of food systems thinking and its interconnections within the community	Community Capacity; Economy and Business Analysis

Supply and Value Chain	Supply Chains	Define supply chains and compare against value chains	Analyze a particular food product through the value chain cycle	Identify and mentor additional leaders within the community that can support supply chain development	Environment; Economy and Business Analysis
	Value Chains	Define value chains and compare against supply chains	Coordinate, connect and support value-chain development	Assess and evaluate needs within the value-chain	Community Capacity; Evaluation
	Product	Understand the life cycle of a food product	Assess appropriate supply chain models for a particular business	Mentor local businesses to teach and connect their food product within the supply chain	Economy and Business Analysis; Evaluation; Leadership
Production and Wild Harvesting	Scale	Review different scales of farming and harvesting	Participate and experience on-site production or harvesting	Provide technical assistance on appropriate production scales and practices	Economy and Business Analysis; Environment
	Practices	Identify different practices for farming and harvesting	Develop skills for particular harvesting or farming practices	Consult development of appropriate production and harvesting practices	Environment
	Environment	Understand environmental conditions and how it relates to farming and harvesting practices	Identify best practices for farming and harvesting related to local environment	Implement identified best management practices based on local environment	Environment

Processing and Value-Added Practices	Value-Added	Define value-added production	Identify value-added processing businesses and opportunities in the community	Support development of processing businesses through connections and technical assistance	Economy and Business Analysis
	Processing	Understand different types of processing	Assess needs in the supply chain related to processing opportunities	Train operators in food processing methods	Economy and Business Analysis; Environment
	Regulations	Understand different scales of processing	Compare regulations and licensing associated with each scale of processing	Connect processors to food safety workshops, inspectors, and technical assistance related to their processing activities	Governance and Policy
Aggregation and Distribution	Distribution	Define aggregation and distribution	Ability to differentiate business opportunities and market demand associated with distribution	Evaluate the appropriateness of food distribution businesses based on supply and demand	Economy and Business Analysis; Environment
	Business Models	Understand different business models of aggregation and distribution businesses	Compare and report on models of aggregation and distribution that exists in local context	Advise business operators and community members in developing aggregation and distribution businesses	Economy and Business Analysis; Governance and Policy; Environment

	Infrastructure	Understand scales of distribution and how it impacts the environment and city infrastructure	Explain community and site infrastructure needed for aggregation and distribution	Consult on appropriate infrastructure needed for aggregation and distribution business	Economy and Business Analysis
Market Channels	Market Research	Understand where to find relevant information on market channels and market reports	Utilize market research to identify business opportunities and needs	Provide technical assistance to businesses in their efforts to conduct market research	Economy and Business Analysis; Environment; Evaluation
	Scale	Understand different scales of markets from direct to consumer to wholesale	Compare scales and appropriateness for different food producers and food sales	Research and Evaluate scale appropriate business needs	Economy and Business Analysis; Evaluation
	Market Opportunities	Describe market channels and characteristics	Assess and analyze market opportunities for food business	Guide and mentor businesses on appropriate market for sales	Economy and Business Analysis; Evaluation
Consumption	Retail	Identify the different retailers and businesses for purchases direct from consumers	Analyze the ability for consumers to access food products and various markets (restaurant, grocer, food pantry...)	Articulate local context needs and markets that are appropriate for population	Economy and Business Analysis; Health and Wellness

	Consumer Behavior	Understand concepts of consumer behaviors and trends	Review and compare different aspects of the environmental research atlas to review purchasing habits and articulate findings	Develop assessments and analysis for consumer behavior trends as it relates to food businesses	Health and Wellness; Evaluation
	Food Access	Identify how food systems impact consumer's ability to access food	Assess and compare how food product supply, availability and price impacts consumers access to food	Develop plans for improved food access for communities	Health and Wellness; Evaluation
Food Safety	Protocols	Understand food safety protocols within all components of the food system	Provide technical assistance and connections to appropriate food safety specialists	Serve as a resource and technical advisor for food safety	Governance and Policy
	Regulations	Aware of regulations, licensing, and policies related to food and personnel safety	Support food businesses with appropriate and up-to-date information regarding regulations, licensing and policies	Advocate for more relevant, user-friendly food regulations and policies	Governance and Policy; Health/Wellness
	GAP + FSMA	Understand Good Agricultural Practices and Food Safety Modernization Act	Support and connect producers with food safety workshops	Conduct food safety audits	Governance and Policy; Evaluation

	Food Safety Plans	Understand basics of food safety plans on farm and within food businesses	Identify violations and risks to food or workers on site	Assist farms and businesses in the development of food safety plans	Evaluation
Food Systems Assessment	Assessment	Understand purpose and goals of a food systems assessment	Identify and assess different components of a food system	Critique and evaluate a food systems assessment; identify limitations of data collected	Evaluation
	Evaluation	Understand intersectionality of a food system	Assess the intersectionality of a food system and community	Evaluate and develop a food systems assessment	Equity; Community Capacity; Evaluation
	Plan	Identify food systems assets and gaps	Based on analysis of assets and gaps, create a food systems plan that is community based	Facilitate conversations for development of food systems plans	Community Capacity; Evaluation

Category: Equity		Learning Objectives			Cross-Cutting Competency
		Level 1 (Novice/ Knowledge Change)	Level 2 (Intermediate/ Behavior Change)	Level 3 (Master / Systems Change)	
Cultural Humility and Self Awareness	Self	Recognize identities of self in relation to place and community	Facilitate conversations with multiple cultures that promotes engagement and interaction amongst all participants	Adopt continued learning practices for self and context appropriate engagement	Community Capacity; Leadership
	Culture	Understand and respect community ways: relationships, norms, diversity, traditions, preservation	Develop relationships and partnerships with people and groups that advocate for others	Measure diversity of thought and trust within communities	Community Capacity; Leadership; Evaluation
	Intersectionality	Understand and define intersectionality	Develop diagrams to explain intersectionality within individuals and community	Actively include intersectionality discussions and conversations throughout work	Food Systems; Community Capacity; Leadership
Historical Acknowledgement and Context	Land possession	Understand original possession of land and resources	Assess and evaluate original land possession and resource ownership	Teach about local land history	Environment

	History	Acknowledge historical, indigenous practices and resource legacy	Investigate history and local legacy and identify personal, institutional and structural changes	Actively participate in lifting up history narratives and marginalized voices	Community Capacity
	Acknowledgement	Understand concepts of reparations and rematriation	Explore different geographic contexts and compare ways that reparations and rematriation have occurred throughout the nation	Advocate for acknowledgement of our past wrongs and investigate ways to improve the future	Community Capacity; Governance and Policy
	Land-Grant Institutions	Understand the history of land-grant institutions and the policies set in place	Recognize and assess disparity amongst land grant institutions: 1862, 1890 and 1994	teach workshops on the history and disparity among 1862, 1890 and 1994 institutions	Governance and Policy
Power, Privilege and Position	Power	Identify who has power, privilege and position	Assess power and privilege and evaluate the power dynamic within local communities	Conduct analysis on potential adversaries related to work; this may include force field analysis and other tools	Community Capacity; Leadership
	Society	Understand societal norms of owner and privilege	Facilitate conversations about why things are the way they are	Conduct identity and power workshop	Community Capacity; Leadership

	Structural Qualities	Describe how power is structurally apparent, why it operates in this way, and the impacts it has on community	Develop equity plan for community regarding shifting power dynamics	Train others to dismantle oppressive behavior	Community Capacity; Governance and Policy
Inclusion: Race, Ethnicity, Income	Racism	Define and understand different levels of racism	Assess and compare levels of racism within community, state and federally	Conduct workshops and trainings on how to define and access levels of racism	
	Social Processes	Understand racialization and social processes: including unconscious bias, interpersonal, institutional and structure aspects of supremacy and fragility	Assess power imbalances within community and support resolutions for power equality	Conduct workshops and trainings on how to define and access levels of racism	Community Capacity; Evaluation
	Bias	Participate in Harvard implicit bias test	Commit to lifelong evaluation and self-critique	Educate peers on bias and organizational assessments for implicit bias	Community Capacity; Leadership; Evaluation

Income and Resource Disparity	Income	Define income and resource disparity	Identify and raise awareness about income and resource disparity	Develop new programs that teach community about existing disparities	Economy and Business Analysis; Leadership
	Disparity	Understand who is impacted and experiencing disparity	Identify root and proximate causes of income and resource disparity	Evaluate and report on root causes for income and resource disparity within local communities	Community Capacity; Governance and Policy; Evaluation
	Labor	Understand labor needs and rights as it relates to local community	Identify and connect to accessible resources for populations in need	Consult with communities on their efforts to improve fair and equal labor standards	Economy and Business Analysis
	Food and Farming	Understand income and resource disparities as it relates to food and farming	Assess policies that connect to disparity, both organizational and government	Advocate for policies that support food and farming businesses	Governance and Policy

Category: Community Capacity		Learning Objectives			Cross-Cutting Competency
		Level 1 (Novice/ Knowledge Change)	Level 2 (Intermediate/ Behavior Change)	Level 3 (Master / Systems Change)	
Building Trust and Relationships	Trust	Identify trusted community members	Develop authentic relationships	Practice self-awareness and identity for trusting relationships	Leadership
	Relationships	Articulate the difference between bridging and bonding capital	Develop practices that improve relationships amongst the community	Facilitate convenings for community partners to discuss community needs	
	Communication	Understand tools and communication skills for developing trusting relationships	Demonstrate skills and techniques for crucial conversations, mediation techniques, and wicked problems	Facilitate conversations to solve wicked problems and conflict within community	Equity; Leadership
	Equity	Identify tools for assessing community history, culture and community needs	Assess needs within the community through transparent and authentic questions and curiosity	Offer equitable engagement strategies with community to develop trust amongst all partners	Equity; Leadership
Community Development and Strategic Planning	Frameworks	Name and describe frameworks for community development	Compare frameworks and consider an appropriate framework to use for community areas of interest	Lead, organize and facilitate community development framework	Leadership

Methods	Read and assess case studies of community development in food system scenarios	Practice a community development method based on an identified focus area of the community	Mentor on community development methods appropriate for food systems development	Economy and Business Analysis; Evaluation
Stakeholder Engagement	Identify community stakeholders based on topic of interest	Facilitate conversations with stakeholders key food systems needs and opportunities	Synthesize, report and present findings to stakeholders	Equity; Leadership
Strategic Planning	Understand how strategic planning connects to community development frameworks	Articulate goals and actions related to strategic plan	Develop community or business strategic plans	Economy and Business Analysis, Evaluation
Logic Models	Understand how logic models are used for strategic planning	Develop a logic model for a community project related to a community goal around food systems; including identification of activities, outputs, inputs, outcomes, impact and situational assumptions	Teach on the practice of utilizing a logic model as a road map for community development	Evaluation

Facilitation	Tools	Identify different facilitation tools for community and group discussions	Create facilitation plan for a community project including expectations and delivery methods	Execute facilitation techniques including final products and follow up suggestions	Equity and Leadership
	Neutrality	Recognize the importance of neutrality in facilitation	Participate in scenarios to determine when a third-party and outside facilitator is needed	Practice different methods and tools for remaining neutral in facilitation	
	Inclusion	Recognize different practices for bringing in all voices in the community	Participate in facilitated meeting with a more experienced facilitator	Mentor new facilitators on practices for inclusion	Equity; Leadership
	Difficult Situations	Detail skills for facilitation with dominant personalities	Demonstrate facilitation strategies for difficult situations	Mediate difficult conversations and support other facilitators when a third-party is needed	Leadership
Resource Identification	Assets	Describe existing assets and opportunities	Develop network map and directory of assets	Categorize assets and identify ways of enhancing work	Equity and Economy and Business
	Resources	Identify existing resources, organizations, and businesses; referencing intersectionality of the food system	Conduct analysis of existing resources and synthesize information into report	Compose a strategy for strengthening community based on existing assets and needs	Evaluation and Economy and Business

	Network	Understand power and decision makers	Develop network map of stakeholders and their role within a project	Facilitate discussions amongst the network for continued asset development	Equity and Economy and Business
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Category: Economy and Business Analysis		Learning Objectives			Cross-Cutting Competency
		Level 1 (Novice/ Knowledge Change)	Level 2 (Intermediate/ Behavior Change)	Level 3 (Master / Systems Change)	
Business Development	Business Plans	Aware of business plan components	Identify personal role and technical experience as it relates to business plan development	Partner with technical experts to develop business plan	
	Vision, Mission and Values	Understand the use of vision, mission and value in business plans	Assist in the development of vision, mission and value statements	Mentor businesses on creation of vision, mission and value statements for their business	
Business and Organization Legal Structures	Business Models	Describe various business models	Compare legal aspects of each business model and implications	Support business owners in determining their business structure	Policy
	Tax Structures	Identify tax structures relating to business models	Assess how different structures impact economy and local community	Describe tax consequences of business models for consideration in business development	Policy
Finance and Funding	Finance	Understand respective financial aspects of business plan	Support businesses in assessing finance capacity	Develop capital budgets	Food Systems

	Funding	Identify grants, capital outlets, loans and financing opportunities for businesses	Determine appropriate funding mechanisms for specific business and create plan	Support businesses in accessing loans, capital and grants	Food Systems
	Grants	Review previous grant awards for areas of interest in food systems	Practice grant application writing with mentor and partners	Manage a successful grant application	Food Systems; Evaluation
Market Identification and Marketing Strategies	Market Channels	Define marketing and aspects associated	Compare marketing channels appropriate for a specific food product	Consult with entrepreneurs on marketing plan development	Evaluation
	Market research	Identify aspects needed for a successful marketing plan	Conduct market research for a specific food product	Deliver curricula on practices for market research	Community Capacity
	Marketing Plans	Read case studies on marketing best practices for food products	Craft a marketing plan for a food business	Critique marketing plans and strategies	Policy
Economic Development Strategies	Economic Development Frameworks	Describe economic development frameworks and tools	Articulate impacts between economic development and food systems	Initiate community economic development frameworks for food systems involvement	Community Capacity

Economic Development	Identify incentives for economic development	Create a narrative for economic development as it relates to food systems	Develop food systems as a priority for economic development	Community Capacity
Partnership	Identify economic development professionals	Partner with economic development professionals around farm and food businesses	Consult with economic development professionals on food systems projects	Food Systems; Community Capacity; Leadership
Vision, Mission and Goals	Understand the use of vision, mission and values in economic development goals	Assist in the development of vision, mission and value statements for economic development strategies	Craft vision, mission and value statements for economic programs in community	Community Capacity
Economic Impact Evaluation	Compare different evaluation tools as it relates to economy: feasibility studies, economic impact, needs assessments	Participate in a needs assessment, feasibility study, or economic impact analysis and determine appropriate next steps for testing appropriate economic development projects	Conduct a needs assessment, feasibility study, and determine appropriate next steps for testing appropriate economic development projects	Food Systems; Evaluation

Category: Governance and Policy		Learning Objectives			Cross-Cutting Competency
		Level 1 (Novice/ Knowledge Change)	Level 2 (Intermediate/ Behavior Change)	Level 3 (Master / Systems Change)	
Policy Identification and Process	Policy Development	Understand the process of policy creation	Discuss process for policy development with elected officials	Empower community actors to become involved in policy creation and adoption	
	Identification	Identify existing policies that impact your work	Analyze implications of policy on food systems and those involved	Create policy language for needed changes	Equity and Food Systems
	Policy Makers	Identify local contacts that are involved in policy work and understand their role	Collaborate with policy advocates and decision makers to identify policy needs	Develop working group for policy discussions and identification of needs	Leadership
Organizing for policy change	Education vs. Advocacy	Describe the difference between education, advocacy and lobbying	Participate in process for policy change; identify your role in the process	Train community leaders on how to participate in food policy change	Leadership
	Influence	Articulate spheres of influence	Discern who the decision makers are for particular types of policies	Present policy proposals and options to decision makers	Equity and Leadership
	Facilitation	Identify stakeholder values and relation to policy	Develop consensus among stakeholders for policy needs	Summarize policy needs and desires to policymakers	Equity and Community Capacity

Governance and Law: Regulations and Licensing Standards	Governance	Understand different roles of each elected official at local, state and federal level	Map the relationships of elected officials and their roles as it relates to food systems issues	Establish lasting relationships with key players to continue systemic conversations on food policy and regulations	Leadership and Evaluation
	Law	Identify laws, policies and regulations that impact food systems components	Collaborate with informed stakeholders on needs and gaps of existing policies and regulations	Evaluate and synthesize information on existing food policy and needs	Evaluation

Category: Health and Wellness		Learning Objectives			Cross-Cutting Competency
		Level 1 (Novice/ Knowledge Change)	Level 2 (Intermediate/ Behavior Change)	Level 3 (Master / Systems Change)	
Social Determinants of Health	Health	Recognize the difference between individual (medical model), public and population health	Differentiate and explain different practices related to audience needs	Empower individuals and communities to create systemic opportunities for healthy living	Leadership
	Population Health	Compare health aspects as it relates to areas people live, work and play	Connect community members to available resources relating to healthy lifestyles	Develop lasting relationships and networks to continue systemic access to health	Equity; Community Capacity
	Impact	Explain ways that personal health is influenced by external factors beyond individual choices	Explain the systemic influences that impact personal and population health	Evaluate the impact of external influences for particular communities	Food System;; Equity; Environment; Evaluation
	Context	Understand that health is a social context and may mean different things to different people	Explore what health means to different cultures	Organize discussion groups for continued learning on health and cultural context	Equity
	Intersectionality	Identify points of intersectionality as it relates to health	Express and deconstruct social determinants related to place and health	Assess and critique place-based communities and their support for healthy lifestyles	Food Systems; Equity; Environment; Evaluation

Personal Health	Personal Health	Understand how mental and physical health relate to one another	Discuss aspects of health and intersectionality with various medical and social professionals	Train others on the intersectionality aspects of health	Equity; Evaluation
	Nutrition	Understand connections to nutrition and food systems	Compare nutrition programs and food systems; and how they impact one another	Hold learning dialogues food systems and nutrition programming	Food Systems; Equity
	Culture	Reflect on what nutrition means to individuals	Appreciate traditional food ways and culturally diverse dietary patterns	Empower community members to take charge of their own nutrition	Equity
	Youth	Consider school lunch programs and connections to health	Assess school meal programs and their approach for culturally relevant, healthy foods	Facilitate discussions regarding school meal programs and incorporation of culturally relevant food	
Food Access and Nutrition Assistance Programs	Structural Aspects	Recognize that there are structural and systemic barriers for food access	Connect with community organizations and businesses on ways to disrupt systemic barriers	Instruct food providers on ways to improve food accessibility	Equity; Community Capacity

Food Access	Identify barriers to food access	Participate in simulations around food access; reflect on challenges and barriers	Teach community members on reality of food access in local community	Equity; Community Capacity
Resource Assistance	Identify programs, organizations and businesses that offer support for food access	Provide connections to those in need with existing resources	Develop new mentors and connectors that share resources with community members seeking food	Leadership
Nutrition Assistance	Identify existing nutrition assistance programs	Assess limitations and gaps of nutrition programs within community and identify opportunities	Educate individuals on appropriate nutritional programs for their personal needs	Community Capacity

Category: Environment		Learning Objectives			
		Level 1 (Novice/ Knowledge Change)	Level 2 (Intermediate/ Behavior Change)	Level 3 (Master / Systems Change)	Cross-Cutting Competency
Planning for the Natural and Built Environment	Planning	Identify relationships between land use, comprehensive planning and food systems	Facilitate discussions on connections between the natural and built environment	Promote planning processes that identify and develop the natural and built environment	Food Systems
	Environment	Define components of natural and built environment and how it relates to food systems	Utilize information on environment in food systems assessments and plans	Facilitate an assessment of the environmental impacts on food systems	Food Systems
	Stakeholders	Identify stakeholders impacted by food systems and environment	Compare needs and concerns across stakeholder groups	Train stakeholders on appropriate methods for facilitating conversations on environmental impacts of food systems	Food Systems; Community Capacity
Agroecology and Ecosystems	Natural Environment	Define natural environment	Assess opportunities and gaps related to natural environment	Facilitate conversations for plans around natural environment	Community Capacity; Evaluation

	Practices	Characterize production practices and impact on environment (organic, permaculture, conventional, etc.)	Observe practices on site visits and classify differences between practices	Assess environmental impacts of growing practices	Food Systems
	Ecosystem	Detail connections between soil, water, and food	Conduct site-visits to various production sites to assess environmental impact	Teach agroecological principles and practices to stakeholders	Evaluation
Waste Reduction, Reuse and Sustainability	Waste	Recognize value of resources that are wasted	Connect to area experts and best practices for waste reduction strategies	Calculate waste impact in community	Food Systems
	Food Waste	Identify types of food waste diversion	Conduct case studies on food waste management programs and their reduction strategies	Conduct a food waste audit	Evaluation
	Reduction and Reuse	Describe connections between food and material recycling, reduction and reuse	Articulate best practices for policies regarding waste management	Develop policy recommendations for organizations and communities to reduce waste	Evaluation

Climate Impact	Local Climate	Understand local vulnerabilities, management, adaptation and mitigation plans	Develop place-based practices for climate impact and support	Collaborate and discuss practices for a climate resilient plan for food systems	Food Systems
	Climate Impact	Define technical language around climate and weather variability	Classify climate events within the local community	Document the climate impact in local community	Evaluation
	Risk	Understand potential climate risks and preventative actions associated	Organize learning circles, summits and group discussions around climate and food systems	Compose policy recommendations for climate action	Evaluation
Built Environment	Built Environment	Define built environment	Connect to resources and stakeholders within the built environment	Teach partners on elements of the built environment and connections to food system	
	Infrastructure	Identify assessment tools for infrastructure needs	Map built infrastructure elements within the community and identify needs	Design appropriate supply chain infrastructure for needs within the community	Evaluation
	Planning	Understand basic planning and built infrastructure systems	Assess a food business' infrastructure needs	Conduct planning process to identify and develop	Food Systems
	Disaster Plans	Review the different components of a disaster plan	Assess disaster management plans for strengths and weakness	Create a community disaster plan	Evaluation

	Disaster Impact	Describe how disasters impact food systems and who disasters will impact	Analyze a disasters impact on a local community; participate in disaster exercises	Communicate disaster management plan with public and Lead disaster scenario exercises for a community or organization	Food Systems; Equity; Community Capacity
	Network Support	Identify sources of support for preparedness and recovery	Connect people to scale-appropriate sources of support	Create a post-disaster network response plan	Community Capacity
	Disaster Management	Identify different types of disaster that may impact a local community	Assess and evaluate the levels and magnitude of potential disasters	Create a disaster management plan for a particular disaster	Food Systems, Community Capacity and Equity

Category: Leadership		Learning Objectives			Cross-Cutting Competency
		Level 1 (Novice/ Knowledge Change)	Level 2 (Intermediate/ Behavior Change)	Level 3 (Master / Systems Change)	
Personal Leadership Styles	Leadership Styles	Identify different leadership styles	Demonstrate ability to connect and work collaboratively with leadership styles different than oneself	Teach aspects of leadership and values	
	Personal Leadership	Indicate own leadership style	Develop and evolve aspects of personal leadership style	Mentor others on leadership journey	
	Emotional Intelligence	Define emotional intelligence	Demonstrate when to lead and when to follow	Apply practices for continued learning including emotional intelligence practices	Community Capacity
Communication and Interaction	Personality Types	Identify personality styles and understand how they impact communication	Effectively present and share ideas with individuals with different personality types	Relay best practices for communication and engagement in community	Community Capacity
	Communication Styles	Explain appropriate communication skills for different situations	Ability to effectively communicate with different methods	Facilitate conversations with multiple interest groups and communication styles	Equity; Community Capacity
	Effective Listening	Express how listening plays a part in communication	React thoughtfully and constructively to different types of communication	Inform stakeholders and partners on respectful ways for listening and active participation	Equity; Community Capacity

	Common Language	Aware of tools to create common language amongst groups	Practice developing and accepting common and shared language for difficult concepts	Develop common language and core principles for interest groups	Equity; Community Capacity
Teams and Working Groups	Plans of Work	Identify personal role in position and project	Develop a plan of work that articulates time, dedications, and role in team or project	Teach teams how to create a plan of work for project or program	Community Capacity; Economy and Business Analysis
	Goals	Understand the importance of multiple and diverse perspectives shared for goal setting	Acknowledge and include multiple perspectives in creation of goal statements	Create multi-sector and systems-based goals with equitable inclusion of stakeholder perspectives	Equity; Community Capacity
	Roles	Understand tiers of influence	Explain roles and practices of each individual and organization participating	Share best practices on role identification and participation methods	Economy and Business Analysis; Governance and Policy
	Internal Teams	Contrast internal organizational teams and community working groups	Explain both personal role and additional partner roles as relates to a particular team project	Develop multi-sector teams for internal organization	Equity, Community Capacity; Economy and Business
	Working Groups	Explore best practices for working with multi-sector community working groups	Differentiate and articulate ways of developing teams and the challenges that may occur	Effectively manage and support working groups for community projects	Equity

	Network	Identify community leaders and actors associated with areas of interest	Develop relationships with community leaders for active participation in working groups	Mentor and develop new leaders for community working groups	Community Capacity; Economy and Business Analysis
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Category: Evaluation		Learning Objectives			Cross-Cutting Competency
		Level 1 (Novice/ Knowledge Change)	Level 2 (Intermediate/ Behavior Change)	Level 3 (Master / Systems Change)	
Importance of Evaluation and Defining Success	Evaluation	Understand the importance of evaluation	Express and connect evaluation into existing projects and programs	Communicate the importance of evaluation as it relates to sharing impact of work	Community Capacity and Economy and Business
	Bias	Understand evaluation bias	Ability to recognize and determine when evaluation bias is present	Teach best practices for identifying evaluation partners	
	Goals	Understand the stakeholders and audience for the evaluation	Develop appropriate goals based on the project, program and audience	Facilitate discussions for goal setting and defining success	Equity; Community Capacity
Data Sources and Uses	Data	Describe the importance of data in evaluation	Develop evaluation plan with secondary data that articulates metrics for impact evaluation	Synthesize and report on findings from research	Economy and Business
	Data identification	Identify where to find data	Categorize, list and cite data sources	Administer and appropriately store and use data for research	

	Collection methods	Understand methods of collecting secondary and primary data	Conduct different practices of evaluation: survey, interview, secondary data collection	Synthesize and analyze data from multiple sources	
Strategies, Methods and Tools for Evaluation Plans	Tools	Identify and describe different evaluation methods and tools	Prepare an evaluation plan that includes process, outcome, impact and unintended consequences	Provide critique on evaluations developed by others	
	Logic Models	Define goals, objectives, outcomes, outputs	Develop measurable goals and attainable objectives based on benchmarks	Mentor and guide others in goal-setting and defining success	Equity; Community Capacity; Economy and Business Analysis;
	Evaluation Types	Describe different types of evaluation	Conduct an evaluation of a program or project	Conduct systems-wide evaluation and assessment	Equity; Community Capacity; Economy and Business Analysis; Governance and Policy
	Metrics	Describe metrics and needs to measure impact of a particular project or policy	Conduct analysis using data to show relevant impact of a particular project or policy	Synthesize evaluation in a report for appropriate audience with suggested next steps	Community Capacity; Governance and Policy

	Reports	Understand different types of reports and ways to connect to audiences	Able to report impacts through presentations, publication, etc.	Mentor others on how to develop appropriate reports for your audience	Community Capacity; Leadership; Evaluation
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C. Curricula Tool and Directory (attached excel spreadsheet)

Curricula Spreadsheet and Directory

This spreadsheet is set up to showcase curricula in two ways.

1. Curricula tab: highlights curricula based on logistics: audience, location, price, offerings, etc. It also shows which core competencies are taught within the curricula. This tab is created as a directory of all curricula shared within the survey. Not all results fully express which levels of each competency are met, and further investigation may be needed.
2. Competency tabs: each competency tab shows curricula based on their competency and learning objectives met within each area. These tabs were created for individuals who know which topics of interest they are seeking. Only curricula that provided in depth selection of competency and learning objectives are shared.

Overview of Local Food Systems: Introduction to Food Systems	Extension Staff, Agriculture Professionals, Policy Makers, Farmers and Food Businesses, Community Advocates, Non-profit Staff	North Carolina, Southern Region (Virginia and South Carolina), National	Online course, Self-paced, Cohort discussions	15 Hours	\$230	Completion Certificate	Hannah Dankbar: hannah_dankbar@ncsu.edu	NC Cooperative Extension	
Overview of Local Food System Development: The Bottom Line: Economic Realities and Other Opportunities in the Local Food System	Extension Staff, Agriculture Professionals, Policy Makers, Farmers and Food Businesses, Community Advocates, Non-profit Staff	North Carolina, Southern Region (Virginia and South Carolina), National	Online course, Self-paced, Cohort discussions	9 hours	\$185	Completion Certificate	Hannah Dankbar: hannah_dankbar@ncsu.edu	NC Cooperative Extension	
Local Food System Course **							Emma Brinkmeyer	NC State	
Community Food Systems Course **							Rebecca Dunning: rebecca_dunning@ncsu.edu	NC State	localfoodcourses.org
Advanced Agroecology Class **							Michelle Schroeder-Moreno: michelle_schroeder@ncsu.edu	NC State University	
Deliberative Dialogue Issue Guides **							Bill Muse: bmuse@nifi.org	NIFI	www.nifi.org; www.kettering.org
Community Food Security **							Natalie Cooke: nkcooke@ncsu.edu	North Carolina State University	
Food Ethics: Serving Up Change	Extension Staff, College Students, Community Planners/ Developers, Non-profit Staff, Food Service Directors	Ohio	In-person course; site-visits	varies		Train-the-trainer availability	Dan: remley.4@osu.edu	Ohio State University Extension	
Introduction to Food Systems: Local to Global	College Students	Oregon	Online course, in-person class	120 hours	OSU tuition	Course Credit	Christy Anderson Brekken: christy.anderson.brekken@oregonstate.edu	Oregon State University	
Racial Analysis Training **								Racial Equity Institute	
Culinary and Hospitality 1, 2 and 3 **							Diana Beschta: djbeschta@sheboyganfalls.k12.wi.us	Sheboygan Falls School District	
Farm Studies **							Brad Wilson: fireweed@netins.net	UNI Individual Studies	https://www.facebook.com/brad.wilson.581525/videos/vb.100001332982534/1358917957495957/?type=3
Food Systems **							Dr. Ellen Goddard: ellen.goddard@ualberta.ca	University of Alberta	
Nutrition and Food Systems Degree **							Rani Olson: rario@email.arizona.edu	University of Arizona	
Kentucky Market Ready **		Kentucky					Tim Woods: tim.woods@uky.edu	University of Kentucky	
Marketing for All **							Tim Woods: tim.woods@uky.edu	University of Kentucky	
Foundations of Sustainable Food Systems **	undergraduate and graduate students	U.S. and International					Lesli Hoey: lhoey@umich.edu	University of Michigan	
Food Literacy For All **		U.S.					Lilly Fink Shapiro: finkshap@umich.edu	University of Michigan	
Minor in Food System Studies **	Undergraduate students						Jaime Langdon: jlangdon@umich.edu	University of Michigan	
Food System Studies **	Graduate students			15 credit hours			Jaime Langdon: jlangdon@umich.edu	University of Michigan	
Food Systems Graduate Certificate	College Students	Michigan	In-person class	12 credit hours	UM tuition	Completion Certificate	Jennifer Blesh: jbles@umich.edu	University of Michigan: Sustainable Food Systems Initiative and the School for Environment and Sustainability	
Farm to School Specialist							Peyton Bloedel: pbloedel@amherst.k12.wi.us	Tomorrow River School District	
Food Justice Timeline **							Zoe Hollomon	University of Minnesota and MN food access network	
Systems Approach to Healthy Communities **							Laura Purdue: perdu011@umn.edu	University of Montana	
Global Food Safety **							Andrea Etter: andrea.etter@uvm.edu	University of Vermont	
Food, Health and Media **							Sarah: sarah.heiss@uvm.edu	University of Vermont	
Food, Population and Development **							Dan Baker: dbaker@uvm.edu	University of Vermont	
Global Nutrition for Public Health **							Emily Morgan: emily-h.morgan@uvm.edu	University of Vermont	
U.S. Food, Equity and Development **							Jane Kolodinsky: jkolodin@uvm.edu	University of Vermont	
Food Finance Institute Consultant Training **							Sarah Larson: sarah.larson@ces.uwex.edu	University of Wisconsin	

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The Economics of Local Food Systems: A Toolkit to Guide Community Discussions, Assessments and Choices	Extension Staff, Policy Makers, Community Advocates, Community Planners, Developers, Non-profit Staff	Colorado, National	Online course, in-person workshop	1.5 day workshop; options for partial	free	Transferable Materials	Dawn Thilmany: dawn.thilmany@colostate.edu	USDA AMS	https://localfoodeconomics.com/toolkit/
Local Food Economic Impact Calculator **							Dawn Thilmany: dawn.thilmany@colostate.edu	USDA AMS	https://calculator.localfoodeconomics.com/
Evaluation Practice for Collaborative Growth **							Lori Bakken: lbakken@wisc.edu	UW Madison	
Virginia Market Ready **		Blacksburg					Kim Morgan: klmorgan@vt.edu	Virginia	
Facilitating Community, Local and Regional Food Systems **							Eric Bendfeldt: ebendfel@vt.edu	Virginia Cooperative Extension	
Community Based Food System Planning and Assessment	Extension Staff, Agriculture Professionals, Policy Makers, Farmers and Food Businesses, Community Advocates, Community Planners and developers, Non-profit Staff			8 weeks	free		Susan Jakes: susan_jakes@ncsu.edu	Virginia Cooperative Extension and NC Cooperative Extension	**currently not offered
Market Channel Assessment **							Becca Jablonski: beccajablonski@gmail.com		https://foodsystems.colostate.edu/community-impacts/market-channel-assessments/ , http://publications.dyson.cornell.edu/outreach/extensionpdf/2014/Cornell-Dyson-ab1413.pdf
My Caert **									https://www.mycart.com/
Food Policy in the US **							Parke Wilde		
Food Hub Financial Boot Camp **							Tera Johnson		https://foodfinanceinstitute.org/about-us/
Growing Food Connections **							Samina Raja: sraja@buffalo.edu		https://growingfoodconnections.org/
Farming While Black **							Leah Penniman		
Food Safety Modernization Act Trainings **			online						
Systems Thinking **							Kathy Zurcher		
Community Leadership **		Montana					Tara Mastel: tara.mastel@montana.edu		

X		X	X						X	
									X	
X								X		X
X										
X		X								
	X									
X								X		X
								X		
X										
X	X								X	
		X							X	

Category: Food Systems

Curricula	Common Language for Food Systems												Supply and Value Chain							
	Technical Language			Food System Components			Intersectionality			Systems Connections			Supply Chain			Value Chain				
	L1	L2	L3	L1	L2	L3	L1	L2	L3	L1	L2	L3	L1	L2	L3	L1	L2	L3	L1	
Guiding Farmers to Legal Resilience (Farm Commons)																				
Local Food Leader (Iowa State University)	X				X			X		X										
Local Food Leader: Community Food Systems (Iowa State University)	X			X	X		X			X										
Community Food Systems Certification (Iowa State University)	X	X	X	X	X	X		X	X		X	X	X							
Community Food Systems: Facilitator (Iowa State University)	X				X		X			X										
Community Food Systems: Assessor (Iowa State University)		X			X			X		X										
Community Food Systems: Economic Impact Analysis (Iowa State University)		X			X			X		X										
Community Food Systems: Feasibility and Analysis (Iowa State University)		X			X			X		X										
Seasonal Menu Planning for Farm to School (MSU Center for Regional Food Systems)	X			X			X			X			X							
Farm to Early Childcare and Education Webinar Series (MSU Center for Regional Food Systems)	X			X			X			X			X							
Farm to Early Childhood Programs: A Step-by-step Guide (MSU Center for Regional Food Systems)	X			X			X			X			X							
Local Food for Little Eaters (Purchasing Toolbox for the CACFP) (MSU Center for Regional Food Systems)	X			X			X			X			X							
Local Food for Little Eaters: A Migrant and Seasonal Head Start Guide for Local Food Purchasing (MSU Center for Regional Food Systems)	X			X			X			X			X							
Farm to ECE 101 (MSU Center for Regional Food Systems)	X	X		X	X		X	X												
Overview of Local Food Systems Certificate Program- Farm to Fork: Foundations in Local Food Supply and Value Chains (NC Cooperative Extension)	X	X											X	X		X	X	X	X	X
Overview of Local Food Systems: Introduction to Food Systems (NC Cooperative Extension)	X	X		X	X		X	X		X	X		X	X	X					
Overview of Local Food System Development: The Bottom Line: Economic Realities and Other Opportunities in the Local Food System (NC Cooperative Extension)	X	X		X																
Food Ethics: Serving Up Change (Ohio State University Extension)	X			X			X	X	X	X	X	X		X			X			
Introduction to Food Systems: Local to Global (Oregon State University)	X	X		X	X		X	X		X	X		X			X				X
Food Systems Graduate Certificate (University of Michigan)		X				X			X			X		X		X		X	X	X
Farm to School Specialist (Tomorrow River School District)	X	X		X	X					X	X		X	X						X
The Economics of Local Food Systems: A Toolkit to Guide Community Discussions, Assessments and Choices (USDA/ CSU)		X			X			X				X		X		X				X

Product		Production and Wild Harvesting									Processing and Value-Added Agriculture									Aggrega			
L2	L3	Scale			Practices			Environment			Value-Added			Processing			Regulations			Distribution			Bu
L2	L3	L1	L2	L3	L1	L2	L3	L1	L2	L3	L1	L2	L3	L1	L2	L3	L1	L2	L3	L1	L2	L3	L1
												X			X		X						
		X					X				X			X						X			
		X				X	X			X													
		X				X	X			X													
		X				X	X			X													
		X				X	X			X													
		X	X			X	X																
X	X										X	X		X			X	X		X	X		X
		X	X																	X			
X			X				X			X					X			X			X		
		X				X				X							X			X			X
X						X	X			X	X			X	X		X	X		X			X
		X											X								X		

Production and Distribution					Market Channels									Consumption											
Business Models		Infrastructure			Market Research			Scale			Market Opportunities			Retail			Consumer Behavior			Food Access					
L2	L3	L1	L2	L3	L1	L2	L3	L1	L2	L3	L1	L2	L3	L1	L2	L3	L1	L2	L3	L1	L2	L3	L1		
	X																								
														X							X				
					X			X			X			X							X				
					X																				
																				X					
																				X					
																				X					
																				X					
																				X					
																				X					
																				X					
																				X					
X		X	X		X	X		X	X		X			X	X					X				X	
																									X
X			X			X			X			X			X			X			X				
		X			X			X			X			X	X		X			X	X				
		X			X			X			X			X			X			X		X			X
		X			X			X			X			X	X		X	X		X	X				
X		X				X		X			X			X			X			X					

Food Safety											Food Systems Assessment									
Protocols		Regulations			GAP + FSMA			Food Safety Plans			Assessment			Evaluation			Plan			
L2	L3	L1	L2	L3	L1	L2	L3	L1	L2	L3	L1	L2	L3	L1	L2	L3	L1	L2	L3	
			X			X														
											X			X			X			
											X	X		X	X	X	X	X		
											X	X		X	X		X	X		
											X	X		X	X		X	X		
											X			X			X			
											X			X			X			
											X			X			X			
											X			X			X			
											X			X			X			
											X	X		X			X			
		X			X			X				X		X			X			
X			X			X			X			X			X			X		
		X									X	X	X	X			X			
		X			X			X			X			X			X			
											X			X			X			
													X			X		X		

Curricula	Category: Equity													
	Cultural Humility and Self Awareness									Historical				
	Self			Culture			Intersectionality			Land-possession			History	
	L1	L2	L3	L1	L2	L3	L1	L2	L3	L1	L2	L3	L1	L2
Local Food Leader (Iowa State University)	X			X			X							
Local Food Leader: Community Food Systems (Iowa State University)	X													
Local Food Leader: Methods of Engagement and Leadership				X										
Community Food Systems (Iowa State University)	X			X			X							
Racial Equity in the Food System Working Group (MSU Center for Regional Food Systems)		X		X				X		X				X
Overview of Local Food Systems: Introduction to Food Systems (NC Cooperative Extension)	X	X		X	X		X	X		X	X		X	X
Food Ethics: Serving Up Change (Ohio State University Extension)		X	X		X	X		X	X	X			X	
Food Systems Graduate Certificate (University of Michigan)			X			X			X		X			X

Acknowledgement and Context							Power, Privilege and Position									Racism	
Acknowledgement			Land-Grant Institutions				Power			Society			Structural Qualities			Racism	
L3	L1	L2	L3	L1	L2	L3	L1	L2	L3	L1	L2	L3	L1	L2	L3	L1	L2
							X						X				
													X				
							X										
		X			X			X			X			X			X
	X			X			X	X		X	X		X			X	X
	X			X				X	X		X	X		X	X	X	
		X		X					X			X			X		X

Inclusion: Race, Ethnicity, Income							Income and Resource Disparity										
Social Processes			Bias				Income			Disparity			Labor			Food and Farmi	
L3	L1	L2	L3	L2	L2	L3	L1	L2	L3	L1	L2	L3	L1	L2	L3	L1	L2
	X																
		X			X			X			X			X			X
	X	X		X			X			X			X	X		X	
	X			X			X	X		X	X		X	X		X	X
		X			X				X			X		X			X

Category: Community Capacity

Curricula	Building Trust and Relationships												Frameworks	
	Trust			Relationships			Communication			Equity				
	L1	L2	L3	L1	L2	L3	L1	L2	L3	L1	L2	L3	L1	L2
Local Food Leader Certification (Iowa State University)	X				X		X	X		X			X	
Local Food Leader: Community Food Systems (Iowa State University)							X							
Local Food Leader: Creating Teams and Tools for Success (Iowa State University)				X			X			X			X	
Local Food Leader: Methods of Engagement and Leadership	X			X	X		X			X			X	
Community Food Systems (Iowa State University)	X			X	X		X	X		X			X	X
Community Food Systems: Facilitator (Iowa State University)	X			X	X		X			X			X	
Overview of Local Food Systems Certificate Program- Farm to Fork: Foundations in Local Food Supply and Value Chains (NC Cooperative Extension)														
Overview of Local Food Systems: Introduction to Food Systems (NC Cooperative Extension)	X	X	X	X	X		X	X		X	X			
Overview of Local Food System Development: The Bottom Line: Economic Realities and Other Opportunities in the Local Food System (NC Cooperative Extension)														
Food Ethics: Serving Up Change (Ohio State University Extension)	X	X	X	X	X	X	X	X	X	X	X	X	X	X
The Economics of Local Food Systems: A Toolkit to Guide Community Discussions, Assessments and Choices (USDA/ CSU)				X			X							X
Community Based Food System Planning and Assessment (Virginia Cooperative Extension/ NC Cooperative Extension)	X			X			X			X				X

Community Development and Strategic Planning													Facilitator					
L3	Methods			Stakeholder Engagement			Strategic Planning			Logic Models			Tools			Neutrality		
	L1	L2	L3	L1	L2	L3	L1	L2	L3	L1	L2	L3	L1	L2	L3	L1	L2	L3
	X			X			X				X		X			X		
	X												X			X		
											X							
	X			X			X						X			X		
	X	X		X	X		X	X	X	X	X	X	X			X		
	X			X			X							X		X		
	X																	
														X	X		X	
	X	X																
	X	X		X	X		X	X		X	X		X	X		X	X	
		X				X		X		X			X			X		
		X			X			X			X					X		

Inclusion			Difficult Situations			Resource Identification								
L1	L2	L3	L1	L2	L3	Assets			Resources			Network		
L1	L2	L3	L1	L2	L3	L1	L2	L3	L1	L2	L3	L1	L2	L3
X			X			X			X				X	
X														
						X			X					
X			X									X		
X	X		X	X		X	X	X	X	X		X	X	
X			X			X			X			X		
X														
X	X		X	X		X	X		X	X		X	X	
						X			X			X		
X	X		X	X		X	X		X	X		X	X	
X			X							X				
X			X				X			X			X	

Finance and Funding							Market Identification and Marketing Strategies									Economic Development	
Funding			Grants				Market Channels			Market Research			Marketing Plans			Economic Development	
L3	L1	L2	L3	L1	L2	L3	L1	L2	L3	L1	L2	L3	L1	L2	L3	L1	L2
	X			X			X			X			X			X	
							X	X									X
	X			X				X			X			X		X	
X		X			X												
	X			X													
	X			X													
										X			X			X	X
							X			X			X			X	
							X			X							
							X	X	X	X	X	X	X	X			
	X	X		X												X	X
				X			X				X						

Economic Development Strategies

Frameworks	Economic Development			Partnership			Vision, Mission and Goals			Economic Impact Evaluation		
L3	L1	L2	L3	L1	L2	L3	L1	L2	L3	L1	L2	L3
	X											
	X			X				X		X		
							X			X		
							X			X		
X		X		X	X	X	X	X			X	
											X	
											X	
	X	X	X	X	X		X			X		
X		X		X				X				X

Category: Governance and Policy

Curricula	Policy Identification and Process									Organizing for Policy				
	Policy Development			Identification			Policy Makers			Education vs. Advocacy			Influence	
	L1	L2	L3	L1	L2	L3	L1	L2	L3				L1	L2
Guiding Farmers to Legal Resilience (Farm Commons)		X												X
Local Food Leader (Iowa State University)	X			X										
Local Food Leader: Community Food Systems (Iowa State University)	X			X										
Overview of Local Food Systems: Introduction to Food Systems (NC Cooperative Extension)	X			X	X		X			X	X		X	X
Food Ethics: Serving Up Change (Ohio State University Extension)	X	X	X	X	X	X	X	X	X	X	X		X	X
Food Systems Graduate Certificate (University of Michigan)			X			X		X			X			X

Change				Governance and Law: Regulations and Licensing Standards								
Facilitation				Policy Making			Governance			Law		
L3	L1	L2	L3	L1	L2	L3	L1	L2	L3	L1	L2	L3
								X				X
										X		
										X		
		X						X				X
	X	X			X			X		X	X	
	X			X					X			X

Category: Health and Wellness

Curricula	Social Determinants of Health														
	Health			Population Health			Impact			Context			Intersectionality		
	L1	L2	L3	L1	L2	L3	L1	L2	L3	L1	L2	L3	L1	L2	L3
Local Food Leader (Iowa State University)	X									X					
Community Food Systems Certification (Iowa State University)	X									X					
Community Food Systems: Facilitator (Iowa State University)	X									X					
Seasonal Menu Planning for Farm to School (MSU Center for Regional Food Systems)										X			X		
Farm to Early Childcare and Education Webinar Series (MSU Center for Regional Food Systems)										X			X		
Farm to Early Childhood Programs: A Step-by-step Guide (MSU Center for Regional Food Systems)										X			X		
Local Food for Little Eaters (Purchasing Toolbox for the CACFP) (MSU Center for Regional Food Systems)										X			X		
Local Food for Little Eaters: A Migrant and Seasonal Head Start Guide for Local Food Purchasing (MSU Center for Regional Food Systems)										X			X		
Farm to ECE 101 (MSU Center for Regional Food Systems)	X														
Food Ethics: Serving Up Change (Ohio State University Extension)	X	X		X	X		X	X		X	X		X	X	
Food Systems Graduate Certificate (University of Michigan)			X			X			X			X			X

Personal Health												Food Access and Nutrition Assistance							
Personal Health			Nutrition			Culture			Youth			Structural Aspects			Food Access			Resource Assistance	
			L1	L2	L3	L1	L2	L3	L1	L2	L3	L1	L2	L3	L1	L2	L3	L1	L2
						X												X	
						X						X			X			X	
						X						X			X			X	
			X												X			X	
			X												X			X	
			X												X			X	
			X												X			X	
X						X									X			X	
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
		X			X		X		X					X			X		X

Nutrition Assistance			
L3	L1	L2	L3
	X		
	X		
X	X	X	X
		X	

Category: Environment

Curricula	Planning for the Natural and Built Environment									Agroecology and Eco				
	Planning			Environment			Stakeholders			Natural Environment			Practices	
	L1	L2	L3	L1	L2	L3	L1	L2	L3	L1	L2	L3	L1	L2
Local Food Leader (Iowa State University)				X	X		X	X		X	X			
Community Food Systems Certification (Iowa State University)	X	X	X	X	X		X	X		X	X			
Community Food Systems: Facilitator (Iowa State University)	X	X		X	X		X	X	X	X	X			
Mapping 101 (Iowa State University)														
Overview of Local Food Systems: Introduction to Food Systems (NC Cooperative Extension)														
Food Systems Graduate Certificate (University of Michigan)		X			X			X				X		

systems				Waste Reduction, Reuse and Sustainability									Climate Impact				
Ecosystem				Waste			Food Waste			Reduction and Reuse			Local Climate			Climate Impact	
L3	L1	L2	L3	L1	L2	L3	L1	L2	L3	L1	L2	L3	L1	L2	L3	L1	L2
										X							
				X			X			X							
				X													
X			X	X			X			X				X			X

Risk				Built Environment									Disaster Pre				
Risk				Built Environment			Infrastructure			Planning			Disaster Plans			Disaster Impa	
L3	L1	L2	L3	L1	L2	L3	L1	L2	L3	L1	L2	L3	L1	L2	L3	L1	L2
				X													
				X													
				X													
				X			X	X		X	X						
				X			X			X							
	X			X			X				X		X			X	

Preparedness, Response and Recovery

Object	Network Support			Disaster Management		
L3	L1	L2	L3	L1	L2	L3
	X			X		

Category: Leadership

Curricula	Personal Leadership Styles									Communication Skills				
	Leadership Styles			Personal Leadership			Emotional Intelligence			Personality Types			Communication Skills	
	L1	L2	L3	L1	L2	L3	L1	L2	L3	L1	L2	L3	L1	L2
Local Food Leader (Iowa State University)	X			X						X			X	
Local Food Leader: Creating Teams and Tools for Success (Iowa State University)	X			X						X				
Local Food Leader: Methods of Engagement and Leadership														
Community Food Systems (Iowa State University)	X			X							X		X	
Community Food Systems: Facilitator (Iowa State University)														
Overview of Local Food Systems: Introduction to Food Systems (NC Cooperative Extension)	X			X										
Overview of Local Food System Development: The Bottom Line: Economic Realities and Other Opportunities in the Local Food System (NC Cooperative Extension)														
Food Ethics: Serving Up Change (Ohio State University Extension)														
Food Systems Graduate Certificate (University of Michigan)		X			X			X			X			X

s	Working Groups			Networks		
L3	L1	L2	L3	L1	L2	L3
	X	X		X		
	X			X		
				X		
		X			X	
	X			X		
	X			X		
				X	X	
	X	X				
		X			X	

Category: Evaluation

Curricula	Evaluation and Defining Success									Data			
	Evaluation			Bias			Goals			Data			Da
	L1	L2	L3	L1	L2	L3	L1	L2	L3	L1	L2	L3	L1
Mapping 101 (Iowa State University)	X									X			
Local Food Leader (Iowa State University)	X	X						X		X			
Local Food Leader: Creating Teams and Tools for Success (Iowa State University)	X												
Local Food Leader: Evaluation	X						X						
Community Food Systems (Iowa State University)		X						X		X			X
Community Food Systems: Facilitator (Iowa State University)													
Community Food Systems: Assessor (Iowa State University)	X									X			X
Community Food Systems: Economic Impact Analysis (Iowa State University)										X			X
Community Food Systems: Feasibility and Analysis (Iowa State University)										X			X
Overview of Local Food Systems: Introduction to Food Systems (NC Cooperative Extension)	X			X			X			X			X
Overview of Local Food System Development: The Bottom Line: Economic Realities and Other Opportunities in the Local Food System (NC Cooperative Extension)										X	X		X
The Economics of Local Food Systems: A Toolkit to Guide Community Discussions, Assessments and Choices (USDA/ CSU)		X						X			X		

Sources and Uses					Strategies, Methods and Tools for Evaluation Plans											
Data Identification		Collection Methods			Tools			Logic Model			Evaluation Types			Metrics		
L2	L3	L1	L2	L3	L1	L2	L3	L1	L2	L3	L1	L2	L3	L1	L2	L3
X			X													X
					X			X			X			X		
					X			X								
					X			X			X			X		
			X			X			X			X			X	
					X				X			X			X	
		X			X			X							X	
															X	
											X			X		
X		X			X											
X				X		X						X			X	

Reports			
L1	L2	L3	
	X		
X			
X			
X			
	X		
	X		
	X		
	X		
X			
X			
		X	

D. Initial Codes: Competencies and Common Themes

Name	Description		
Economy and Finance	Understand (Level 1)	Do (Level 2)	Teach (Level 3)
Business Plans and Business Development			
Business and Organization Models			
Plans of Work and Strategies for Project Implementation			
Economic Impact Analysis			
Feasibility Studies			
Funds: Access to Capital, Grants and Loans			
Budgets and Financial Statements			
Marketing Strategies			

Name	Description		
Built and Natural Environment	Understand (Level 1)	Do (Level 2)	Teach (Level 3)
Agroecology and Ecosystems			
Climate Change and Impact			
Disaster Preparedness, Recovery and Response			
Infrastructure Needs			
Land Use Impact			
Planning for the Natural and Built Environment			
Waste Reduction, Reuse, and Sustainability			

Name	Description		
Community Capacity	Understand (Level 1)	Do (Level 2)	Teach (Level 3)
Community Development Frameworks			
Facilitation Skills for Group Interactions			
Team and Working Group Development			
Building Trust and Relationships			
Resource Identification			
Strategic Planning Practices			

Name	Description		
Equity	Understand (Level 1)	Do (Level 2)	Teach (Level 3)
Cultural Competence			
Historical Acknowledgement			
Land Acknowledgement and Rights			
Income and Resource Disparities			
Power and Privilege			
Racial and Ethnic Inclusion			
Accessibility			
Self-awareness			

Name	Description		
Evaluation	Understand (Level 1)	Do (Level 2)	Teach (Level 3)
Food System Assessments			
Data and Where to Find It			
Strategies for Research and Evaluation			
Developing Evaluation Plans			
Conducting Research and Analysis			
Report Creation and Connecting with Your Audience			

Name	Description		
Food Systems	Understand (Level 1)	Do (Level 2)	Teach (Level 3)
What is a Food System – Common Language			
Production and Fishing Practices			
Processing and Value-Added Practices			
Aggregation and Distribution Practices			
Retail and Wholesale Markets			
Resource Management			

Name	Description		
Leadership and Education	Understand (Level 1)	Do (Level 2)	Teach (Level 3)
Communication Skills			
Courtesy and Interaction Skills			
Empowerment			
Leadership styles			
Systems Thinking			
Team and Organizational Development			
Youth Engagement			

Name	Description		
Policy	Understand (Level 1)	Do (Level 2)	Teach (Level 3)
Advocacy			
Ag + Food Policy Impacts			
Policy and Relations to Federal, State and Local Funds			
Federal, State and Local Government			
Identification of policies			
Land Trusts and Role in Policy for Land			
Law: Regulations and Licensing Standards			
Policy Council Creation and Role			

Name	Description		
Public Health	Understand (Level 1)	Do (Level 2)	Teach (Level 3)
Consumption Patterns and Behaviours			
Determinants of Health			
Food Access			
Food Safety			
Mental Health			
Nutrition Programs			

E. Food Systems Core Competency- Survey 1

Food System Core Competency Development

Start of Block: Default Question Block

Thank you for participating in the Food Systems Core Competency Survey. The goal of this project is two-fold. First- understand food systems practitioner's needs in different environments, cultures, and focus areas, Second- identify existing curriculum that is currently available to support food systems work. What are competencies? Competencies are a set of skills, knowledge and attitudes necessary for a profession. They may include core areas or standards of practice and skills, specific topic area knowledge and expertise. What are curricula? A curriculum is a set of learning experiences, that may include lecture, experiential learning, and observation that when combined help achieve the desired learning objectives to achieve competencies. Within the survey, we request your input on core competencies needed for food systems practitioners and request information on existing curriculum that may meet the competencies you describe. How will this information be used? A compiled list of core competencies will be created and learning objective statements will be developed. With this information, a second survey will be generated and sent to **existing curriculum providers**. Curriculum providers will then select which competencies their curriculum meets. Following, a matrix that highlights the curriculum and the learning objectives met will be created in the form of a matrix that will be shared nationally. It is anticipated that this survey will take approximately 10-15 minutes depending on the amount of information shared. All questions are open-ended and may take more or less time based on the information you provide. Thank you for taking the time to participate. If you have any questions, or would like to stay in touch for details following the project, please contact the project manager- **Courtney Long-court7@iastate.edu**

Page Break

End of Block: Default Question Block

Start of Block: Competencies

The following sections provide space to submit ideas for competencies needed within nine suggested category areas (equity, food systems, evaluation, community capacity, leadership, natural and built environment, economy and business development, public health and wellness, and government and policy). You will be directed to each page individually. If you do not have comments for a category, please skip and move on to the next section. Competencies are a set of skills, knowledge and attitudes necessary for a profession. They may include core areas or standards of practice and skills, specific topic area knowledge and expertise. Following the list of categories, you can also submit new category suggestions if you feel these categories do not meet all needs for food systems practitioners.

Page Break

Equity: (examples may include systemic barriers, inclusive practices, historical context, cultural practices, racial inclusion, etc.)

Page Break

Food Systems: (examples supply chain development; common language; technical skills around production, processing, distribution and consumption)

Page Break

Evaluation: (examples may include understanding data, evaluation plans, research practices, developing SMART goals, etc.)

Page Break

Community Capacity: (examples may include capacity development, community processes, planning efforts, assessments, facilitation, etc.)

Page Break

Leadership: (examples may include professional development, youth involvement, systems thinking, knowledge change, etc.)

Page Break

Natural and Built Environment: (examples may include preservation, land loss prevention, land use, infrastructure needs, transportation, climate, etc.)

Page Break

Economy and Business Development: (examples may include work plans, budgets, economic impact analysis, access to capital, triple bottom line, business feasibility studies, business structures, etc.)

Page Break

Public Health and Wellness: (examples may include food access, mental health practices, nutritional programs, human health, etc.)

Page Break

Government and Policy: (examples may include food policy council procedures, advocacy, levels of policy, land trusts, legal practices, etc.)

Missing Categories

Based on the previous section, do you feel that any significant categories were missed for food systems practitioner competencies?

- Yes (1)
 - Maybe (2)
 - No (3)
-

Display This Question:

If Based on the previous section, do you feel that any significant categories were missed for food s... = Yes

Or Based on the previous section, do you feel that any significant categories were missed for food s... = Maybe

Please share your thoughts on additional categories to include:

One of our goals is to create a list of the foundational competencies needed for practitioners. Please select the top 4 competencies you feel are needed as foundational practices for food systems practitioners. This does not infer that the other categories are not important, but rather may be more topic focused or specific to certain roles.

- Equity (1)
- Community Capacity (2)
- Food Systems (3)
- Evaluation (4)
- Leadership (5)
- Economy and Business Development (6)
- Natural and Built Environment (7)
- Government and Policy (8)
- Public Health and Wellness (9)
- Other (10) _____

End of Block: Competencies

Start of Block: Curriculum

The second goal for this project is to identify existing curriculum that is currently available to support food systems work. The curriculum identified can be within any of the previously suggested categories or can span many of the categories. A curriculum is a set of learning experiences, that may include lecture, experiential learning, and observation that when combined help achieve the desired learning objectives to achieve competencies. Please think broadly about different curriculum that you are aware of that may address the opportunity to learn the competency that you listed previously. The following section has a series of forms for you to list as many existing curricula as you would like, as our goal is to create a national directory of existing curricula. Each form requests: title of curricula, primary location, competency met, contact person and email. We will follow up with each contact person to confirm that they would like to be listed in the directory and will also follow up with a second survey for curricula providers to share which competencies and learning objectives their curricula meets.

Page Break

Curricula Description

- Curricula Title (1) _____
- Primary Location (2) _____
- Competency addressed (3) _____
- Contact Name (4) _____
- Contact Email (5) _____
- Additional Information (6) _____

Page Break

Do you have additional curricula to add?

- Yes (1)
- No (2)

Skip To: Q32 If Do you have additional curricula to add? = No

Display This Question:

If Do you have additional curricula to add? = Yes

Curricula Description

- Curricula Title (1) _____
- Primary Location (2) _____
- Competency Addressed (3) _____
- Contact Name (4) _____
- Contact Email (5) _____
- Additional Information (6) _____

Page Break

Do you have additional curricula to add?

- Yes (1)
- No (2)

Skip To: Q32 If Do you have additional curricula to add? = No

Display This Question:

If Do you have additional curricula to add? = Yes

Curricula Description

- Curricula Title (1) _____
- Primary Location (2) _____
- Competency Addressed (3) _____
- Contact Name (4) _____
- Contact Email (5) _____
- Additional Information (6) _____

Page Break

Do you have additional curricula to add?

Yes (1)

No (2)

Skip To: Q32 If Do you have additional curricula to add? = No

Display This Question:

If Do you have additional curricula to add? = Yes

Curricula Description

Curricula Title (1) _____

Primary Location (2) _____

Competency Addressed (3) _____

Contact Name (4) _____

Contact Email (5) _____

Additional Information (6) _____

Page Break

Do you have additional curricula to add?

Yes (1)

No (2)

Skip To: Q32 If Do you have additional curricula to add? = No

Display This Question:

If Do you have additional curricula to add? = Yes

Curricula Description

- Curricula Title (1) _____
- Primary Location (2) _____
- Competency Addressed (3) _____
- Contact Name (4) _____
- Contact Email (5) _____
- Additional Information (6) _____

Page Break

Do you have additional curricula to add?

- Yes (1)
- No (2)

Skip To: Q32 If Do you have additional curricula to add? = No

Display This Question:

If Do you have additional curricula to add? = Yes

Curricula Description

- Curricula Title (1) _____
- Primary Location (2) _____
- Competency Addressed (3) _____
- Contact Name (4) _____
- Contact Email (5) _____
- Additional Information (6) _____

Page Break

Do you have additional curricula to add?

- Yes (1)
- No (2)

Skip To: Q32 If Do you have additional curricula to add? = No

Display This Question:

If Do you have additional curricula to add? = Yes

Curricula Description

- Curricula Title (1) _____
- Primary Location (2) _____
- Competency Addressed (3) _____
- Contact Name (4) _____
- Contact Email (5) _____
- Additional Information (6) _____

Thank you for completing this survey. If you would like to get the final report following the project, please leave your contact information below.

For questions- please contact Courtney Long- court7@iastate.edu

Name (1) _____

Email (2) _____

Phone (3) _____

Zip Code (4) _____

End of Block: Curriculum

F. Food Systems Competency-based Curricula- Survey 2

Food System Curriculum

Start of Block: Introduction

Thank you for participating in the Curricula Survey for Food Systems Core Competencies. This survey requests your input on the core competencies addressed by your curricula based on learning objectives developed by the project team and informed by a national survey. Learning objectives are based on levels of learning.

Level 1: Understanding and knowledge (novice)

Level 2: Ability and behavior (intermediate)

Level 3: Mentoring and systems change (master)

This survey has two parts.

1. Questions regarding the competency categories and learning objectives that apply to your curriculum.
2. Questions regarding logistics of and participation in your curriculum.

How will this information be used? This survey is sent to only **existing providers of curricula**. The responses from this survey will be developed into a matrix as a deliverable to USDA AMS to identify existing curricula and the competencies they meet. The goal is for this matrix to be housed on a national website and continue to have updates for practitioners working in food systems to identify curricula that may support their professional development and learning needs. We anticipate that this survey will take 10-15 minutes to complete. If you offer more than one curriculum, you will be prompted at the end of the survey to complete the survey for your additional curriculum. Thank you for taking the time to participate. If you have any questions or would like to stay informed about the project, please contact the project manager, Courtney Long, Iowa State University, at court7@iastate.edu

The [2019 example core competency learning objectives](#) can be viewed to see example learning objectives for each core competency within the nine categories. Please click the highlighted link to download the matrix.

Page Break

End of Block: Introduction

Start of Block: Curriculum

Curriculum:

What is the title of your curriculum: (Fill in the Blank)

What is the name of the organization/ institution providing the curricula: (Fill in the Blank)

Who is the preferred contact for information on curricula:

Name: _____

Email: _____

Below are nine topical categories that have been confirmed by the project team and national survey. Additionally, the core competencies within each category are listed. Please select the categories that are taught within your curricula. Following your selection, you will be redirected to select the level of knowledge and learning objectives your curricula addresses.

Food Systems: Common Language for Food Systems; Supply and Value Chain; Production and Wild Harvesting; Processing and Value-Added; Aggregation and Distribution; Market Channels; Consumption; Food Safety; Food Systems Assessment

Equity: Cultural Humility and Self Awareness; Historical Acknowledgement and Context; Power, Privilege and Position; Inclusion: Race, Ethnicity and Income; Income and Resource Disparity

Community Capacity: Building Trust and Relationships; Community Development and Strategic Planning; Facilitation; Resource Identification

Economy and Business Analysis : Business Development; Business and Organization Legal Structures; Market Identification and Marketing Strategies; Economic Development Strategies; Feasibility Studies and Economic Impact

Governance and Policy: Policy Identification and Process; Organizing for Policy Change; Governance and Law: Regulations and Licensing Standards

Health and Wellness: Social Determinants of Health; Personal Health; Food Access and Nutrition Programs

Environment: Planning for the Natural and Built Environment; Agroecology and Ecosystems; Waste Reduction, Reuse and Sustainability; Climate Impact; Built Environment; Disaster Preparedness, Recovery and Response

Leadership: Personal Leadership Styles; Communication and Interaction; Teams and Working Groups

Evaluation: Importance of Evaluation and Defining Success; Data Sources and Uses; Strategies, Methods and Tools for Evaluation Plans

End of Block: Curriculum

Start of Block: Food Systems

Display This Question:

If Below are nine topical categories that have been confirmed by the project team and national surve... = Food Systems: Common Language for Food Systems; Supply and Value Chain; Production and Wild Harvesting; Processing and Value-Added; Aggregation and Distribution; Market Channels; Consumption; Food Safety; Food Systems Assessment

The sections below provide learning objectives for the Food Systems competency.

Display This Question:

If Below are nine topical categories that have been confirmed by the project team and national surve... = Food Systems: Common Language for Food Systems; Supply and Value Chain; Production and Wild Harvesting; Processing and Value-Added; Aggregation and Distribution; Market Channels; Consumption; Food Safety; Food Systems Assessment

Please identify the learning objectives you meet for the competency: Common Language in the Food System. (Select all that apply)

	Level 1 (Novice/ Knowledge Change)	Level 2 (Intermediate/ Behavior Change)	Level 3 (Master / Systems Change)
Technical Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Food Systems Components	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intersectionality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Systems Connections	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Display This Question:

If Below are nine topical categories that have been confirmed by the project team and national surve... = Food Systems: Common Language for Food Systems; Supply and Value Chain; Production and Wild Harvesting; Processing and Value-Added; Aggregation and Distribution; Market Channels; Consumption; Food Safety; Food Systems Assessment

Please identify the learning objectives you meet for the competency: Supply and Value Chains. (Select all that apply)

	Level 1 (Novice/ Knowledge Change)	Level 2 (Intermediate/ Behavior Change)	Level 3 (Master / Systems Change)
Supply Chains	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Value Chains	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Product	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Display This Question:

If Below are nine topical categories that have been confirmed by the project team and national surve... = Food Systems: Common Language for Food Systems; Supply and Value Chain; Production and Wild Harvesting; Processing and Value-Added; Aggregation and Distribution; Market Channels; Consumption; Food Safety; Food Systems Assessment

Please identify the learning objectives you meet for the competency: Production and Wild Harvesting. (Select all that apply)

	Level 1 (Novice/ Knowledge Change)	Level 2 (Intermediate/ Behavior Change)	Level 3 (Master / Systems Change)
Scale	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Display This Question:

If Below are nine topical categories that have been confirmed by the project team and national surve... = Food Systems: Common Language for Food Systems; Supply and Value Chain; Production and Wild Harvesting; Processing and Value-Added; Aggregation and Distribution; Market Channels; Consumption; Food Safety; Food Systems Assessment

Please identify the learning objectives you meet for the competency: Processing and Value-Added Products (Select all that apply)

	Level 1 (Novice/ Knowledge Change)	Level 2 (Intermediate/ Behavior Change)	Level 3 (Master / Systems Change)
Value-Added	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Processing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Regulations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Display This Question:

If Below are nine topical categories that have been confirmed by the project team and national surve... = Food Systems: Common Language for Food Systems; Supply and Value Chain; Production and Wild Harvesting; Processing and Value-Added; Aggregation and Distribution; Market Channels; Consumption; Food Safety; Food Systems Assessment

Please identify the learning objectives you meet for the competency: Aggregation and Distribution (Select all that apply)

	Level 1 (Novice/ Knowledge Change)	Level 2 (Intermediate/ Behavior Change)	Level 3 (Master / Systems Change)
Distribution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Business Models	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Infrastructure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Display This Question:

If Below are nine topical categories that have been confirmed by the project team and national survey... = Food Systems: Common Language for Food Systems; Supply and Value Chain; Production and Wild Harvesting; Processing and Value-Added; Aggregation and Distribution; Market Channels; Consumption; Food Safety; Food Systems Assessment

Please identify the learning objectives you meet for the competency: Market Channels (Select all that apply)

	Level 1 (Novice/ Knowledge Change)	Level 2 (Intermediate/ Behavior Change)	Level 3 (Master / Systems Change)
Market Research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scale	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Market Opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Display This Question:

If Below are nine topical categories that have been confirmed by the project team and national survey... = Food Systems: Common Language for Food Systems; Supply and Value Chain; Production and Wild Harvesting; Processing and Value-Added; Aggregation and Distribution; Market Channels; Consumption; Food Safety; Food Systems Assessment

Please identify the learning objectives you meet for the competency: Consumption (Select all that apply)

	Level 1 (Novice/ Knowledge Change)	Level 2 (Intermediate/ Behavior Change)	Level 3 (Master / Systems Change)
Retail	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consumer Behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Food Access	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Display This Question:

If Below are nine topical categories that have been confirmed by the project team and national surve... = Food Systems: Common Language for Food Systems; Supply and Value Chain; Production and Wild Harvesting; Processing and Value-Added; Aggregation and Distribution; Market Channels; Consumption; Food Safety; Food Systems Assessment

Please identify the learning objectives you meet for the competency: Food Safety (Select all that apply)

	Level 1 (Novice/ Knowledge Change)	Level 2 (Intermediate/ Behavior Change)	Level 3 (Master / Systems Change)
Protocols	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Regulations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GAP + FSMA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Food Safety Plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Display This Question:

If Below are nine topical categories that have been confirmed by the project team and national surve... = Food Systems: Common Language for Food Systems; Supply and Value Chain; Production and Wild Harvesting; Processing and Value-Added; Aggregation and Distribution; Market Channels; Consumption; Food Safety; Food Systems Assessment

Please identify the learning objectives you meet for the competency: Food Systems Assessments (Select all that apply)

	Level 1 (Novice/ Knowledge Change)	Level 2 (Intermediate/ Behavior Change)	Level 3 (Master / Systems Change)
Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

End of Block: Food Systems

Start of Block: Equity

Display This Question:

If Below are nine topical categories that have been confirmed by the project team and national surve... = Equity: Cultural Humility and Self Awareness; Historical Acknowledgement and Context; Power, Privilege and Position; Inclusion: Race, Ethnicity and Income; Income and Resource Disparity

The sections below provide learning objectives for the Equity competency.

Display This Question:

If Below are nine topical categories that have been confirmed by the project team and national surve... = Equity: Cultural Humility and Self Awareness; Historical Acknowledgement and Context; Power, Privilege and Position; Inclusion: Race, Ethnicity and Income; Income and Resource Disparity

Please identify the learning objectives you meet for the competency: Cultural Humility and Self Awareness (Select all that apply)

	Level 1 (Novice/ Knowledge Change)	Level 2 (Intermediate/ Behavior Change)	Level 3 (Master / Systems Change)
Self	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intersectionality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Display This Question:

If Below are nine topical categories that have been confirmed by the project team and national surve... = Equity: Cultural Humility and Self Awareness; Historical Acknowledgement and Context; Power, Privilege and Position; Inclusion: Race, Ethnicity and Income; Income and Resource Disparity

Please identify the learning objectives you meet for the competency: Historical Acknowledgement and Context (Select all that apply)

	Level 1 (Novice/ Knowledge Change)	Level 2 (Intermediate/ Behavior Change)	Level 3 (Master / Systems Change)
Land Possession	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
History	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Acknowledgement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Land-Grant Institutions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Display This Question:

If Below are nine topical categories that have been confirmed by the project team and national surve... = Equity: Cultural Humility and Self Awareness; Historical Acknowledgement and Context; Power, Privilege and Position; Inclusion: Race, Ethnicity and Income; Income and Resource Disparity

Please identify the learning objectives you meet for the competency: Power, Privilege and Position (Select all that apply)

	Level 1 (Novice/ Knowledge Change)	Level 2 (Intermediate/ Behavior Change)	Level 3 (Master / Systems Change)
Power	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Society	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Structural Qualities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Display This Question:

If Below are nine topical categories that have been confirmed by the project team and national surve... = Equity: Cultural Humility and Self Awareness; Historical Acknowledgement and Context; Power, Privilege and Position; Inclusion: Race, Ethnicity and Income; Income and Resource Disparity

Please identify the learning objectives you meet for the competency: Inclusion: Race, Ethnicity and Income (Select all that apply)

	Level 1 (Novice/ Knowledge Change)	Level 2 (Intermediate/ Behavior Change)	Level 3 (Master / Systems Change)
Racism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social Processes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Display This Question:

If Below are nine topical categories that have been confirmed by the project team and national survey... = Equity: Cultural Humility and Self Awareness; Historical Acknowledgement and Context; Power, Privilege and Position; Inclusion: Race, Ethnicity and Income; Income and Resource Disparity

Please identify the learning objectives you meet for the competency: Income and Resource Disparity (Select all that apply)

	Level 1 (Novice/ Knowledge Change)	Level 2 (Intermediate/ Behavior Change)	Level 3 (Master / Systems Change)
Income	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Disparity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Labor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Food and Farming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

End of Block: Equity

Start of Block: Community Capacity

Display This Question:

If Below are nine topical categories that have been confirmed by the project team and national survey... = Community Capacity: Building Trust and Relationships; Community Development and Strategic Planning; Facilitation; Resource Identification

The sections below provide learning objectives for the Community Capacity competency.

Display This Question:

If Below are nine topical categories that have been confirmed by the project team and national survey... = Community Capacity: Building Trust and Relationships; Community Development and Strategic Planning; Facilitation; Resource Identification

Please identify the learning objectives you meet for the competency: Building Trust and Relationships (Select all that apply)

	Level 1 (Novice/ Knowledge Change)	Level 2 (Intermediate/ Behavior Change)	Level 3 (Master / Systems Change)
Trust	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Equity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Display This Question:

If Below are nine topical categories that have been confirmed by the project team and national surve... = Community Capacity: Building Trust and Relationships; Community Development and Strategic Planning; Facilitation; Resource Identification

Please identify the learning objectives you meet for the competency: Community Development and Strategic Planning (Select all that apply)

	Level 1 (Novice/ Knowledge Change)	Level 2 (Intermediate/ Behavior Change)	Level 3 (Master / Systems Change)
Frameworks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stakeholder Engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strategic Planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Logic Models	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Display This Question:

If Below are nine topical categories that have been confirmed by the project team and national surve... = Community Capacity: Building Trust and Relationships; Community Development and Strategic Planning; Facilitation; Resource Identification

Please identify the learning objectives you meet for the competency: Facilitation (Select all that apply)

	Level 1 (Novice/ Knowledge Change)	Level 2 (Intermediate/ Behavior Change)	Level 3 (Master / Systems Change)
Tools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Neutrality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inclusion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Difficult Situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Display This Question:

If Below are nine topical categories that have been confirmed by the project team and national surve... = Community Capacity: Building Trust and Relationships; Community Development and Strategic Planning; Facilitation; Resource Identification

Please identify the learning objectives you meet for the competency: Resource Identification (Select all that apply)

	Level 1 (Novice/ Knowledge Change)	Level 2 (Intermediate/ Behavior Change)	Level 3 (Master / Systems Change)
Assets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Network	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

End of Block: Community Capacity

Start of Block: Economy and Business Analysis

Display This Question:

If Below are nine topical categories that have been confirmed by the project team and national surve... = Economy and Business Analysis : Business Development; Business and Organization Legal Structures; Market Identification and Marketing Strategies; Economic Development Strategies; Feasibility Studies and Economic Impact

The sections below provide learning objectives for the Economy and Business Analysis competency.

Display This Question:

If Below are nine topical categories that have been confirmed by the project team and national surve... = Economy and Business Analysis : Business Development; Business and Organization Legal Structures; Market Identification and Marketing Strategies; Economic Development Strategies; Feasibility Studies and Economic Impact

Please identify the learning objectives you meet for the competency: Business Development (Select all that apply)

	Level 1 (Novice/ Knowledge Change)	Level 2 (Intermediate/ Behavior Change)	Level 3 (Master / Systems Change)
Business Plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vision, Mission and Values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Display This Question:

If Below are nine topical categories that have been confirmed by the project team and national surve... = Economy and Business Analysis : Business Development; Business and Organization Legal Structures; Market Identification and Marketing Strategies; Economic Development Strategies; Feasibility Studies and Economic Impact

Please identify the learning objectives you meet for the competency: Business and Organization Legal Structures (Select all that apply)

	Level 1 (Novice/ Knowledge Change)	Level 2 (Intermediate/ Behavior Change)	Level 3 (Master / Systems Change)
Business Models	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tax Structures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Display This Question:

If Below are nine topical categories that have been confirmed by the project team and national survey... = Economy and Business Analysis : Business Development; Business and Organization Legal Structures; Market Identification and Marketing Strategies; Economic Development Strategies; Feasibility Studies and Economic Impact

Please identify the learning objectives you meet for the competency: Finance and Funding (Select all that apply)

	Level 1 (Novice/ Knowledge Change)	Level 2 (Intermediate/ Behavior Change)	Level 3 (Master / Systems Change)
Finance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Funding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Display This Question:

If Below are nine topical categories that have been confirmed by the project team and national survey... = Economy and Business Analysis : Business Development; Business and Organization Legal Structures; Market Identification and Marketing Strategies; Economic Development Strategies; Feasibility Studies and Economic Impact

Please identify the learning objectives you meet for the competency: Market Identification and Marketing Strategies (Select all that apply)

	Level 1 (Novice/ Knowledge Change)	Level 2 (Intermediate/ Behavior Change)	Level 3 (Master / Systems Change)
Market Channels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Market Research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Marketing Plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Display This Question:

If Below are nine topical categories that have been confirmed by the project team and national surve... = Economy and Business Analysis : Business Development; Business and Organization Legal Structures; Market Identification and Marketing Strategies; Economic Development Strategies; Feasibility Studies and Economic Impact

Please identify the learning objectives you meet for the competency: Economic Development Strategies (Select all that apply)

	Level 1 (Novice/ Knowledge Change)	Level 2 (Intermediate/ Behavior Change)	Level 3 (Master / Systems Change)
Economic Development Frameworks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Economic Development Partnership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vision, Mission and Goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Economic Impact Evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

End of Block: Economy and Business Analysis

Start of Block: Governance and Policy

Display This Question:

If Below are nine topical categories that have been confirmed by the project team and national surve... = Governance and Policy: Policy Identification and Process; Organizing for Policy Change; Governance and Law: Regulations and Licensing Standards

The sections below provide learning objectives for the Governance and Policy competency.

Display This Question:

If Below are nine topical categories that have been confirmed by the project team and national surve... = Governance and Policy: Policy Identification and Process; Organizing for Policy Change; Governance and Law: Regulations and Licensing Standards

Please identify the learning objectives you meet for the competency: Policy Identification and Process (Select all that apply)

	Level 1 (Novice/ Knowledge Change)	Level 2 (Intermediate/ Behavior Change)	Level 3 (Master / Systems Change)
Policy Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Policy Makers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Display This Question:

If Below are nine topical categories that have been confirmed by the project team and national surve... = Governance and Policy: Policy Identification and Process; Organizing for Policy Change; Governance and Law: Regulations and Licensing Standards

Please identify the learning objectives you meet for the competency: Organizing for Policy Change (Select all that apply)

	Level 1 (Novice/ Knowledge Change)	Level 2 (Intermediate/ Behavior Change)	Level 3 (Master / Systems Change)
Education vs. Advocacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Influence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Facilitation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Display This Question:

If Below are nine topical categories that have been confirmed by the project team and national surve... = Governance and Policy: Policy Identification and Process; Organizing for Policy Change; Governance and Law: Regulations and Licensing Standards

Please identify the learning objectives you meet for the competency: Governance and Law: Regulations and Licensing Standards (Select all that apply)

	Level 1 (Novice/ Knowledge Change)	Level 2 (Intermediate/ Behavior Change)	Level 3 (Master / Systems Change)
Governance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Law	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

End of Block: Governance and Policy

Start of Block: Health and Wellness

Display This Question:

If Below are nine topical categories that have been confirmed by the project team and national surve... = Health and Wellness: Social Determinants of Health; Personal Health; Food Access and Nutrition Programs

The sections below provide learning objectives for the Health and Wellness competency.

Display This Question:

If Below are nine topical categories that have been confirmed by the project team and national surve... = Health and Wellness: Social Determinants of Health; Personal Health; Food Access and Nutrition Programs

Please identify the learning objectives you meet for the competency Social Determinants of Health: (Select all that apply)

	Level 1 (Novice/ Knowledge Change)	Level 2 (Intermediate/ Behavior Change)	Level 3 (Master / Systems Change)
Health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Population Health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Impact	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Context	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intersectionality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Display This Question:

If Below are nine topical categories that have been confirmed by the project team and national surve... = Health and Wellness: Social Determinants of Health; Personal Health; Food Access and Nutrition Programs

Please identify the learning objectives you meet for the competency Personal Health: (Select all that apply)

	Level 1 (Novice/ Knowledge Change)	Level 2 (Intermediate/ Behavior Change)	Level 3 (Master / Systems Change)
Personal Health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nutrition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Youth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Display This Question:

If Below are nine topical categories that have been confirmed by the project team and national surve... = Health and Wellness: Social Determinants of Health; Personal Health; Food Access and Nutrition Programs

Please identify the learning objectives you meet for the competency Food Access and Nutrition Assistance Programs (Select all that apply)

	Level 1 (Novice/ Knowledge Change)	Level 2 (Intermediate/ Behavior Change)	Level 3 (Master / Systems Change)
Structural Aspects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Food Access	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Resource Assistance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nutrition Assistance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

End of Block: Health and Wellness

Start of Block: Environment

Display This Question:

If Below are nine topical categories that have been confirmed by the project team and national survey... = Environment: Planning for the Natural and Built Environment; Agroecology and Ecosystems; Waste Reduction, Reuse and Sustainability; Climate Impact; Built Environment; Disaster Preparedness, Recovery and Response

The sections below provide learning objectives for the Environment competency.

Display This Question:

If Below are nine topical categories that have been confirmed by the project team and national survey... = Environment: Planning for the Natural and Built Environment; Agroecology and Ecosystems; Waste Reduction, Reuse and Sustainability; Climate Impact; Built Environment; Disaster Preparedness, Recovery and Response

Please identify the learning objectives you meet for the competency Planning for the Natural and Built Environment (Select all that apply)

	Level 1 (Novice/ Knowledge Change)	Level 2 (Intermediate/ Behavior Change)	Level 3 (Master / Systems Change)
Planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stakeholders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Display This Question:

If Below are nine topical categories that have been confirmed by the project team and national survey... = Environment: Planning for the Natural and Built Environment; Agroecology and Ecosystems; Waste Reduction, Reuse and Sustainability; Climate Impact; Built Environment; Disaster Preparedness, Recovery and Response

Please identify the learning objectives you meet for the competency Agroecology and Ecosystems (Select all that apply)

	Level 1 (Novice/ Knowledge Change)	Level 2 (Intermediate/ Behavior Change)	Level 3 (Master / Systems Change)
Natural Environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ecosystem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Display This Question:

If Below are nine topical categories that have been confirmed by the project team and national surve... = Environment: Planning for the Natural and Built Environment; Agroecology and Ecosystems; Waste Reduction, Reuse and Sustainability; Climate Impact; Built Environment; Disaster Preparedness, Recovery and Response

Please identify the learning objectives you meet for the competency Waste Reduction, Reuse and Sustainability (Select all that apply)

	Level 1 (Novice/ Knowledge Change)	Level 2 (Intermediate/ Behavior Change)	Level 3 (Master / Systems Change)
Waste	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Food Waste	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reduction and Reuse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Display This Question:

If Below are nine topical categories that have been confirmed by the project team and national surve... = Environment: Planning for the Natural and Built Environment; Agroecology and Ecosystems; Waste Reduction, Reuse and Sustainability; Climate Impact; Built Environment; Disaster Preparedness, Recovery and Response

Please identify the learning objectives you meet for the competency Climate Impact (Select all that apply)

	Level 1 (Novice/ Knowledge Change)	Level 2 (Intermediate/ Behavior Change)	Level 3 (Master / Systems Change)
Local Climate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Climate Impact	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Risk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Display This Question:

If Below are nine topical categories that have been confirmed by the project team and national surve... = Environment: Planning for the Natural and Built Environment; Agroecology and Ecosystems; Waste Reduction, Reuse and Sustainability; Climate Impact; Built Environment; Disaster Preparedness, Recovery and Response

Please identify the learning objectives you meet for the competency Built Environment (Select all that apply)

	Level 1 (Novice/ Knowledge Change)	Level 2 (Intermediate/ Behavior Change)	Level 3 (Master / Systems Change)
Built Environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Infrastructure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Display This Question:

If Below are nine topical categories that have been confirmed by the project team and national surve... = Environment: Planning for the Natural and Built Environment; Agroecology and Ecosystems; Waste Reduction, Reuse and Sustainability; Climate Impact; Built Environment; Disaster Preparedness, Recovery and Response

Please identify the learning objectives you meet for the competency Disaster Preparedness, Recovery and Response (Select all that apply)

	Level 1 (Novice/ Knowledge Change)	Level 2 (Intermediate/ Behavior Change)	Level 3 (Master / Systems Change)
Disaster Plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Disaster Impact	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Network Support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Disaster Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

End of Block: Environment

Start of Block: Leadership

Display This Question:

If Below are nine topical categories that have been confirmed by the project team and national surve... = Leadership: Personal Leadership Styles; Communication and Interaction; Teams and Working Groups

The sections below provide learning objectives for the Leadership competency.

Display This Question:

If Below are nine topical categories that have been confirmed by the project team and national surve... = Leadership: Personal Leadership Styles; Communication and Interaction; Teams and Working Groups

Please identify the learning objectives you meet for the competency Personal Leadership Styles (Select all that apply)

	Level 1 (Novice/ Knowledge Change)	Level 2 (Intermediate/ Behavior Change)	Level 3 (Master / Systems Change)
Leadership Styles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emotional Intelligence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Display This Question:

If Below are nine topical categories that have been confirmed by the project team and national surve... = Leadership: Personal Leadership Styles; Communication and Interaction; Teams and Working Groups

Please identify the learning objectives you meet for the competency Communication and Interaction (Select all that apply)

	Level 1 (Novice/ Knowledge Change)	Level 2 (Intermediate/ Behavior Change)	Level 3 (Master / Systems Change)
Personality Types	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication Styles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effective Listening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Common Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Display This Question:

If Below are nine topical categories that have been confirmed by the project team and national surve... = Leadership: Personal Leadership Styles; Communication and Interaction; Teams and Working Groups

Please identify the learning objectives you meet for the competency Teams and Working Groups (Select all that apply)

	Level 1 (Novice/ Knowledge Change)	Level 2 (Intermediate/ Behavior Change)	Level 3 (Master / Systems Change)
Plans of Work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Roles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Internal Teams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working Groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Networks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

End of Block: Leadership

Start of Block: Evaluation

Display This Question:

If Below are nine topical categories that have been confirmed by the project team and national surve... = Evaluation: Importance of Evaluation and Defining Success; Data Sources and Uses; Strategies, Methods and Tools for Evaluation Plans

The sections below provide learning objectives for the Evaluation competency.

Display This Question:

If Below are nine topical categories that have been confirmed by the project team and national surve... = Evaluation: Importance of Evaluation and Defining Success; Data Sources and Uses; Strategies, Methods and Tools for Evaluation Plans

Please identify the learning objectives you meet for the competency Importance of Evaluation and Defining Success (Select all that apply)

	Level 1 (Novice/ Knowledge Change)	Level 2 (Intermediate/ Behavior Change)	Level 3 (Master / Systems Change)
Evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Display This Question:

If Below are nine topical categories that have been confirmed by the project team and national surve... = Evaluation: Importance of Evaluation and Defining Success; Data Sources and Uses; Strategies, Methods and Tools for Evaluation Plans

Please identify the learning objectives you meet for the competency Data Sources and Uses (Select all that apply)

	Level 1 (Novice/ Knowledge Change)	Level 2 (Intermediate/ Behavior Change)	Level 3 (Master / Systems Change)
Data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Data Identification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collection Methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Display This Question:

If Below are nine topical categories that have been confirmed by the project team and national surve... = Evaluation: Importance of Evaluation and Defining Success; Data Sources and Uses; Strategies, Methods and Tools for Evaluation Plans

Please identify the learning objectives you meet for the competency Strategies, Methods and Tools for Evaluation Plans (Select all that apply)

	Level 1 (Novice/ Knowledge Change)	Level 2 (Intermediate/ Behavior Change)	Level 3 (Master / Systems Change)
Tools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Logic Models	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluation Types	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Metrics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

End of Block: Evaluation

Start of Block: Logistics

The following section includes questions regarding logistics and participation. Again, please fill in only information for the curriculum you detailed in Section 1. If you offer additional curricula, you will have the opportunity to submit another response following this section.

Page Break

Who is your primary audience? (Select all that apply)

- Extension Staff
- Agriculture Professionals
- Policy Makers
- Farmers and Food Businesses
- Community Advocates
- College Students
- Community Planners/ Developers
- Non-profit Staff
- Other _____

Page Break

Where do you offer your curriculum? (Select all that apply)

- My community: _____
 - My state: _____
 - National
 - International
 - Other: _____
-

Page Break

How is your curriculum offered? (Select all that apply)

Online course

In-person (training/ class/ etc.)

Site visit

Work experience

Self-paced

Cohort discussions

Other _____

Page Break

How long does it take participants to complete your curriculum? (This is the suggested amount of time for participants to go through the full curriculum; please provide the length of time in hours if possible.)

Page Break

What is the fee for your curriculum?

Page Break

What do you provide for completion of your curriculum? (Select all that apply)

- Course credit
- Non-Course Credit
- Completion certificate
- Digital badge
- Train-the-trainer (ability for participants to teach)
- Transferable materials for use (ability for participants to utilize materials in own community)
- Other _____

Page Break

Do you have additional curriculum to add?

- Yes
- No

Page Break

Display This Question:

If Do you have additional curriculum to add? = Yes

Please click on this [link](#) to guide you to a new survey for your next curriculum

Display This Question:

If Do you have additional curriculum to add? = No

Thank you for completing this survey. If you would like to get the final report following the project, please leave your contact information below.

For questions- please contact Courtney Long- court7@iastate.edu

Name _____

Email _____

Phone _____

Zip Code _____

End of Block: Logistics
