

LOCAL FOOD LEADER

Training + Certification

Local Food Leader Certification

Part 1: Course Information

Course Description: This course was created to train local food practitioners in foundational practices for food systems programming including basics of food systems, facilitation, coalition development, and general project management skills. Individuals will leave this program with awareness, understanding, and confidence to work with various different individuals, organizations, and institutions to develop their community food system.

Timeframe: Participants will have 4 months to complete certification.

Certification Objectives:

- Understand global, local, and community food systems
- Organize coalitions that work toward collective community goals and assist in the development of a mission, vision and core values
- Manage and facilitate conversations effectively between dynamic groups of people
- Utilize an equity lens to food systems development
- Understand community processes that include facilitation, project management, partnership and building successful teams
- Provide partners with tools and resources in developing various food systems sectors: production, transformation, distribution, consumption and resource management (grants, best practices, research, etc.)
- Engage and empower community partners to work collectively toward a vibrant and healthy community food system that meets the needs of the participants and community members
- Know about tools that exist to create food systems reports
- Develop successful teams for successful project implementation
- Construct plans of work, project scopes, and budgets
- Understand the use and types of logic models
- Create evaluation tools that showcase project outcomes

Part 2: Course Requirements

Completing Assignments: You must complete all module activities to receive a Local Food Leader Certificate of Completion. All assignments for this course will be submitted electronically through Moodle unless otherwise instructed.

Module Tests: You must achieve an 80 percent or above on all module tests to receive a Local Food Leader Certificate of Completion. Test questions are based on all *Required Activities, including presentations, videos and readings* in the module.



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Important Note: Activity and assignment details will be explained in detail within each learning module. If you have any questions, please contact your instructor.

Part 3: Grades

You must receive 80% or above on all activities to receive your Certificate. You will receive feedback and a grade from instructors on assignments before scheduled cohort meetings.

Viewing Grades in Moodle

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

Part 4: Course Methods and Delivery

Course/Technical Requirements:

- Internet connection (DSL, LAN, or cable connection desirable)
- Adobe Flash Player
- Adobe Acrobat Reader
- Audio out and audio in
- QGIS: must be able to download the free QGIS software

Workshop Binders: It may be helpful for you to follow along in your binder while completing modules as some activities are like those completed in the workshop. If you took notes, information shared during the workshop between your cohort may also be helpful in completing assignments.

Moodle Access: This course is delivered online through Moodle online learning platform. If you need technical assistance at any time during the course, or to report a problem with Moodle, please contact the Moodle assistance contact below. For any assistance with course enrollment/cancellations or questions about course content please email kaleyh@iastate.edu.

Moodle Assistance Contacts:

Moodle username and password assistance	515-294-1725
Technical assistance with Moodle	515-294-1725
Enrollment and cancellations	kaleyh@iastate.edu
Content questions	court7@iastate.edu



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Part 5: Course Outline

Cohort Timeline: While going through the certification you will have the opportunity to participate in cohort meetings that are scheduled through Zoom. This is optional for your certification.

This is a separate attachment that will be sent to you via email.

Module 1: Local Food Leaders in Community Food Systems

Introductory Presentation:

Joanna Lelekacs: Where to Engage in Local Food Systems

Dara Bloom: The History of the Local Foods Movement

Tes Thraves: Racial Equity Work in Food Systems

1.1: Understanding Local, Global and Community Food Systems

Overview: This section describes five primary food system sectors, six community assets and operating principles for working in communities in relation to the Community Food Systems program. This section will provide a general understanding of the Community Food Systems program and how to leverage opportunities to intentionally develop food systems for their greatest place-based purpose in communities.

Outcomes: Participants will have an improved understanding of how food system components work together and may challenge each other; this will include food system sectors, community assets and operating procedures. Participants will gain knowledge about multi-faceted applications to better assist their clients and partners.

Required Activities:

1.1.1 Presentation 1: Local, Global and Community Food Systems

1.1.2 Reading 1: Building The Case For Racial Equity In The Food System

1.1.3 Activity 1: Give a brief description about your work in food systems: consider who you work with (could you have more diverse and inclusive partnerships?), consider the sector(s) you serve (are there ways of connecting more dots?), and the primary outcomes you hope to have in your work (for example increased business development, decreased obesity rates, increased participation and collaboration).

1.1.4 Reading 2: Agricultural Urbanism Toolkit

1.1.5 Reading 3: Community Food Systems Menu of Tactics

1.1.6 Activity 2: Think of a community you work with and describe the scale (ex. city, state, region). List different tactics from the Agricultural Urbanism Toolkit or the Community Food Systems Menu of Tactics that you think would be beneficial to explore within the community and describe why.

1.1.7 Activity 3: Based on Activity 1 and 2, consider the assets in the community and give examples of connections that you could develop to form a more collective approach to your tactic projects.

1.1.8 Reading 4: Determining Factors for Success

1.1.1 Presentation 1: Community Food Systems Certification Logistics

Suggested Readings and Exercises:

Supporting Local Food System Development in Your Community

Growing Local: A Community Guide to Planning for Agriculture and Food Systems



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Local Food Systems

Cultivating Equity in the Food System

Annotated Bibliography on Structural Racism Present in the U.S. Food System: Fifth Edition

Understanding Culture and Diversity in Building Communities

Profitability of Local Food Markets

1.2: Who Coordinates Community Food Systems?

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

Outcomes: Participants will have improved understanding of roles and responsibilities of local food coordinators and will have tools to utilize for facilitation and engagement in communities.

Required Activities:

1.2.1 Presentation 1: Different Roles of a Local Food Practitioner

1.2.2 Activity 1: Reflect on the different types of roles you may be asked to play as a local food coordinator.

1.2.3 Reading 1: Local Food Coordinators

1.2.4 Presentation 2: Justice in the Food System Through the Lens of Structural Racism by Shorlette Ammons

1.2.5 Activity 2: Please reflect and share your thoughts on the video: Justice in the Food System Through the Lens of Structural Racism by Shorlette Ammons. Share ways it pertains to your work in food systems.

1.2.6 Reading 2: Facilitating Intentional Group Discussions

1.2.7 Reading 3: Event Management Training Toolkit

Suggested Exercises and Readings:

Local Food Organizational Toolkit - Part 1: Defining your organization's focus and leadership

Local Food Organizational Toolkit - Part 2: Organizational structure

Local Food Coordinators

The 5 Languages of Appreciation in the Workplace

Books:

Goal QPC: Facilitation At A Glance

Great Meetings! Great Results: A Practical Guide for Facilitation Successful, Productive Meetings

1.3: Job Skills and Professionalism

Overview: This section describes the interaction between work and life and consider if we have everything we need to create the balanced life we seek.

Outcomes: Participants will have increased knowledge on the complexities of work-life integration and understand the relationship between personal well-being, institutional culture, and work life.

Required Activities:

1.3.1 Reading 1: The Human Era At Work, Findings from The Energy Project and Harvard Business Review

1.3.2 Presentation 1: Ted Talk: The Power of Vulnerability by Brene Brown

Suggested Exercises and Readings:



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The Energy Project: Building a Culture of Well-Being Case Studies

“Welcome To The Way We Work” (5 min) Pod Cast

Mental Health America: Work Life Balance

Books:

The Advantage by Patrick Lencioni

The Way We Are Working by Tony Schwartz

Drive by Daniel Pink

On Purpose by Victor Strecher

Dare Greatly by Brene Brown

1.4: Policy

Overview: This section will promote the understanding and awareness of different levels of policy, especially as it relates to the Farm Bill and agriculture issues and how individuals can engage in the federal system. Additionally, it will incorporate local opportunities for policy change.

Outcomes: Participants will understand different levels of policy and potentials to engage.

Required Activities:

1.4.1 Presentation 1: NSAC Farm Bill Webinar Series: Parts 1-4

1.4.2 Activity 1: Describe, in detail, three types of policies (one federal, one state, and one local) that you think would benefit your community food system

1.4.3 Reading 1: A Guidebook for Reducing Local Regulatory Barriers to Local Foods

1.4.4 Activity 2: Review two examples of land ordinances and community comprehensive plans from the article A Guidebook for Reducing Local Regulatory Barriers to Local Foods and discuss ways that these may be beneficial or limiting in your community. We realize this example is from Iowa, but many are transferable. If you are intrigued, please research common examples in your own community.

1.4.5 Reading 2: Doing Food Policy Councils Right: A Guide to Development and Action

1.4.6 Reading 3: Food Policy Councils: Lessons Learned

1.4.7 Activity 3: Reflect on your community. Do you have a current local food policy council? If no, what could a local food policy council contribute to your work if one existed in your community? If yes, is it working to the extent it should be? What could be changed, if anything? If you are unsure if one exists, try researching a bit before you respond.

1.4.8 Reading 4: Changing Policies: An Overview

Suggested Exercises and Readings:

Local Government Food Policy Database

Municipal Zoning for Local Foods in Iowa: A Guidebook for Reducing Local Regulatory Barriers to Local Foods

Growing Local: Strengthening Food Systems Through Planning and Policy

Food Policy Council Map

Community Toolbox

Module 1 Proficiency Test

Module 1 Evaluation



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Module 2: Methods of Engagement and Leadership

2.1: Community Food Systems Capacity and Coalition Development

Overview: This section reviews various different methods for developing leadership through capacity and facilitation skills for collective change.

Outcomes: Participants will determine their leadership style, and will have increased knowledge on ways to engage and create inclusive partnerships. Participants will obtain new skills to assess community readiness, develop coalitions with collective plans of work, and understand how to provide leadership in the development of vision, mission and core values.

Required Activities:

2.1.1 Presentation 1: Capacity Building and Coalition Development Part 1

2.1.2 Reading 1: Advantages of a Coalition from Developing Effective Coalitions: An Eight Step Guide

2.1.3 Activity 1: Reflect on one of eight steps from Developing Effective Coalitions: An Eight Step Guide and describe how it would be helpful while working with coalitions.

2.1.4 Presentation 2: Capacity Building and Coalition Development Part 2

2.1.5 Activity 2: Choose one reading or survey to consider your leadership style:

1. 8 Common Leadership Styles (Reading Only)
2. Leadership IQ (Quiz)
3. Leadership Style Mind Tools (Quiz)

2.1.6 Activity 3: Describe your leadership type, and how you will utilize that strength to develop partnerships and coalitions. What is one issue that may be a challenge for you based on your leadership style?

2.1.7 Reading 1: Building Relationships with People of Different Cultures

2.1.8 Reading 2: Creating Opportunities for Members of Groups to Identify their Similarities, Differences and Assets

Suggested Exercises and Readings:

Orienting Ideas in Leadership

Exploring Strategies to Improve Health and Equity in Rural Food Systems

The Future of Food Justice: Dr. Ricardo Salvador

Scriptapedia

2.2: Collective Impact

Overview: This section will review Collective Impact components and community readiness as it relates to food systems development.

Outcomes: Participants will increase their understanding of why equity and inclusion are important considerations to the work of coalition development and partnerships.

Required Activities:

2.2.1 Presentation 1: Collective Impact

2.2.2 Activity 1: Join Collective Impact Forum (no fee associated)



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2.2.3 Reading 1: Collective Impact Forum- Readiness Assessment

2.2.4 Reading 2: Collective Impact Forum- Backbone Starter Guide

2.2.5 Reading 3: Facilitating Intentional Group Learning

2.2.6 Activity 2: Review Facilitating Intentional Group Learning and choose 1 exercise to either role play with a co-worker, or to use with a group you facilitate. Reflect and describe any “a-ha” moments or challenges that came up.

Suggested Exercises and Readings:

Collective Impact Shared Resources

Creating a Mission Statement, Developing Strategies and Setting Goals

2.3: Strategic Doing

Overview: This section will describe the process of Strategic Doing taught through Purdue University and how Community Food Systems utilizes the Strategic Doing framework.

Outcomes: Participants will have an understanding of the Strategic Doing framework that will provide new skills to work through strategic planning and moving into action. Additionally, participants will have new tools to utilize in community discussions and facilitation techniques.

Required Activities:

2.3.1 Presentation 1: Strategic Doing: An Introduction

2.3.2 Activity 2: Reflect on how the Strategic Doing principles can help move your community into "doing."

2.3.3 Presentation 2: Strategic Doing and the Community Food Systems Program

2.3.4 Activity 2: Brainstorm with a colleague or community partner about a current issue area utilizing the four question framework in strategic doing and share insights from your conversation.

Suggested Exercises and Readings:

Review Strategic Doing Resources

Module 2 Proficiency Test

Module 2 Evaluation

Module 3: Creating Teams and Tools for Success

Introductory Presentation:

Courtney Long: Creating Teams and Tools for Success

3.1: Building Effective Teams

Overview: This section will review how to create successful teams and determine what to do together.

Outcomes: Participants will understand the importance in developing a solid team prior to committing to projects and know what motivates them in their work. They will also have an increased comfort with discomfort in the malleability with food systems work.

Required Activities:



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3.1.1 Presentation 1: Building Effective Teams

3.1.2 Activity 1: Describe the characteristics of the people you really like to work with. Who compliments your work?

3.1.3 Activity 2: How do the management principles of “Good to Great” relate to creating effective teams for food systems projects?

3.1.4 Activity 3: Read the Establishing An Equity Team and the Center for the Study of Social Policy: Racial Equity Team reports and briefly describe your thoughts on equity in a team environment.

Suggested Exercises and Readings:

6 Things Great Leaders Do Differently

8 Paradoxical Habits of Wildly Successful People

10 Things Confident People Don't Do

10 Ways Ridiculously Successful People Think Differently

Diversity, Equity and Inclusion Team

Top Performing Equity Teams: The Common Factors They Share

Books:

Good To Great by Jim Collins

3.2: Creating a Plan of Work

Overview: This section will continue to utilize the Good to Great framework to create a personal plan of work that is related to personal motivations and passions.

Outcomes: Participants will understand how to create a logic model that reflects outcomes and goals of their work and the activities and outputs necessary. Additionally, participants will have an improved understanding of the development of a work plan that promotes motivated work and professional development to reach goals of their position.

Required Activities:

3.2.1 Activity 1: Download the Logic Model for your Plan of Work by following the Developing A Logical Path to Reach Your Proposed Outcomes Part 1 presentation prompts. Submit here (Activity 1) when finished.

3.2.2 Presentation 1: Developing A Logical Path to Reach Your Proposed Outcomes Part 1

3.2.3 Activity 2: Download and complete the Plan of Work worksheet by following the Developing A Logical Path to Reach Your Proposed Outcomes Part 2 presentation prompts. Submit here (Activity 2) when finished.

3.2.4 Presentation 2: Developing A Logical Path to Reach Your Proposed Outcomes Part 2

Suggested Readings and Exercises:

Example Plan of Work 1

Example Plan of Work 2 (Project Based)

Professional Development Plan worksheet

3.3: Finding Funding and Creating a Budget for Your Work

Overview: This section will build off of individual plans of work to create team goals and strategic plans.



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Outcomes: Individuals will know how to develop a team strategic plan with a logic model and feel more confident with the process of grant applications. Participants will have increased understanding of the order of writing and submitting grants.

Required Activities:

3.3.1 Presentation 1: Receiving Funding to Support Your Work

3.3.2 Reading 1: Review example concept paper: Choose 2 of 3 of the concept papers to review.

Workforce Development Concept Paper

Heartland Acres Concept Paper

Shared Use Kitchen Concept Paper

3.3.3 Activity 1: Create a concept-paper with goal, outcomes, justification, methodology and project team

3.3.4 Reading 2: Review example scope of work

3.3.5 Activity 2: Consider the concept-paper you created in Activity 1 and develop a scope of work and budget for that concept

Suggested Exercises and Readings:

Local Food Organizational Toolkit Part 3: Funding Your Local Food Organization

3.4: Tools and Resources for Feasibility Studies

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

Outcomes: Participants will be able to identify the 5 major parts of a feasibility study and will be able to develop key concepts that should be in each section. Participants will be able to identify technical assistance resources for their food systems work as well as funding sources for their food systems work.

Required Activities:

3.4.1 Presentation 1: Resources and Tools to Assist in Feasibility studies

3.4.2 Activity 1: Describe one resource for technical assistance in food systems work and why you think it will be helpful.

3.4.3 Presentation 2: Role of Feasibility Studies in the Business Development Process

3.4.4 Activity 2: Review the Feasibility Study Review Form and develop 12 questions for an initial site visit for a feasibility study with a client to assess readiness

Suggested Exercises and Readings:

When To Do And How To Use A Feasibility Study

3.5: Outputs, Reports, Assessment and Public Input Sessions

Overview: This section will provide an overview of frameworks for food systems assessments, reports and public input sessions. It will also review techniques for gathering public input to inform priorities and needs in the community food systems assessment.



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Outcomes: Participants will be aware of tools that exist to assess and analyze existing conditions for their food systems; participants will understand how food systems assessments act as both an educational resource for the community as well as an evaluation platform for their programs.

Required Activities:

3.5.1 Presentation 1: Outputs, Reports, Assessments and Public Input Sessions

3.5.2 Reading 1: Review documents for understanding of types of reports and assessments

1. Pleasant Hill Community Food Systems Assessment

2. Pleasant Hill Snapshot

3.5.3 Activity 1: Describe why you think a community food systems assessment would be helpful for your community.

3.5.4 Reading 2: Review Creating Equitable, Healthy and Sustainable Communities

Suggested Exercises and Readings:

Community Food System Development Change Framework

Good Food Coalition Local Community Guide to Planning for Agriculture and Food Systems

eXtension National Extension Web-mapping Tool

Assessing Community Needs and Resources

Agricultural Marketing Service Local Food Directories

Module 3 Proficiency Test

Module 3 Evaluation

Module 4: Evaluation

Introductory Presentation:

Introduction to Evaluation: an interview with Corry Bregendahl

4.1: Evaluation 101

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

Outcomes: Participants will have an increased understanding of basic language in the evaluation field and will understand the difference between systems and program evaluation.

Required Activities:

4.1.1 Presentation 1: Evaluation 101

4.1.2 Presentation 2: Basic Monitoring and Evaluation Concepts

4.1.3 Reading 1: Review the Secondary Resources For Food System Evaluation handout

4.1.4 Activity 1: Download the evaluation logic model. Then, fill out the vision, goal, and short, medium and long-term outcomes.

Suggested Exercises and Readings:

Review data sources listed in the handout provided during the in-person Local Food Leader workshop



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How to Design and Manage Equity Focused Evaluations
Racial Equity Action Plans: A How to Manual

4.2: Program Development and Evaluation: What are the Impacts of the Program?

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

Outcomes: Participants will learn about new tools to create, deliver, and evaluate quality local foods programs.

Required Activities:

4.2.1 Presentation 1: Program Development and Evaluation – A Perfect Match in Quality Programming! Part 1

4.2.2 Activity 1: Download the Logic Model and Logic Model Worksheet. Consider a new, or existing local foods program in need of updating. Fill in the logic model based on the program you have chosen or hope to create, based on its learning objectives.

*In your logic model, make sure you have clearly indicated the program's purpose, identified resources needed, and shared the anticipated difference(s) or outcome(s) the program will make in participants lives.

4.2.3 Presentation 2: Program Development and Evaluation – A Perfect Match in Quality Programming! Part 2

4.2.4 Activity 2: Based on the program you used in Activity 1, identify adult learning best practices that will be incorporated within the program's instructional design experiences. Share the selected instructional experiences that will support the learning objectives and outcomes.

4.2.5 Presentation 3: Program Development and Evaluation – A Perfect Match in Quality Programming! Part 3

4.2.6 Activity 3: Consider how you will pilot or test the program. With the outcomes developed in Activity 1 and 2, write down (2) process evaluation questions and (2) implementation evaluation questions you could ask participants.

4.2.7 Presentation 4: Program Development and Evaluation – A Perfect Match in Quality Programming! Part 4

4.2.8 Reading 1: Read the Elements of a Success Story and Quality Success Story Checklist.

4.2.9 Activity 4: Download and Review the example success story, and download the template success story. Write a draft outcome and/or impact report using the three primary components of a quality success story: relevance, response and results.

Suggested Readings and Exercises:

Annual Local Food Team Impact Report

Iowa State University Extension and Outreach Local Foods' Question Keeper Database

Roanoke College's Confidentiality vs. Anonymity Definitions

University of Minnesota's Promoting the Well-Being of Children, Youth, and Families Program Evaluation Interactive Learning Modules

Qualtrics' On-Demand Webinars

Sage Publishing's Qualitative Data Analysis

Sage Publishing's Elementary Quantitative Data Analysis

Evergreen Data Intentional Reporting and Data Visualization

4.3: Systems Evaluation: What Does It Mean To Be Successful?

Overview: This section will provide more in depth information about systems evaluation (as opposed to program evaluation).



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Outcomes: Participants will understand how systems evaluation is unique and will be able to think through the many factors that affect food systems.

Required Activities:

4.3.1 Presentation 1: Introduction to Systems Evaluation

4.3.2 Reading 1: How to Evaluate Your Coalition

4.3.3 Reading 2: Evaluating Collective Impact

4.3.4 Activity 1: Draw a web showing factors (environmental, policy, social, etc.) that have influenced the food system in your area to develop into what it is today.

Suggested Exercises and Readings: Module 4 Proficiency Test Module 4 Evaluation
Measuring Success

Module 4 Proficiency Test

Module 4 Evaluation

