Virtual Community Food Systems (CFS) Course Syllabus
The Iowa State University Community Food Systems (CFS) certification is intended for intermediate levels of food system practitioners. It is a process-based certification that increases capacity for food system practitioners to work within community and develop food systems.

Assistance Contacts

**Curriculum Assistance:** For questions regarding content in workshops and Moodle, please contact Kaley Hohenshell.

Kaley Hohenshell  
kaleyh@iastate.edu  
515-745-2401

Courtney Long  
court7@iastate.edu  
515-460-3227

**Technical Assistance:** For questions regarding technology used to support coursework, please see contacts below.

<table>
<thead>
<tr>
<th></th>
<th>Email</th>
<th>Phone</th>
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<tbody>
<tr>
<td>Moodle (username and password)</td>
<td><a href="mailto:kaleyh@iastate.edu">kaleyh@iastate.edu</a></td>
<td>515-745-2401</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:elhotline@iastate.edu">elhotline@iastate.edu</a></td>
<td>515-249-1725</td>
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<td>Zoom</td>
<td><a href="https://support.zoom.us/hc/en-us">https://support.zoom.us/hc/en-us</a></td>
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<td>CyBox</td>
<td><a href="mailto:elhotline@iastate.edu">elhotline@iastate.edu</a></td>
<td>515-294-1725</td>
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<tr>
<td>QGIS</td>
<td>QGIS workbook <a href="mailto:kaleyh@iastate.edu">kaleyh@iastate.edu</a></td>
<td>515-745-2401</td>
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Part 1: Course Information

Course Description
The certification includes virtual workshops and optional online modules that are used to teach the Community Food Systems certification. Participants will receive a binder, slides, and example tools for conducting various activities relevant to local food system work. There are two options for engagement:

CFS 101: Virtual workshop series (Tutorial and Common Language; Community Food Systems and Equity; Vision, Mission and Core Values; Research; Project Prioritization; Phase 2; Project Development; Project Implementation)

CFS 201: Virtual workshop series + online modules (Community Food Systems (CFS) Framework, Collective Thinking and Facilitation, Community Food Systems Research, Mapping 101, Phase 2: Project Development, Intro to Design Thinking, Intro to Economic Impact, and Intro to Feasibility Studies).

Virtual workshops are taught using Zoom and incorporate individual and small group discussions.

The online modules are hosted on the Moodle online learning platform. Moodle modules coincide with the workshops and dive deeper into technical skills relating to visioning techniques, community food systems assessments, mapping for decision making, evaluation techniques, project management and development, feasibility studies, economic impact analysis and design thinking. An equity lens is incorporated into each workshop and module.

See the following pages for goals and learning objectives. Upon certification, participants will receive templates, slides, and tools for conducting various elements relevant to their certification.

Course Learning Outcomes

- Understand community food systems and how they relate to larger community and economic development goals
- Engage and empower community partners to work collectively toward a community food system
- Discern the different sectors of the food system and their impact on community
- Utilize Collective Impact and Strategic Doing methods
- Develop coalitions working toward collective community goals
- Increase strategic partnerships with organizations for creative collaborations
- Execute community processes including facilitation, project management, partnership, and building successful teams
- Improved ability to develop community food systems assessments through mapping, interviews, and public input sessions
- Identify primary and secondary data sources for community food systems assessment and priority projects
- Utilize community food system assessments to determine priority projects
- Understand evaluation methods for determining collective community projects
- Acknowledge the importance of design in community food systems and where it fits within project development
- Become aware of new tools and resources for various food systems sectors: production, transformation, distribution, consumption, and resource management
- Able to apply concepts and skills learned to develop a place-based Community Food Systems Program in your own university or organization
- Create evaluation methods to understand whether projects developed are successful
Part 2: Course Methods and Delivery

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<th>Technical Requirements</th>
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<td>QGIS</td>
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This course uses multiple methods of delivery; Zoom and CyBox for virtual workshops and Moodle for the online learning platform. If you need technical assistance at any time during the course, or to report a problem with Moodle, please email kaleyh@iastate.edu. See Assistance Contacts on page 1 for further technical assistance contacts.

Part 3: Course Requirements and Grading

**CFS 101/201:** You must attend 50 percent of the workshops in-person. Please notify the instructor of known absences. Missed workshops can be watched via recorded presentations in CyBox.

**CFS 201:** You must achieve an overall course grade of 80 in percent in Moodle to receive a Community Food System Certificate of Completion.

**Completing Assignments**

**CFS 101/201:** All assignments for the workshops will be submitted electronically through CyBox.

**CFS 201:** All assignments for the online modules will be submitted electronically through Moodle unless otherwise instructed. Assignments that are too large to be submitted in Moodle must be submitted to instructor via email.

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

**Moodle Grading Rubric**

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

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

<table>
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<tr>
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**Design Thinking**

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<td>Reflection</td>
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<td>1.10 Activity 3</td>
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**Feasibility Study**

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<td>3.2 Activity 1</td>
<td>Reflection and Application</td>
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## Grading Rubrics

### Reflection

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<th>90%</th>
<th>80%</th>
<th>Revisions Required &gt; 80%</th>
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<tbody>
<tr>
<td>Thoughtful and significant response to how the question relates to personal and or professional life with meaningful examples, shows interconnectedness between work and course or lived experience, answers all components of reflection question</td>
<td>Thoughtful and adequate response to how the question relates to personal and or professional life, answers all components of reflection question</td>
<td>Limited reflection, provides satisfactory information</td>
<td>Unsatisfactory, insignificant response, limited to no thoughtful feedback, doesn’t answer all components of reflection question</td>
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### Application

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<th>80%</th>
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<tbody>
<tr>
<td>Significant analysis regarding readings or presentation to their place-based programs and projects, strong examples and acknowledgement related to personal work.</td>
<td>Proficient analysis of readings and presentations that relate to their place-based programs and projects.</td>
<td>Adequate analysis but lacking strong connections to personal and place-based work.</td>
<td>Unsatisfactory and insignificant connections to personal and place-based work.</td>
</tr>
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### Critical Thinking

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<th>90%</th>
<th>80%</th>
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<tr>
<td>Significant and effective reflection that demonstrates ability of the student to question their own preconceptions, and/or assumptions and define new modes of thinking as a result and consider alternate perspectives.</td>
<td>Adequate reflection that demonstrates ability of the student to question their own preconceptions, and/or assumptions and define new modes of thinking as a result and consider alternate perspectives.</td>
<td>Limited consideration of their own preconceptions, and/or assumptions and define new modes of thinking as a result and consider alternate perspectives.</td>
<td>Unsatisfactory, insignificant consideration of their own preconceptions, and/or assumptions and define new modes of thinking as a result and consider alternate perspectives.</td>
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</table>

### Creation

<table>
<thead>
<tr>
<th>100%</th>
<th>90%</th>
<th>80%</th>
<th>Revisions Required &gt;80%</th>
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<tbody>
<tr>
<td>Strong ability to create a desired product that reflects their personal and place-based efforts through critical thinking from workshops, presentations, and readings.</td>
<td>Considerable ability to create desired products relating place-based work that details full understanding of assignment objectives.</td>
<td>Acceptable ability to create desired products relating to place-based work but lacks detail relating to assignment objectives.</td>
<td>Unsatisfactory and insignificant ability to create desired products relating to place-based work.</td>
</tr>
</tbody>
</table>
Tests
There is a pre- and post-test for Module 1, which is submitted electronically through Moodle. You must pass the post-test with an 80 percent to move on to the next module.

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

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

Part 4: Course Outline
(CFS 101/201 workshops are noted in blue italics; Moodle is noted in black, regular text)

Workshop 1: Tutorial + Common Language

Workshop Goal: Individuals will understand technical components used throughout the certification. Participants will understand community food systems common language and the sectors and assets they work within.

Objectives:
Improve awareness of new partners in the room
Understand common language for community food systems
Confirm process for certification
Identify primary sector and asset areas

Required Activities:
Introductions
Network Map

Homework:
Ensure access to Zoom, CyBox and Moodle
Make sure ISU has your mailing address for receiving your binder
Take Pre-Test in Module 1

Workshop 2: Community Food Systems + Equity

Workshop Goal: Participants will understand the history of the Community Food Systems program at Iowa State and the general framework that is used for this multi-faceted process.

Objectives:
Understand history of the program and the Community Food System Process
Assess opportunities and limitations of sectors and assets
Acknowledge equity and intersectionality in food systems

Required Activities:
Introductions
Equity Definitions
Wheel of Difference
Participate in sector and asset breakout groups
Develop a 5-year and 20-year headline for a national coalition

**Homework:**
Brainstorm and write a Coalition Name in CyBox

**Workshop 3: Vision, Mission and Core Values**

**Workshop Goal:** Participants will understand basics to Strategic Doing and Collective Impact and understand practices for community engagement.

**Objectives:**
Acknowledge the use of vision, mission and core values for coalitions
Learn about Strategic Doing and Collective Impact frameworks
Consider relevant partners for food system sectors and assets

**Required Activities:**
Write vision, mission and core value statements
Brainstorm partners for food system sectors and assets

**Homework: N/A**

**Workshop 4: Research**

**Workshop Goal:** Participants will confirm the vision, mission and core values for their national coalition and understand research components related to secondary data sets, mapping and primary data gathering.

**Objectives:**
Understand components of research: manual, assessment, snapshot and mapping

**Required Activities:**
Confirm vision, mission, and core values
Discuss mapping ideas and needed data sets for community food system assessment process

**Homework:**
Participate in a digital survey for priority projects

**Workshop 5: Project Prioritization**

**Workshop Goal:** Participants will understand the complexity of Phase 1 of the Community Food Systems process and learn tools for prioritizing projects in their own communities. Participants will also understand evaluation practices for coalitions.

**Objectives:**
Understand Phase 1 process and techniques for facilitating prioritization
Identify appropriate evaluation techniques for a coalition

**Required Activities:**
Prioritize coalition projects
Select a primary project for Phase 2
Develop a logic model for the coalition

**Homework: N/A**
Module 1: Community Food Systems (CFS) Framework

Module Goal: Individuals will understand the Community Food Systems Process and where they fit.

Module 1 Pre-test

Module 1 Introduction Presentation:
Introduction Presentation: CFS Certification
Introduction Presentation: Melissa Clampitt—Need For Community Food Systems

1.1 Community Food Systems Framework

Overview: This section is a welcome to the Community Food Systems program and reviews the logistics for the certification.

Outcomes: Participants will understand the logistics for going through the Community Food Systems certification.

Required Activities:
1.1.1 Presentation 1: Community Food Systems Certification Logistics

1.2 Internal Organization of the Community Food Systems Process

Overview: This section will provide an overview of the internal organization of the Community Food Systems program and a transferable model for financial sustainability, outreach, implementation, and research. This includes an in-depth review of each type of certification role in their process.

Outcomes: Participants will understand the certification offerings and how their certification fits within the process. Participants will understand how the Community Food Systems process can be used for food systems development in their communities and regions. Participants will think through potential ways to replicate the Community Food Systems program within their own organizational and team structures, as well as in collaboration with Iowa State University Community Food Systems program and think through their approach for a fee for service program and needed partnerships.

Required Activities:
1.2.1 Presentation 1: Organization and Transferability
1.2.2 Activity 1: How do you see the Community Food Systems process working for your organization? (For example, part of revenue generation? As a collaborative effort? Just a skill set I am going to use, but won’t be charging for...etc.)

1.3 Common Language and Practices

Overview: This section will provide an in-depth overview of common language within community food systems, outcomes for Phase 1 and Phase 2 of the process, as well as a review of community food systems sectors, asset areas and tactics.

Outcomes: Participants will have increased understanding of the timeline and Community Food Systems process, common language for working with partners and other certified leaders, awareness of food systems tactics and the ability to consider additional needs for research in their own communities.

Required Activities:
1.3.1 Presentation 1: Community Food Systems Process
1.3.2 Presentation 2: Phases 1 & 2
1.3.3 Activity 1: Think of a community you work with and describe the scale (ex. city, state, region). List different tactics from the Community Food Systems Menu of Tactics that you think would be beneficial to explore within the community and describe why.
1.3.4 Activity 2: Download the Community Food Systems tactics checklist and research if they exist in your community. To start a directory for your community, mark all that are available (or highlight) on the checklist and provide a contact and website as appropriate. Re-upload the tactic checklist or a Word document directory.

Module 1 Post-test
Module 1 Evaluation

Module 2: Collective Thinking and Facilitation
Module Goal: Individuals will be equipped with skills and tools for neutral facilitation, decision making and moving programs forward.

2.1 Collective Thinking and Facilitation Techniques
Overview: This section reviews Phase 1 of the Community Food Systems process and describes meeting objectives in each quarter. It will also highlight collective thinking practices utilized in alternative settings.

Outcomes: Participants will also have increased capacity and learning tools to offer collective thinking processes.

Required Activities:
2.1.1 Presentation 1: Determining a Shared Purpose
2.1.2 Reading 1: Collaborative Leadership: What It Is & Why It’s Important
2.1.3 Reading 2: Facilitation
2.1.4 Reading 3: Group Facilitation Techniques and Methods
2.1.5 Reading 4: Collective Thinking
2.1.6 Activity 1: Reflect and consider the techniques you learned for facilitation. Describe the techniques you hope to incorporate into your work based on this section.

2.2 Determine Collective Goals
Overview: This section will provide a review of techniques used to determine collective goals in coalitions. It will also review Collective Impact and Strategic Doing process, developed by Purdue, and how it relates to the Community Food Systems program. This section will share techniques used within the Strategic Doing lens to help move coalitions and project groups forward in their collective goals toward implementation.

Outcomes: Participants will learn coalition development strategies, ways of engaging new stakeholders and diverse audiences, and how to build trusting environments. Participants will understand the Strategic Doing framework and will understand how it relates to the Community Food Systems process. Participants will have improved confidence for facilitating groups and moving projects into the implementation phase.
**Required Activities:**

2.2.1 **Presentation 1: Collective Vision**

2.2.2 **Activity 1:** Download and fill out the Asset and Sector Workbook. Write down examples of opportunities and existing conditions in each asset area and sector. This should help inform your interviews within the Community Food Systems process, as well as provide a starting point for your research manual to be completed in Module 3.

2.2.3 **Presentation 2: Systems Evaluation**

2.2.4 **Presentation 3: Strategic Doing and the Community Food Systems Program**

2.2.5 **Activity 2:** Confirm the community that you are choosing to focus on for this certification (this was the objective of Activity 1.3.3). Based on the interviews and research done to date, download the worksheet and create a potential vision, mission and core values for this community. Ideally, reach out to partners to collectively work on the statements. However, if you are doing this for just training purposes, it is okay to fictitiously write the statements as well. You could also get together with your cohort and rewrite or confirm the vision, mission and core value statements that were created by your group during the workshop.

2.2.6 **Observation 1:** Set up a time for observation or discussion on a facilitation technique: group decision making or collective goal setting. Following your facilitation or discussion, please reflect on things that went well, you would change, or you would like more support in. Observation Contact: Courtney Long. court7@iastate.edu

**Module 2 Evaluation**

**Module 3: Community Food Systems Research**

**Module Goal:** Individuals will learn new skills for conducting a community food systems assessment, including primary and secondary research techniques, visualizations and report generation.

**Module 3 Introductory Presentation:**

Ron Rainey: Local Food System Mapping

**3.1 Conducting a Community Food Systems Assessment**

**Overview:** This section provides an overview of multiple platforms for food systems assessments and mapping. It will also discuss the need for and importance of imaging and mapping as a resource for community food systems assessments. Additionally, it will review the Community Food Systems method for conducting a Community Food Systems assessment including the Research Manual, Snapshot and Assessment.

**Outcomes:** Participants will have improved understanding of food systems assessments and the Community Food Systems framework for conducting an assessment. Additionally, participants will know new sources for finding relevant information and data.

**Required Activities:**

3.1.1 **Presentation 1: Community Food Systems Assessment Introduction**

3.1.2 **Reading 1:** Local Food Economics-Framing Your Assessment Process

3.1.3 **Activity 1:** Write which asset area you will focus on for the research manual as well as which sector you will focus on for the Community Food Systems assessment and snapshot (sector and asset areas you chose in Module 1).
3.2 Research Manual
Overview: This section provides an overview of multiple platforms for food systems assessments and mapping. It will also discuss the need for and importance of imaging and mapping as a resource for community food systems assessments. Additionally, it will review the Community Food Systems method for conducting a Community Food Systems assessment including the Research Manual, Snapshot and Assessment.

Outcomes: Participants will understand how to create a research manual for a community asset area.

Required Activities:
3.2.1 Presentation 1: Research Manual Overview
3.2.2 Reading 2: Research Manual Example
3.2.3 Presentation 2: Research Manual Example
3.2.4 Reading 1: Local Food Economics-Using Secondary Data
3.2.5 Activity 1: Download the research manual template and fill in content for the asset area you determined.

3.3 Research Manual: Primary Data
Overview: This section provides an overview of the use of primary data within the community food systems assessment. It also includes practices and activities relating to primary data collection.

Outcomes: Participants will understand how to conduct interviews and will learn about new skills for appreciative inquiry and research.

Required Activities:
3.3.1 Presentation 1: Research
3.3.2 Presentation 2: What is Appreciative Inquiry?
3.3.3 Activity 1: Download the interview questions suggested through the CFS Process. Add at least two more questions that relate to appreciative inquiry.
3.3.4 Reading 1: Local Food Economics-Primary Data
3.3.5 Activity 2: Using your interview worksheet, conduct at least 5 interviews with partner organizations within your sector and asset workbook and upload your notes. These interviews will be used in the following sections of the course to fill in information for your sector and asset area, determined in Module 1. Be sure to collect thorough notes and quotes as you are able. You will use this information in the snapshot and assessment.

3.4 Mapping
**If you are participating in the Facilitator certification, please proceed to section 3.5 Community Input and Assessment. If you are participating in the Full or Assessor Certification, please complete the required activities for this section.

Overview: This section will provide an overview of the basics of GIS, the QGIS open-source software, and common publicly available GIS datasets that can be used for food systems mapping.

Outcomes: Participants will have increased understanding of the importance of mapping and appropriate ways to utilize both visualizations and assessments within business development, organizational pursuits, and community food systems.
3.5 Community Input and Assessment
Overview: This section reviews the final components of completing a community food systems assessment and walks through best practices for public input, the development of a community food systems assessment and community food systems snapshot.

Outcomes: Participants will be able to create a place-based community food systems assessment and snapshot utilizing the ISU Community Food Systems template.

Required Activities:
3.5.1 Presentation 1: Input
3.5.2 Presentation 2: Public Input Sessions
3.5.3 Activity 1: Now that you have heard of several types of input sessions, describe your preferred method of garnering public feedback. Detail your process of organizing input sessions or public surveys for thoughtful feedback on community food systems within the area you are working.
3.5.4 Activity 2: Based on your interviews and data collection, develop 3-5 tactic posters that you could theoretically use for a public input session. This will include writing about each project or program and including a photo if you are able.
3.5.5 Presentation 3: Assessment and Snapshot
3.5.6 Reading 1: Pleasant Hill Assessment or Virgin Islands Assessment
3.5.7 Presentation 4: Community Food Systems Assessment Walkthrough
3.5.8 Activity 3: Develop your community food systems assessment based on data collected in your research manual and interviews. The template provided may be used as a guide for types of information to be included, and you can add or edit as you see fit. Submit your sector section of the assessment.
3.5.9 Reading 2: Pleasant Hill Snapshot or Virgin Islands Snapshot
3.5.10 Presentation 5: Creating a Community Food System Snapshot
3.5.11 Activity 4: Once you’ve completed your assessment, you can begin to create an abbreviated report of your research. Design your own snapshot based on the relevant information from assets, sectors and tactics.

3.6 Community Input and Prioritization
Overview: This section discusses how to prioritize projects based on the snapshot and relevant information as well as the creation of an evaluation plan for the coalition.

Outcomes: Participants will be able to prioritize projects with a coalition and determine evaluation criteria for the coalition to assess success.

Required Activities:
3.6.1 Presentation 1: Prioritize
3.6.2 Presentation 2: Evaluation 101
3.6.3 Presentation 3: Basic Monitoring and Evaluation Concepts
3.6.4 Reading 1: Tools to Evaluate Your Coalition
3.6.5 Activity 1: During the workshop, we created a collective coalition logic model that brought in considerations for evaluation based on our collective values, vision, and mission. Now, consider your local community and create an evaluation logic model to the best of your ability relating to the research
you’ve conducted so far. If you are able, consider following up with the individuals you interviewed to confirm overarching goals and outcomes prior to creating the evaluation plan.

Module 3 Evaluation

Workshop 6: Phase 2
Workshop Goal: Participants will learn about project management and roles of a team and develop a logic model for individual projects.

Objectives:
Understand Phase 2 process and techniques for coordinating projects
Identify appropriate goals, outcomes and inputs for projects as they relate to the overarching coalition goals

Required Activities:
Develop project logic model

Homework: N/A

Workshop 7: Project Development
Workshop Goal: Participants will continue to develop their projects and learn skills for conducting research and analysis for implementation.

Objectives:
Identify different areas for data collection regarding feasibility of projects
Understand need for further analysis on project components

Required Activities:
Create a research plan for priority project
Conduct research for project to share with other coalition members

Homework: N/A

Workshop 8: Project Implementation
Workshop Goal: Participants will discuss successes and challenges related to implementing projects at various scales and appropriate tools to consider the scope and financial constraints of projects. Participants will also understand how to transition out of a community when the Community Food Systems process is completed.

Objectives:
Consider different challenges related to project implementation
Think through role as a CFS practitioner and community transition

Required Activities:
Participate in discussions related to project implementation and transition

Homework: N/A
Module 4: Phase 2: Project Development

Module Goal: Individuals will be equipped with skills and tools for project management and implementation techniques: project management meeting, case study and precedent report development, design thinking, pitch packets, and funding considerations.

4.1 Phase 2 Overview

Overview: This section provides a review of techniques used for project management within Phase 2 of the Community Food Systems process. It will also involve an overview of what to expect during the project implementation phase of the Community Food Systems process.

Outcomes: Participants will have new skills to use in their transition to Phase 2 of project management and tools for support in technical assistance needs. Participants will understand new techniques for promoting, obtaining support, and presenting priority projects to both internal and external stakeholders within the community.

Required Activities:

4.1.1 Presentation 1: Project Meetings
4.1.2 Activity 1: Once you know your projects, it is helpful to continue to add on to the initial directory you created in Module 1 with existing partners in each asset and sector activity. Think through your assessment and consider who you might include in a directory of resources for the community you are working with. Update your directory and upload your file. If you are walking through this process in your community, reach out to new partners and ask for support in your priority projects that are most relevant to them.
4.1.3 Presentation 2: Goal Setting
4.1.4 Activity 2: Reflect and share your thoughts and feelings about transitioning from a facilitator to a project manager, or a content expert during project meetings.
4.1.5 Activity 3: Now that you know your priority projects, choose two to focus on for the rest of Module 4. For each of these projects, develop a project logic model to help think through overall goals, outcomes, outputs, as well as indicators and measures to know if your project is successful. It might be helpful to meet with your project partners to brainstorm ideas on why this project is needed, what it could be, and who it could benefit.
4.1.6 Activity 4: After projects have been confirmed and the first meeting has occurred, the final assessment report can be published as well as an executive summary. Review the example Pleasant Hill Executive Summary. Then, create your own executive summary based on the priority projects you think would be relevant in your community. If you are able, consider hosting your own priority meeting to include the projects that were determined by the coalition.

4.2 Precedent Reports and Case Studies

Overview: This section provides insight into various elements used in project development for the external client including project management techniques, project development tools, outreach mechanisms, and program support.

Outcomes: Participants will be able to create precedent reports and case study packets, understand best practices for conducting research for projects and utilize case study methods.
Required Activities:
4.2.1 Presentation 1: Research and Identification
4.2.2 Activity 1: Many times when starting a project, a precedent report on best practices and existing similar projects is developed. Read through the example Public Market precedent report and then prepare a precedent report for your project. Download the Word template and design template and create a precedent report with at least 3 precedents.
4.2.3 Activity 2: Now that you know your goals for the project you can begin sharing with external audiences and potential partners about next steps and needs. Download the example concept paper and then create your own concept paper for sharing with partners. Develop a concept paper for 1 or 2 of the projects you are working on.
4.2.4 Activity 3: A common practice when looking for additional project partners or seeking specific qualified individuals to be involved in a project is creating requests for information. Review the Public Market and Agrihood Request for Information (RFI) that were discussed in the previous presentation. Then, consider and reflect if an RFI would be useful for the projects you are considering. Write about and submit your thoughts.

4.3 Additional Considerations
Overview: This section reviews practices and tools that may be needed as it comes to project development and technical assistance. It is meant to provide food for thought regarding project development.

Outcomes: Participants will be able to understand common language around design thinking, funding outlets, and how to evaluate projects and programs.

Required Activities:
4.3.1 Presentation 1: Design Thinking
4.3.2 Activity 1: Consider your project and think about how you would go about conducting a site observation. If your site is not a built infrastructure project, what elements need to be considered as it relates to design? Brainstorm and share your process for incorporating design into your project.
4.3.3 Presentation 2: Resources and Tools to Assist in Feasibility Studies
4.3.4 Activity 2: Describe a resource for technical assistance related to your priority projects. Describe why this organization, individual, etc. would be helpful for your work.
4.3.5 Presentation 3: Role of Feasibility Studies in the Business Development Process
4.3.6 Activity 3: Based on your understanding of feasibility studies, develop 12 appropriate feasibility questions for your projects.
4.3.7 Presentation 4: Searching for Funding
4.3.8 Activity 4: Based on your understanding from the sections in Module 4, determine what type of funding allocations are needed for your project to move forward. Submit appropriate sources of funding that you could seek out.

4.4 Transition Out
Overview: This section provides information on how to transition out of communities once the Community Food Systems process has finished and local leaders have capacity to continue on their own.

Outcomes: Participants will understand different ways communities may transition out of the Community Food Systems process including local capacity development, project continuation, or discontinuing the process of coalition development.
**Required Activities:**

4.4.1 Presentation 1: Transitioning Out

4.4.2 Activity 1: Reflect on your goals for this process for communities in which you work. Share any reflections on how you will approach transitioning out of your community.

**Module 4 Evaluation**

**Module: Intro to Design Thinking**

**Module Goal:** Individuals will be equipped with new knowledge and tools for participating in design-based projects. They will understand the importance of design as it relates to project development in food systems.

**Introductory Presentation:**
Sue Beckwith: Designing the Local Food Center

**Basics of Design Thinking**

**Overview:** This section will provide an overview of the importance of design as it relates to the Community Food Systems program. It will utilize examples from the program and showcase the importance of place-based development and collaboration with design methods.

**Outcomes:** Participants will understand the need for design as it relates to food systems processes and projects, and where to engage with designers in the community food systems process. Participants will learn observation techniques for site development as an intermediate stage for concept design and strategy development.

**Required Activities:**

1.1 Presentation 1: Design Thinking

1.2 Activity 1: Consider current projects you are involved with that may need additional design support. Write down potential organizations that would be appropriate to assist in those pieces of the project.

1.3 Activity 2: Download the Video Observation Activity worksheet. Next, go to the AgMrc website featuring [Value Added Producer Grant Recipients](#) and choose one to watch. Respond to the questions on the activity sheet based on your observation.

1.4 Reading 1: Design Thinking

**Design Development**

**Overview:** This section will review a community and discuss different design strategies for project development.

**Outcomes:** Participants will understand different ways of listening and observation as it relates to site or product design, including the function of space and identity in community design projects. In addition, participants will learn ways of partnering with additional organizations and businesses as it relates to technical assistance needed for design.

**Required Activities:**

2.1 Presentation 1: Design Development

2.2 Reading 1: 5 Stages in the Design Thinking Process
2.3 Activity 1: Interviews and site visits are used to understand context such as environmental conditions, infrastructure, community layout, etc. for a project. For this activity, you will conduct an interview and site visit with a food business or food project in your community. First, review the Site Visit and Site Observation Example below; this guide was used to determine appropriate strategies for businesses adding processing elements to their existing business. Additionally, read the Scaling Specialty Crop Processing document to understand how site visits can inform research and projects. After reviewing both documents, select a site in your community to conduct an interview and site visit. In 2.5 Activity 2, you will use the same site to build upon your findings and develop a concept design. Based on your selected location, create your own interview questions and site observation guide using the Design Concept Interview Template below. Briefly describe the project, the problem you are hoping to address and any additional observations or notes that will be important in your concept design.

2.4 Presentation 2: Master Plan Design

2.5 Activity 2: Now that you have learned about the importance and use of concept diagrams and master plans, you will build upon your findings from 2.3 Activity 1 to develop a concept design for your selected site. In addition to your interview and site visit findings, consider various aspects of the site like accessibility, use of materials, conditions on site, etc. to inform your master plan and brainstorm potential improvements. Using materials that are available to you (Adobe design software, paper and pen, QGIS, etc.) develop a concept design, including a brief narrative describing your concept.

Design Thinking Evaluation
Module: Intro to Economic Impact

Module Goal: This section will provide an overview of economic impact methods and share how to conduct economic impact analysis utilizing an input-output model that is based on the commonly used IMPLAN model.

Economic Impact Analysis

Overview: Introduce scenarios that will be transferable across different state areas (such as processing, specialty crop growers, etc.). Users can use the simplified modeling system deployed for this module to learn more about the process of modeling the kind of results that are generated from different economic scenarios.

Outcomes: Participants will understand the need for economic impact studies and will be able to conduct an impact analysis that may benefit a community project or asset area. Participants who desire to graduate to actually using an IMPLAN model will find this session will prepare them to more rapidly learn and ultimately deploy that modeling system (or other modeling systems) for more rigorous analysis.

Required Activities:
1. **Presentation 1:** An Introduction to Economic Impact Assessment for Local Foods Analysis Part 1
2. **Reading 1:** The Economics of Local Food - Modules 5-6
3. **Reading 2:** Analyzing the Linkages of Local Foods to Local Economies
4. **Reading 3:** Addressing Opportunity Cost
5. **Reading 4:** Offsetting Supply Side Opportunity

6. **Presentation 2:** An Introduction to Economic Impact Assessment for Local Foods Analysis Part 2
7. **Activity 2:** Following along with the 1.7 Presentation 2 tutorial, calculate the net economic impact of adding 120 acres of fruit and vegetable production to your county. Assume that those 120 acres must come from existing grain and oilseed cropland. Your assignment should include these elements:
   1. Table of the fruit and vegetable production
   2. Table of the offsets to conventional farming
   3. Table of the net results
   4. Paragraph explaining your methods and findings

8. **Reading 5:** Starting an Online Local Food Co-op: A Case Study from the Iowa Valley Cooperative
9. **Activity 3:** Using the Local Foods Economic Impact Calculator, complete the four steps as directed in the link, filling in the appropriate information based on the 1.9 Reading (Iowa Valley Cooperative Case Study). Enter your email to receive the impact report. Once you receive the report, download and save it to your computer. Review the results and frequently asked question sections. Based on your findings from the Local Foods Economic Impact Calculator, reflect and share your thoughts. Were you surprised by the results? Was the impact higher or lower than you had expected? Do you think a similar project, like the Iowa Valley Cooperative, would have a beneficial impact on your community?

Economic Impact Evaluation
Module: Intro to Feasibility Study

Module Goal: This section will provide an overview of feasibility studies and their role in food systems development.

Feasibility Studies

Overview: This section will share the different pieces of feasibility analysis, business plans, feasibility studies and additional assessments as it relates to food systems analysis.

Outcomes: Participants will understand the need for feasibility studies and have tools for assisting businesses in feasibility work. Participants will know additional partners or organizations that may be able to support them in conducting full feasibility analysis studies.

Required Activities:
1.1 Presentation 1: What Are Feasibility Studies and Why Are They Important
1.2 Reading 1: Des Moines Public Market Business Plan
1.3 Reading 2: Local Food Economics Using Secondary Data
1.4 Reading 3: Finding Quick Stats
1.5 Activity 1: Where do you see the need for feasibility studies in your work?

Feasibility Analysis

Overview: This section will share the differences in business feasibility studies and feasibility analysis as well as walk through an example feasibility study.

Outcomes: Participants will understand the steps for conducting a feasibility study and expected outputs needed. In addition, participants will understand where to access data needed to conduct various components of business feasibility analysis.

Required Activities:
2.1 Presentation 1: Business Feasibility Analysis
2.2 Presentation 2: Feasibility Analysis Tools
2.3 Activity 1: First, watch the Dubuque Local Foods Farmer and Buyer Exploration Video. Then, download the Feasibility Questions Template. Based on the video, consider doing a feasibility study for a producer. Write at least three questions you would ask for each section of a feasibility study.

Feasibility Teams

Overview: This section will review types of partners needed for feasibility studies.

Outcomes: Participants will know different partner organizations or expertise needed to conduct a full feasibility study.

Required Activities:
3.1 Presentation 1: Team Development for Feasibility Studies
3.2 Activity 1: Consider the various organizations in your community, as well as individuals in your workplace, that may be beneficial to have on a feasibility team. Write down each individual, their organization, and their role on the team.

Feasibility Evaluation

Full Certification Evaluation