Virtual Local Food Leader (LFL) Course Syllabus
The Iowa State University Virtual Local Food Leader certification teaches foundational competencies critical for successful food systems development.

Assistance Contacts

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

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515-745-2401

Bre Miller  
millerb@iastate.edu  
515-291-8004

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

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<tr>
<td><strong>Moodle</strong></td>
<td>(username and password support)</td>
<td><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 Local Food Leader curriculum. Participants will receive binder, slides, and example tools for conducting various activities relevant to local food system work. There are two options for engagement:

**LFL 101**: Virtual workshop series (Common Language + Tutorial, Working in Food Systems, Equity + Personal Values, Leadership Styles + Facilitation Methods, Plans of Work + Professional Development, and Intro to Evaluation)

**LFL 201**: Virtual workshop series + online modules (Local Food Leaders in Community Food Systems, Methods of Engagement + Leadership, Creating Teams and Tools for Success, Evaluation)

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 equity, working in food systems, facilitation, team development, and evaluation.

See the following pages for workshop goal statements and learning objectives for each module.

Course Learning Outcomes

- 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 Methods and Delivery

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<tr>
<th>Technical Requirements</th>
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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 above for further technical assistance contacts.

Part 3: Course Requirements and Grading

**LFL 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.

**LFL 201**: You must achieve an overall course grade of 80 in percent in Moodle to receive a Local Food Leader Certificate of Completion.

**Completing Assignments**

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

**LFL 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.

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

**Moodle Grading Rubric**

- A grading rubric 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.
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**Grading Rubrics**

**Reflection**

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<td>Thoughtful and adequate response to</td>
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<td>Unsatisfactory,</td>
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**Application**

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<td>Significant analysis regarding readings</td>
<td>Proficient analysis of readings and</td>
<td>Adequate analysis but lacking strong</td>
<td>Unsatisfactory and</td>
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<td>connections to personal and place-</td>
<td>insignificant connections</td>
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<td>based work.</td>
<td>to personal and place-</td>
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**Critical Thinking**

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<th>80%</th>
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<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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**Creation**

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<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>
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<td>Unsatisfactory and insignificant ability to create desired products relating to place-based work.</td>
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**Tests**

There are pre- and post-tests for each module. All tests for this course will be submitted electronically through Moodle unless otherwise instructed. You must pass each module post-test with an 80 percent to move on to the next module.

Each module contains module Note Pages for guided note taking to help study for tests.

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

**Viewing Grades in Moodle**

- Click into the course
- Click on the Grades link in the Settings Box to the right of the main course page
Part 4: Course Outline

(LFL 101/201: workshops are noted in blue italics; LFL 201: Moodle is noted in black, regular text)

Workshop 1: Tutorial + Common Language

Workshop Goal: Individuals will understand the technical components used throughout the certification

Objectives:
Improve awareness of new partners in the room
Understand common language for community food systems
Confirm process for certification

Required Activities:
Introductions (Chatbox and verbal discussion)
Networking Poster (facilitated in session; uploaded to CyBox)

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

Module 1: Local Food Leaders in Community Food Systems

Module Goal: Participants will understand the different scales of food systems and the roles and responsibilities of food systems practitioners.

Module 1 Pre-test

Workshop 2: Working in Food Systems

Workshop Goal: Participants will understand community food systems and their role as a local food coordinator

Objectives:
Understand how food systems connect across the community
Identify food system sectors and assets
Engage with cohort participants

Required Activities:
Local Food Leader connections (Chatbox)
Food System sector and asset breakout (CyBox and small group discussion)

Homework:
Local Food Leader assignment (CyBox)
*complete Module 1.1-1.2 before Workshop 3*

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Module 1 Introduction presentations:
Joanna Lelekac: 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: Between Global and Local: Exploring regional food systems
1.1.3 Reading 2: Building The Case For Racial Equity In The Food System
1.1.4 Reading 3: About Food Systems: A Food Systems Framework
1.1.5 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?),
   Discuss the primary outcomes you hope to have in your work (for example increased business
development, decreased obesity rates, increased participation and collaboration).
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 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

1.2 Food Systems Coordination

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

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.

**Workshop 3: Equity and Personal Values**

**Workshop Goal:** Participants will understand equity and inclusion aspects of food systems and how their personal values connect to this work.

**Objectives:**
- Increase awareness of different perspectives
- Develop skills for inclusive conversations
- Discuss privilege and oppression and where it shows up in the food system
- Understand the need for personal values and reflection

**Required Activities:**
- Participate in partner “walk-about” (breakout rooms)
- Four Dimensions of Difference—advantage and disadvantage (personal writing)
- Polar line activity (virtual white board)
- Personal values (facilitated worksheet)

**Homework:**
*complete Module 1.3-1.4 before Workshop 4*

**1.3 Working with Others**

**Overview:** This section describes the interaction between work and life to consider what 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 balance.

**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

**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 within them.

**Required Activities:**

1.4.1 Reading 1: Farm Bill: Implementation Process—USDA

1.4.2 Presentation 1: 2018 Farm Bill

1.4.3 Reading 2: The Local Agriculture Market Program one-pager
Module 2: Methods of Engagement and Leadership

Module Goal: Participants will understand engagement strategies within community through collective impact and strategic doing.

Module 2 Pre-test

Workshop 4: Leadership Styles and Facilitation Techniques

Workshop Goal: Participants will learn about different leadership styles and their roles in food systems and consider facilitation methods and frameworks.

Objectives:
Understand different types of leadership styles
Identify facilitation methods for supporting group change
Improve understanding of collective action
Understand the difference between project management and facilitation

Required Activities:
Characteristics of a leader (Chatbox)
Sector and asset partner brainstorm (CyBox)
Facilitation strengths and weaknesses (individual reflection and small group)

Homework:
*complete Module 2 before Workshop 5*

Module 2 Introduction Presentation:
Brian Raison: Leadership in Food Systems

Suggested Equity and Leadership Video:
Cracking the Codes: Joy DeGruy, A Trip to the Grocery Store
2.1 Community Food Systems Leadership and Equity

Overview: This section reviews different leadership styles and the impacts of implicit bias and structural racism.

Outcomes: Participants will determine their own leadership style and implicit biases.

Required Activities:

2.1.1 Reading 1: Leadership Styles
2.1.2 Activity 1: Choose one reading or survey to consider your leadership style. Describe your leadership type and how you will utilize that strength to develop partnerships and coalitions. What is one issue that may be a challenge for you based on your leadership style?
2.1.3 Reading 2: Implicit Bias and Structural Racism
2.1.4 Activity 2: Participate in at least one implicit bias test from Harvard. Reflect on test and findings and share your thoughts and next steps based on results.
2.1.5 Reading 3: Building Relationships with People from Different Cultures

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 Reading 1: Collective Impact Forum- Readiness Assessment
2.2.3 Reading 2: The 5 Building Blocks for Equity in Collective Impact
2.2.4 Reading 3: Facilitating Intentional Group Learning
2.2.5 Activity 1: 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.

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 understand 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 in facilitation techniques.

Required Activities:

2.3.1 Presentation 1: Strategic Doing: An Introduction
2.3.2 Activity 1: 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.
2.3.5 Reading 1: The Ten Rules of Strategic Doing
2.4 Community Food Systems Capacity and Coalition Development

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

**Outcomes:** Participants 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:**

2.4.1 **Presentation 1:** Capacity Building and Coalition Development Part 1
2.4.2 **Reading 1:** Advantages of a Coalition from Developing Effective Coalitions: An Eight Step Guide
2.4.3 **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.
2.4.4 **Presentation 2:** Capacity Building and Coalition Development Part 2
2.4.5 **Reading 2:** Pros and Cons of Using Internal and External Facilitators
2.4.6 **Activity 2:** Hypothetically, consider yourself an external facilitator and you have been asked to develop an agenda for a new coalition working on food systems change. Consider tools from strategic doing, collective impact and presentations throughout this module. If you are needing additional techniques, you can also refer to *Seeds of Change* for ideas. Determine the amount of time needed for an initial coalition meeting and the agenda you would utilize. Submit a facilitation agenda. This activity may be submitted online in the submission box or by file.

**Module 2 Post-test and Evaluation**

**Module 3: Creating Teams and Tools for Success**

**Module Goal:** Participants will learn new tools for developing teams, plans of work and creating relevant budgets and feasibility for projects.

**Module 3 Pre-test**

**Workshop 5: Plans of Work and Professional Development**

**Workshop Goal:** Participants will realize the importance of logic models for projects and programming; and will consider professional development goals related to their work.

**Objectives:**
Understand how to create a logic model that reflects desired outcomes
Identify personal and professional development needs and desires

**Required Activities:**
Project logic model (CyBox)
Group discussion (breakout rooms)
Professional development plan (facilitated worksheet)

**Homework:**
*complete Module 3 before Workshop 6*
Module 3 Introduction 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:
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.
3.1.5 Activity 4: Read the 5 Conflict Management Styles for Every Personality Type and briefly describe your conflict management style. This activity may be submitted online in the submission box or by file.
3.1.6 Presentation 2: Stereotypical Hiring

3.2 Creating a Plan of Work
Overview: This section will continue to utilize the Good to Great framework to create an individual 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: Creating a plan of work is helpful for coordination between staff and supervisors, as well as confirming roles and allocation of time throughout the year. Download and complete the Plan of Work worksheet while following along to Presentation 2: Developing a Logical Path to Reach your Proposed Outcomes Part 2. Also, consider reviewing the example plans of work within the additional resources section. There are examples of individual positions and a team plan of work. Submit here (Activity 2) when finished.

3.2.4 Presentation 2: Developing A Logical Path to Reach Your Proposed Outcomes Part 2
3.3 Finding Funding and Creating a Budget for Your Work

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

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 Activity 1: Choose 2 of the concept papers below to review. Then, create a concept paper with goal, outcomes, justification, methodology and project team.
3.3.3 Activity 2: Review the example scopes of work below. Consider the concept paper you created in Activity 1 and develop a scope of work and budget for that concept.

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 and funding resources 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.

3.5 Outputs, Reports, Assessments 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.

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 Activity 1: Review the following two documents to learn about types of assessments. Then, consider and describe why you think a community food systems assessment would be helpful for your community. This activity may be submitted online or by file in submission box below.
3.5.3 Reading 3: Creating Equitable, Healthy and Sustainable Communities

Module 3 Post-test and Evaluation
Module 4: Evaluation

Module Goal: Participants will learn new tools for program, project and systems evaluation.

Module 4 Pre-test

Workshop 6: Intro to Evaluation

Workshop Goal: Participants will learn how to develop evaluation logic models; and will understand how to determine appropriate metrics.

Objectives:
Understand the difference between project, program, and systems evaluation
Develop an evaluation logic model
Identify evaluation tools

Required Activities:
Evaluation logic model (CyBox)
Measurements and data collection (Small group and CyBox)

Homework:
*complete Module 4 before graduation*

Module 4 Introduction 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 Reading 1: A dynamic framework for planning under simple, complicated and complex conditions
4.1.3 Presentation 2: Basic Monitoring and Evaluation Concepts
4.1.4 Reading 2: Review the Secondary Resources for Food System Evaluation handout
4.1.5 Reading 3: Indigenous Approaches to Program Evaluation
4.1.6 Activity 1: This activity involves creating a logic model for a current or new project or program you are working with. For purposes of this activity, we have provided a standard logic model based on presentations. However, if you would like to use a different framework for considering evaluation of your project or program, please feel free to share your work in a different format that is appropriate for you. Download (or create your own) evaluation logic model for a current or proposed project or program. Submit your logic model vision, goal and outcomes statements.
4.2 Program Development and Evaluation: What Are 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 example and Logic Model Worksheet (either pdf or word document). Consider a new or existing local foods program in need of updating. Fill in the Logic Model Worksheet based on the program you have chosen or hope to create, based on its learning objectives. Upload your Logic Model Worksheet here (Activity 1) when complete. *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 you will incorporate within your program’s instructional experience. Select instructional experiences that support your program’s learning objectives and intended outcomes and impact.

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. Identify (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: Program Development Elements of a Success Story

4.2.9 Reading 1: Program Development Quality Success Story Checklist

4.2.10 Activity 4: Review the example success stories below. Then, download the success story template for a starting point to consider your project. Write a draft outcome and/or impact report using the three primary components of a quality success story: relevance, response and results. This activity may be submitted below by file. Download the success story template. Write a draft outcome and/or impact report using the three primary components of a quality success story: relevance, response and results.

4.3 Systems Evaluation: How to Evaluate Systems Change

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

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:** PSE Webinar: Building Healthier Communities (watch the intro through 11:30)
4.3.2 **Presentation 2:** Introduction to Systems Evaluation

4.3.3 **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. This activity may be submitted online in the submission box or by file.

4.3.4 **Reading 1:** How to Evaluate Your Coalition
4.3.5 **Reading 2:** Evaluating Collective Impact

4.3.6 **Activity 2:** Review the food systems team logic model. Then, consider the multitude of activities you have completed thus far in this certification, create an evaluation plan for long-term, systemic change. Your evaluation plan should include indicators and metrics. This activity may be submitted online in the submission box or by file.

**Module 4 Post-test and Evaluation**

**LFL Full Certification Evaluation**