



Integrating and Expanding Food Justice Education in Madison Schools

Final Project Evaluation – March 2026

Prepared for REAP Food Group

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Introduction

REAP Food Group (REAP) is a nonprofit organization in Madison, Wisconsin that works to create positive social and economic change through food. Among other efforts, REAP supports Farm to School initiatives through local collaborations. In partnership with the Madison Metropolitan School District (MMSD), REAP Food Group secured a grant in 2023 from the USDA National Institute of Food and Agriculture (NIFA) to develop and implement an integrated curriculum in food justice for local high school youth. The goals of this project were to:

- 1. Coordinate efforts across schools to customize, implement and evaluate classroom curriculum on food justice; Expand experiential learning opportunities in food justice for high school students with local farmers, local food producers, and national leaders in food justice; and*
- 2. Establish new partnerships among national leaders in food justice, Madison schools, farmers and food producers.*

This two-year project engaged a task force to develop and support implementation of the food justice curriculum in Madison schools, supported hands-on learning opportunities focused on food justice, and co-hosted a food justice symposium that gathered leaders and members of the community to create a more just food system. Three MMSD high schools participated in this project: Capital High, Madison East High School, and Malcolm Shabazz City High School. At these schools, REAP and educators collaborated to provide experiential learning experiences for students including speaker visits and field trips with local farmers, producers, and other food justice groups and a pilot internship program.

Grant Program Evaluation

The Center for Community and Nonprofit Studies (the CommNS) at the University of Wisconsin-Madison is a hub for faculty, students, and community partners to collaborate on research, practice, and evaluation that examines the well-being of communities and the civic and nonprofit sectors. The CommNS Co-Create team provides applied research, evaluation services, and technical assistance for mission-driven partners to advance their goals. We worked with REAP to conduct the evaluation of this project, seeking to answer the following questions:

1. *To what extent are new and mutually beneficial partnerships developed between national leaders in food justice, Madison high schools and youth, and local farmers and producers? (Process evaluation)*
2. *What does a coordinated and high quality curriculum on food justice include and how is it implemented in high schools? (Process)*
3. *What experiential learning opportunities for high school students enhance their understanding, skills, and continued engagement in food justice? (Process)*
4. *To what extent does the project meaningfully support the leadership and success of marginalized and underserved youth, farmers, and food producers? (Outcome)*
5. *To what extent does the project support a more just food system in Madison by providing high quality food and ensuring food security amongst marginalized and underserved communities? (Outcome)*

What We Did

Data collection for this evaluation occurred throughout the entire grant period, with some evaluation tools being used repeatedly and others only once. Below is a summary of the data collection methods and processes used to respond to the main evaluation questions.

Observations of planning process among REAP and MMSD

From January 2024 to June 2025, we attended monthly check-in meetings with REAP and MMSD. These meetings centered around planning new grant-funded activities and monitoring how past and ongoing activities had gone. Frequent topics of discussion included student interests, school logistics (field trip requirements, staff availability, etc.), ideas for potential new speakers and/or field trips. Prior to the establishment of the Food Justice Task Force, these meetings also served to discuss the members that would be invited to this group and how they would be engaged at subsequent meetings. In Spring 2025, these meetings included a focus on planning for the Nourishing Minds, Sustaining Futures Summit.

Observations of planning process with the Food Justice Task Force

The Food Justice Task Force consisted of five individuals representing a variety of sectors and experiences including agriculture, food processing and distribution, food sovereignty, social, racial, and food justice, land history and management, community health and nutrition, and

education. REAP convened this group four times throughout the course of this grant: April 22, 2024; June 10, 2024; September 4, 2024; and January 27, 2025. These meetings served to review ongoing efforts, and provide guidance and feedback for meeting the grant project's goals. We joined these meetings to track the ongoing development of the project and to consider the influence of the task force on this development. REAP also attempted to organize a final meeting in January 2026 but, due to scheduling difficulties, opted to distribute an online reflection form instead. We reviewed these responses by Food Justice Task Force members and MMSD educators. The form questions are included in Appendix A.

Student, Educator, and Speaker Feedback

In connection with speaker visits to schools and student field trips, we collected data on the experiences of students, educators, and the speaker or field trip host. Educators instructed students to complete a **Post-Activity Feedback Form** after a speaker visited their class or a field trip. Students responded to questions about their learning and interest in the topic of the activity, as well as their interest in participating in future efforts related to the topic. In addition, MMSD educators completed a **Post-Activity Teacher Debriefing Form** in which they reported their impressions of student engagement, interest, and learning. Educators also reported on the approximate demographic breakdown of the students participating in the activity, according to their knowledge about students. Finally, we asked partnering food producers to complete **Feedback Form for Speakers and Field Trip Hosts** after these activities. Speakers and field trip hosts assessed their satisfaction with the planning, execution, and compensation. Based on their experience, they also assessed students' understanding of and future interest in involvement in food justice. We include these three forms in Appendices B, C, and D.

Interviews with Roots & Recipes Student Interns

Two students participated in the Roots & Recipes internship from July to October 2024. After completing the internship, one of the MMSD educators interviewed them together about their experiences in the internship, including their learning about food and food justice, the skills they gained, and their interest in participating in future activities related to food and food justice. The protocol for this interview is included in Appendix E.

Evaluation of the Nourishing Minds, Sustaining Futures Summit

At the Nourishing Minds, Sustaining Futures Summit on June 18, 2025, REAP staff and MMSD educators presented on the grant project. REAP provided an overview of the project and its

goals, followed by educators sharing school-specific summaries of their activities and their impressions of student experiences. Afterwards, session attendees completed a [Feedback Form about the NIFA Grant Session](#). Participants assessed whether the session contributed to their knowledge about school-community partnerships around food justice and their level of interest in this topic. This form is included in Appendix F.

In addition, we conducted a [photo-based activity](#) that was open to all Summit participants. Participants chose between three different prompts related to food justice and environmental justice and completed the prompt on a whiteboard. Participants then posed for a photo with their whiteboard. A selection of these photos is included in Appendix G.

Interviews with MMSD Educators

In late June 2025, we conducted interviews with the MMSD educators serving as key collaborators for the grant project. We asked the educators to assess their experiences over the course of the two-year project, focusing on the planning process, the execution of school-based activities, collaboration with external speakers and field trip hosts, and students' understanding, skills, and continued interest in engagement in food justice. Due to scheduling issues only two of the three MMSD educators participated in the interviews. We include the interview protocol in Appendix H.

What We Learned

1. To what extent are new and mutually beneficial partnerships developed between national leaders in food justice, Madison high schools and youth, and local farmers and producers? (Process evaluation)

Since the beginning of the grant project, REAP and MMSD held monthly meetings to discuss plans and ongoing progress of activities. A large part of these planning and coordinating efforts involved outreach to local farmers, producers, and others in food or food justice-related roles who could offer knowledge and perspectives that aligned with student interests. To this end, REAP largely drew on their existing community partnerships to engage farmers, producers, and other food justice groups who could serve as speakers and field trip hosts. The Food Justice Task Force also advised on these partnerships, providing ideas and guidance on who from the local community to invite. As a result of these efforts, 24 farmers, producers, and other food justice groups participated by either visiting schools or hosting field trips. REAP paid

these individuals a stipend of \$250 per speaking event or field trip, as compensation for their time and effort.

Both MMSD educators and the speakers and field trip hosts viewed these partnerships as positive assets. In interviews, MMSD educators described the benefit of having these external individuals engage with students, explaining that there is a limit to their own knowledge and what students are able and willing to learn from them. One educator described how engaging these speakers and field trips hosts offered opportunities for some students to form connections that may not happen with other adults at the school:

[The speaker] came and made pizza with our kids, which was really cool because a lot of the younger sophomore and junior boys that are typically...not super connected to [culinary activities] were really involved that day. And I think it was a mix of [him being] so engaging, but it was also a black man coming in and teaching them something, and they could see more of themselves in that.

Both MMSD educators and speakers and field trip hosts reported an appreciation for REAP's ability to coordinate these activities, as well as the funding available to compensate those on both sides. Educators noted that speakers appeared appreciative of the opportunity to connect with students, and that some of them recounted wanting to do this previously, but not knowing how to establish a connection with local schools. These educators similarly noted the difficulty of conducting outreach to local organizations, coordinating the logistics of having an external speaker, and not being able to compensate them for their time. In the final online reflection form, educators expressed appreciation for the way REAP offered a "menu of options" when planning activities, as well as relief in having a separate entity support with logistics such as scheduling and compensation.

All of the local farmers, producers, and other food justice groups that had participated in these activities were invited to the Nourishing Minds, Sustaining Futures Summit, and several attended. In addition, the Summit provided the opportunity to engage national leaders in food justice: Adrian Lipscombe, chef-owner of Uptowne Cafe and Bakery and founder of the 40 Acres Project, and Alex Booker, farmer and 2024 Naturalist-in-Residence at Madison Public Library. Both Lipscombe and Booker presented as the Summit's keynote speakers. The Summit itself represented a significant local partnership, given that REAP and MMSD collaborated with the local organization ECO Madison to organize the event.

2. *What does a coordinated and high quality curriculum on food justice include and how is it implemented in high schools? (Process)*

Through this grant, REAP and MMSD organized 28 school visits by speakers from farmers, producers, and other food justice groups, 8 field trips, and the Roots & Recipes internship experience. We include a list of the speakers and field trips in Appendix I.

The Roots & Recipes internship was piloted in the summer and early fall of 2024. This twelve-week program involved students working 3-4 hours per week, with a pay of \$16 per hour. Two students from Malcolm Shabazz City High School participated in the internship. During the internship, students worked with Rooted at the Madison School Farm and collaborated with a local chef to design and prepare food using ingredients from the farm. As a culmination of their experience, students prepared a sampling of food for a local elementary school in October 2024.

In interviews, MMSD educators described the process of carrying out these activities as rewarding. One of the teachers stated:

That's the best part of my job...it pays dividends on the back end to be able to actually see that learning come alive...I think it always goes best when students can feel like they're accomplishing a task...they also like feeling like they're doing something of value.

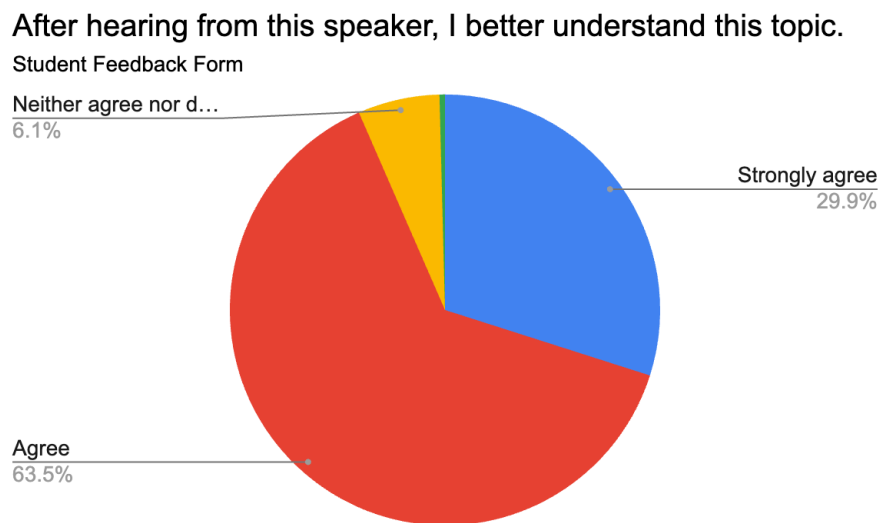
One educator noted that they encountered logistical difficulties with some activities, and field trips in particular, due to attendance challenges at the school. Despite this, they felt having speakers come to the school provided opportunities for students to discuss topics they may not regularly encounter in their classes. For example, the educator recalled when a speaker presented to the Childbirth & Parenting class, in which all students are parents or soon-to-be parents, and opened a discussion about how parenting relates to food justice.

3. *What experiential learning opportunities for high school students enhance their understanding, skills, and continued engagement in food justice? (Process)*

According to students, MMSD educators, and the speakers and field trip hosts themselves, these activities consistently enhanced students' understanding, skills, and continued engagement in food justice. Students completed feedback forms for 24 of the 36 total speakers and field trips organized by REAP and MMSD, amounting to 247 form responses. After

hearing from the speaker or participating in the field trip, 93% of students felt they better understood the topic (Chart 1) and 72% were more interested in learning about the topic. More than half of students (61%) also reported feeling more interested in being involved with efforts related to the topic. In open-ended responses, students described learning about how food-related businesses function, the day-to-day tasks involved, and the personal and cultural stories behind many of these organizations and businesses. When responding about their remaining curiosities, students expressed interest in learning about these topics in greater detail and becoming personally involved.

Chart 1. Students' understanding of food justice-related topics after participating in speaker or field trip activities.



The students who participated in the Roots & Recipes internship also reported a greater understanding, skills, and interest in continued engagement in food justice. In particular, they emphasized learning about the career paths related to food justice, which they previously had little knowledge of. These students also described gaining practical skills, such as cooking and food safety, as well as interpersonal skills like workplace communication. One student described how this internship motivated them to start volunteering at a food pantry and seek out further learning about food justice-related topics.

Educators also reported seeing students' increased knowledge, skills, and continued engagement in food justice. Educators completed the Post-Activity Teacher Debriefing Form for 20 different speakers and field trips, with overall positive assessments of student experiences. Their responses indicate that students were highly engaged with the speakers,

with 91% of the responses identifying students as “engaged” or “very engaged.” They explained that students appeared attentive and many asked thoughtful, probing questions, indicating they were interested in learning more about the topic. When asked whether they thought the activity helped to support students in their understanding and future involvement in food justice, only one response indicated they did not. The educator explained that this particular speaker had been very quiet and students struggled to hear them.

In interviews at the end of the grant project, MMSD educators confirmed their positive assessments. They described seeing a shift in students' knowledge and understanding when they had hands-on experiences. One teacher recalled the moment students were able to see and smell a compost pile at a local farm and how they gained a new appreciation for where their food waste ends up. The other educator explained that their students have limited access to fresh food and opportunities to interact directly with producers, so gaining a basic understanding of food justice-related concepts was impactful for them. Both educators felt students came away with an increased interest in food and food justice.

The speakers and field trip hosts agreed with these positive impressions. In the feedback form, all but two of the 21 responses indicated they felt that they were able to make a contribution to students' understanding of and future involvement in food justice (the outlying responses were “Unsure”). Similarly to educators' observations, these individuals reported seeing the benefits of students directly interacting with elements of food systems and understanding their roles in them. Speakers and field trip hosts also noted students' interest in learning about how food businesses operate and the realities of a career working with food.

4. To what extent does the project meaningfully support the leadership and success of marginalized and underserved youth, farmers, and food producers? (Outcome)

In the Post-Activity Teacher Debriefing Form, educators were asked to describe the approximate demographic makeup of students in attendance, with respect to race/ethnicity, gender, and free/reduced lunch eligibility or low socioeconomic status. Given these activities took place at three different schools, the responses were mixed. According to these responses, at two of the schools the participating students were highly diverse in race/ethnicity and a majority were eligible for free/reduced lunch. Students from the third school were similarly diverse in race/ethnicity, with about half being eligible for free/reduced lunch. These reports indicate that the students attending these activities represent marginalized and underserved groups.

In all assessments of students' experiences (Student Post-Activity Feedback Form, Post-Activity Teacher Debriefing, Interviews with MMSD Educators, and Feedback Form for Speakers and Field Trip Hosts), there was an emphasis on students' learning about career options, organizational practices, and business operations. Students self-reported this in their feedback forms, listing the logistical aspects of owning a farm or managing a food business when describing what they learned. MMSD educators also observed students making comments and asking questions about food-related careers, noting that students learned about career opportunities that they did not previously know were available to them. According to these reports, the activities that students participated in supported their future leadership and success.

The farmers and producers that participated in these activities as speakers and field trip hosts also represented marginalized and underserved groups, with many of them belonging to racial/ethnic groups that fit these categories. In addition, many of the participating farmers, producers, and other food justice groups explicitly outline an intent to support marginalized and underrepresented communities as part of their model. Some of the farmers and producers spoke to students about maintaining cultural food and agricultural traditions through their work or how food systems can work towards or against equity. In the Feedback Form for Speakers and Field Trip Hosts, respondents expressed a high level of satisfaction with the events, with many expressing appreciation for the opportunity to share their work with a wider audience and a younger generation. Speakers and field trip hosts also felt adequately compensated for their time. Overall, these reports indicate that the activities supported their leadership and success.

5. To what extent does the project support a more just food system in Madison by providing high quality food and ensuring food security amongst marginalized and underserved communities? (Outcome)

Though related to this project's efforts, providing high quality food and ensuring food security amongst marginalized and underserved communities are broader and longer term goals than those met within the two-year grant period.

REAP's efforts in collaboration with MMSD and local partners led to opportunities for students to learn about high quality food, both in terms of growing ingredients and preparing meals. While this is adjacent to the goal of providing high quality food to marginalized and underserved communities, these activities do not directly advance this goal. Similarly, these

educational opportunities often taught students concepts related to food security, but did not directly contribute to ensuring food security.

In addition to these school-based efforts, the Nourishing Minds, Sustaining Futures Summit brought together individuals and organizations working towards a more just food system in Madison. The Summit may have generated new partnerships to advance these goals, but again this would be an indirect contribution towards this goal.

In sum, this project did not achieve the goal of providing high quality food and ensuring food security amongst marginalized and underserved communities, but did advance efforts that align with these objectives.

What It Means

With this grant project, REAP intended to: 1) coordinate across schools to customize, implement and evaluate classroom curriculum on food justice; 2) expand experiential learning opportunities in food justice for high school students with local farmers, local food producers, and national leaders in food justice; and 3) establish new partnerships among national leaders in food justice, Madison schools, farmers and food producers. The above results indicate these goals were largely achieved.

The first two goals were achieved through the school-based experiential activities organized by REAP and MMSD. In the planning process, REAP and MMSD considered students' interests (through educators' observations) and schools' needs, allowing for school-by-school customization. As shown through student feedback and teacher observations, these activities had significant impacts on students' knowledge of food justice-related issues, as well as their skills and interests in participating in related efforts. Importantly, the farmers, producers, and other food justice groups that supported these activities also found value in their participation. These partners' feedback indicates they appreciated connecting with younger generations and felt adequately compensated for their time and efforts.

Through this grant project, REAP facilitated new partnerships between schools and local farmers, producers, and food justice groups, serving the third goal. The level of satisfaction on both sides of these collaborations indicated mutual benefit and sustainability, indicating these partnerships may continue to strengthen and expand in the future. While the keynote speakers for the Nourishing Minds, Sustaining Futures Summit were national leaders in food justice, this event may not represent a true partnership. In this sense, efforts to achieve partnerships with

national leaders in food justice may have fallen short. However, the number of local partnerships that were formed as a result of this grant project are significant and impactful.

What's Next

With future funding, REAP hopes to continue providing opportunities for local Madison schools to engage students in food justice-related activities. Likewise, MMSD educators expressed a desire to continue offering these activities to their students, given the benefits they have seen. One of the MMSD educators described these hopes in an interview:

Moving forward, I know part of the hope or intent is that [these efforts] can live on... I think this project was a great example of what can be. And I think starting with a few schools and figuring out community partners that are interested in being in schools is stuff that I would love to see tons more, being a parent of two kids in schools in the district... So I hope that they can figure out a way to make something sustainable moving forward too, and find some sustainable funding and partners that can keep it rolling.

With this goal in mind, REAP created a one-page summary of this grant project to disseminate through their website, in public presentations, and at professional conferences. Specifically, they plan to present to the Madison Board of Education so as to generate interest and support for continuing this work. On a broader scale, this one-page summary may also be useful to other organizations and/or school districts that would like to replicate their efforts.

Given the success of school-based activities offered through this grant program, REAP may benefit from continuing to collaborate with existing partners and nourishing these relationships. If REAP continues this work, they may consider pursuing partnerships with national organizations working towards food justice, allowing local Madison organizations and schools to connect with a broader context.

Appendix A:

NIFA Grant Closeout: Final Reflections (Form for Food Justice Task Force)

Hello NIFA partners,

In lieu of an in-person meetup, please use the form below to share your final thoughts and recommendations for REAP and for others interested in similar work in the future.

Thank you to Costanza and Amy at UW–Madison for leading the evaluation of this grant project. Please take some time to [review the evaluation](#) report here.

In addition to promoting the final evaluation report on our website and through upcoming communications and conferences, REAP is [drafting a one-page summary](#) of the project. This resource is intended to be shared on our website and at conferences, highlighting key outcomes of the grant and offering guidance for others interested in starting a similar project. Your answers to the questions below will provide valuable feedback for this one-page summary.

Please note that some questions may not apply to you, depending on your role in the project (teacher, social worker, community member, etc.). Feel free to answer the questions that are most relevant to you or to the best of your knowledge.

Thank you!

Allison and Yolibeth

1. Are there any additional topics or information that should be included in either document?

2. REAP has drafted three preliminary “lessons learned and best practices” on the one-page summary. Do these resonate with you, or are there other key lessons that should be highlighted?

- a. If 'early coordination' remains a top best practice, we are especially interested in hearing what worked well and what did not. We recognize that we may not have landed on a single best method for coordination, some aspects of REAP's

involvement were helpful, while others may have been less so. Your perspective on what to include here would be very helpful.

3. We would appreciate your recommendations for MMSD on how to incorporate food justice concepts and innovative ideas into the existing curriculum. We welcome any and all suggestions. For example, should MMSD Community Partnerships prioritize guest speakers and field trips as engagement opportunities? Should dedicated funding be set aside to support these types of activities?
-

4. Anything additional you wish to share?
-

Appendix B:
Student Post-Activity Feedback Form

Thank you for completing this short survey! Please fill out this form after the speaker has presented.

5. What is your name?

6. What school do you attend?

a. Capital

b. East

c. Shabazz

7. Please select the date

8. Which speaker did you hear from today?

9. After hearing from this speaker, I better understand this topic.

a. Strongly agree

b. Agree

c. Neither agree nor disagree

d. Disagree

e. Strongly disagree

10. After hearing from this speaker, I am more interested in learning about this topic.

a. Strongly agree

b. Agree

c. Neither agree nor disagree

- d. Disagree
- e. Strongly disagree

11. After hearing from this speaker, I am more interested in being involved with efforts related to this topic.

- a. Strongly agree
- b. Agree
- c. Neither agree nor disagree
- d. Disagree
- e. Strongly disagree

12. What did you learn from this speaker?

13. What was your favorite thing about hearing from this speaker?

14. After hearing from this speaker, what are you still curious about?

15. Is there anything else you would like to share?

Appendix C: Post-Activity Teacher Debriefing Form

Thank you for completing this debriefing tool! Please fill out this form after the speaker has presented.

1. Please type your name below

2. Please select the date

3. Which speaker did you hear from today?

4. Approximately how many students heard from this speaker today?

5. Are the students who heard this speaker part of a class? If so, which class?

6. If students were not part of a class, how did they learn of the opportunity to attend?

7. What grade levels were in attendance today? (Mark all that apply)

a. Seniors

b. Juniors

c. Sophomores

d. Freshmen

8. How would you describe the approximate demographic makeup of students in attendance (with respect to race/ethnicity, gender, and free/reduced lunch eligibility or low socioeconomic status)?

9. How would you rate students' understanding of this speaker's content?
- a. Students seemed to understand a lot of what this speaker shared
 - b. Students seemed to understand most of what this speaker shared
 - c. Students seemed to understand a little of what this speaker shared
 - d. Students did not seem to understand what this speaker shared

10. Please comment on your observations of student understanding of this speaker:

11. How would you rate students' engagement with this speaker?

- a. Very engaged
- b. Engaged
- c. Neither engaged nor disengaged
- d. Disengaged
- e. Very disengaged

12. Please comment on your observations of student engagement with this speaker:

13. The goal of this project is to support students in their understanding and future involvement in food justice. Do you think this activity has helped advance this goal?

- a. Yes, I think this activity has advanced this goal
- b. No, I do not think this activity has advanced this goal
- c. Unsure

14. If yes, how? If no, why not?

Appendix D: **Feedback Form for Speakers and Field Trip Hosts**

Thank you for collaborating with REAP and MMSD as a speaker or field trip host!

We are interested in your feedback so we can consider the perspectives of speakers and field trip hosts as we continue planning events for students. This survey is completely anonymous.

If you have been a speaker or field trip host for more than one event, please complete the form again for each event.

If you have any questions about this survey, please reach out to Allison Pfaff Harris (allisonph@reapfoodgroup.org) or Yolibeth Rangel-FitzGibbon (yolibethr@reapfoodgroup.org).

Thank you in advance for your time completing this brief survey.

1. What school was the event at/with?
 - a. Capital High School
 - b. East High School
 - c. Shabazz City High School

2. How would you rate your satisfaction with the planning process for this event? Please consider all tasks related to planning and scheduling that you were involved in.
 - a. Exceeded my expectations
 - b. Met my expectations
 - c. Did not meet my expectations

3. If you would like to provide any comments about the planning process, please do so below.

4. How would you rate your satisfaction with the event? Please consider whether or not the event met your expectations.
 - a. Exceeded my expectations

- b. Met my expectations
- c. Did not meet my expectations

5. If you would like to provide any comments about the event, please do so below.

6. "Do you feel your needs as a speaker or field trip host were met? Please consider both the planning process and the actual event.

7. If you had any unmet needs, please explain.

8. Do you feel that the stipend (\$250) was fair compensation for your time and effort?

- a. Yes
- b. No

9. If you would like to provide any comments about the stipend, please do so below. If you answered "No" above, please explain why the stipend was not enough for your time and what you believe a fair stipend may have been.

10. Through this event, do you feel that you were able to make a contribution to student's understanding of and future involvement in food justice?

- a. Yes
- b. No
- c. Unsure

11. If you would like to provide an explanation regarding the event's ability to make a contribution to student's understanding of and future involvement in food justice, please do so below.

12. Is there anything you care to share with the classroom, classroom teacher, and/or REAP organizer? If so, please share this below.

13. Do you have any recommendations for future speaking events and/or field trips? Please share these below.

Appendix E:

Protocol for Student Interview about Roots & Recipes Internship

We're working with REAP Food Group and the Center for Community and Nonprofit Studies at UW-Madison to learn about students' experiences in the food justice activities we have been offering. We're interested in whether students have been enjoying and learning from the activities, and what can be improved.

We would like to speak with you to learn what your experience has been like.

Before we start, I'd like to share a few things about this interview. First, your participation is voluntary and you can decide to stop at any time. If you have any questions about this interview now or later, you can contact me. You can learn more about the project through our project information sheet.

We'd like to record our conversation. The recording won't be shared with anyone outside of our study team. It's only to make sure that we accurately capture your thoughts. Is that alright with you?

[Start Recording.]

1. What is your name?
2. What school do you attend?
3. What grade level are you in?
4. From participating in this internship, what do you think you've learned about food, working with food, or food justice?
5. What skills did you develop through this internship?
6. Do you feel more or less interested in participating in activities related to food or food justice in the future? Why or why not?
7. What was the best part of this internship? What could most be improved?
8. Is there anything you wish would have been different about this internship? Please explain.

Appendix F:
Feedback Form about NIFA Grant Session at Nourishing Minds, Sustaining Futures Summit

Thank you for attending the *Rooted in Community: Connecting Students to the Local Food System* session at the Nourishing Minds, Sustaining Futures Summit!

Please complete this brief form to provide your feedback on the session. For any questions, please contact Costanza Generali (cgeneral@wisc.edu).

Thank you!

1. How would you rate your overall level of satisfaction with this session?

(Very dissatisfied) 1 2 3 4 5 (Very satisfied)

Please rate your level of agreement with the following statements.

2. After this session, I have a better understanding of how K-12 students can be involved in food justice initiatives.

(Strongly disagree) 1 2 3 4 5 (Strongly agree)

3. After this session, I know more about how school-community partnerships can contribute to food justice.

(Strongly disagree) 1 2 3 4 5 (Strongly agree)

4. After this session, I know more about the benefits and challenges of school-community partnerships around food justice.

(Strongly disagree) 1 2 3 4 5 (Strongly agree)

5. After this session, I am more interested in learning about or participating in school-community partnerships around food justice.

(Strongly disagree) 1 2 3 4 5 (Strongly agree)

6. Would you be interested in hearing from REAP Food Group about either of these in the future?

- a. Collaborating with REAP Food Group to provide opportunities for students to learn more about the local food system or related topics
- b. Hearing from REAP Food Group about future events/activities related to this topic
- c. Both options
- d. I am not interested in either

(If a, b, or c is selected for #6)

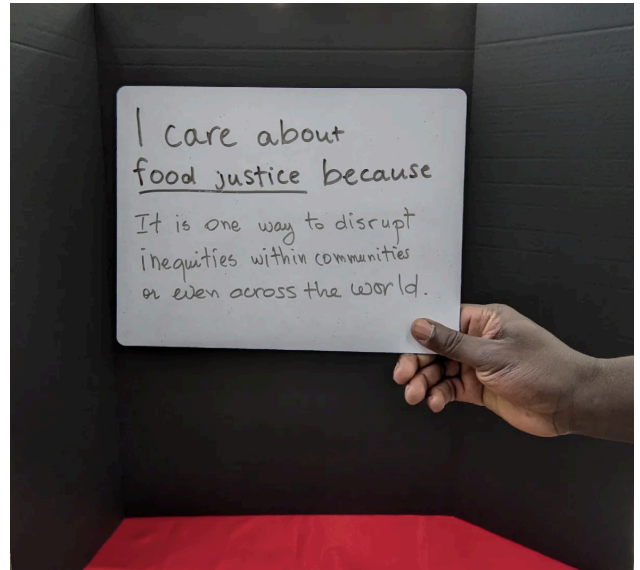
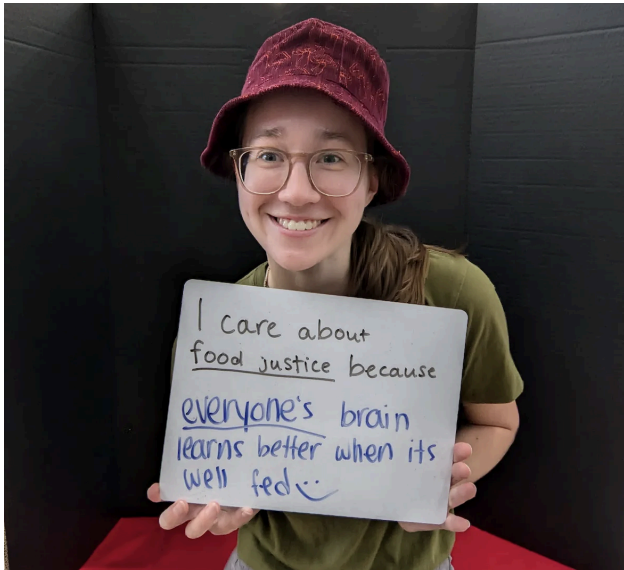
7. Name

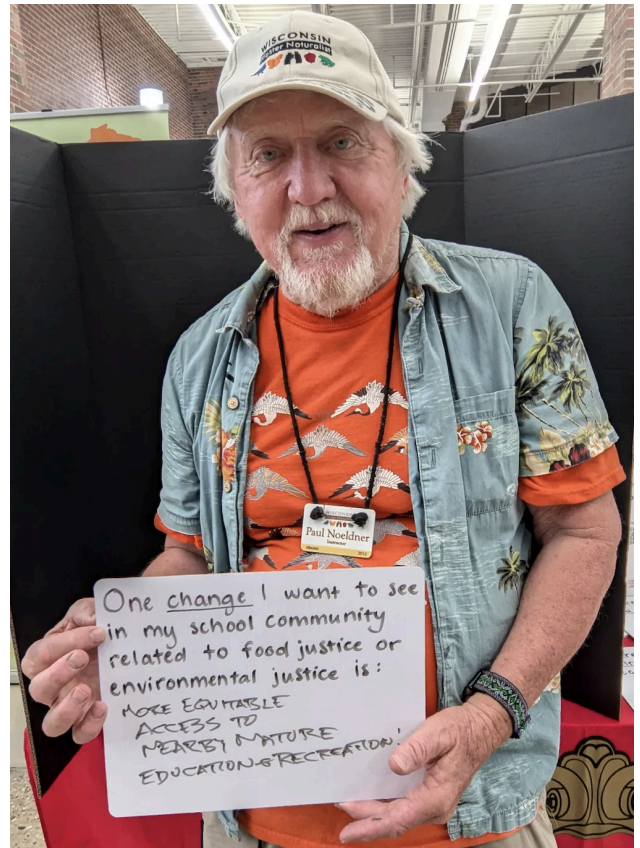
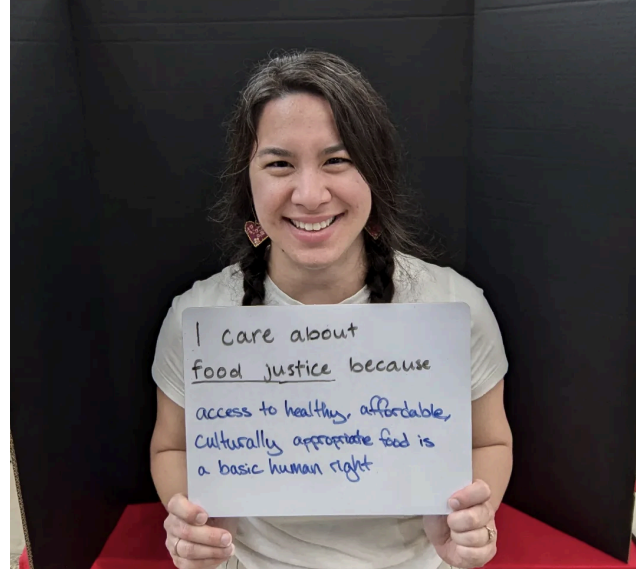
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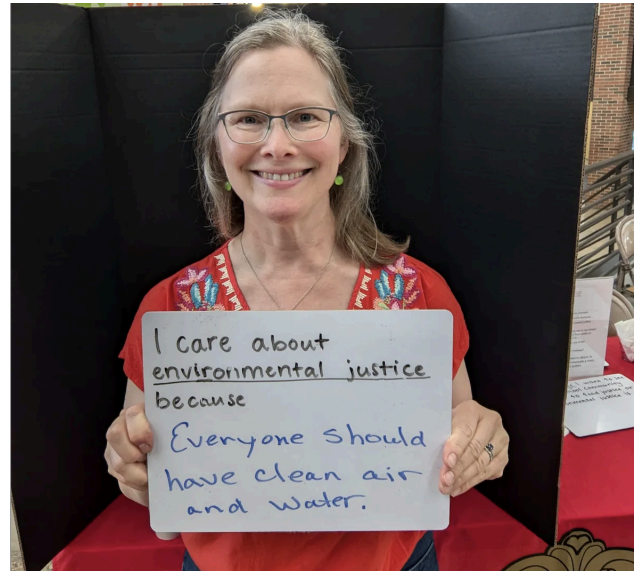
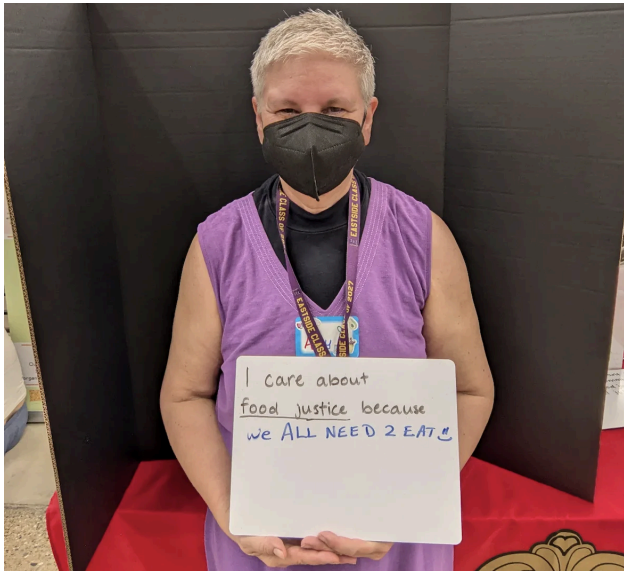
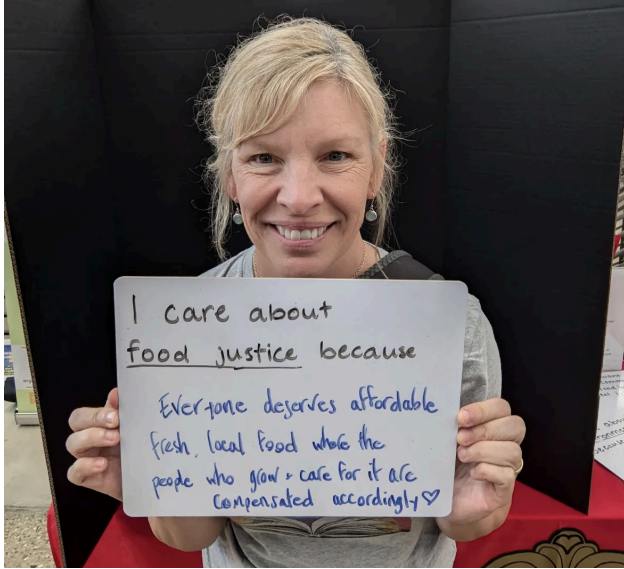
9. Organization (if applicable)

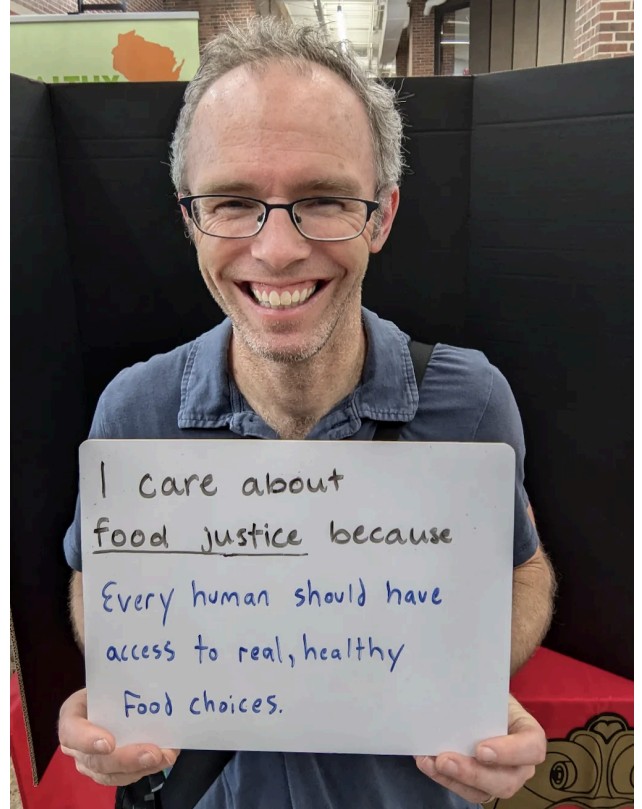
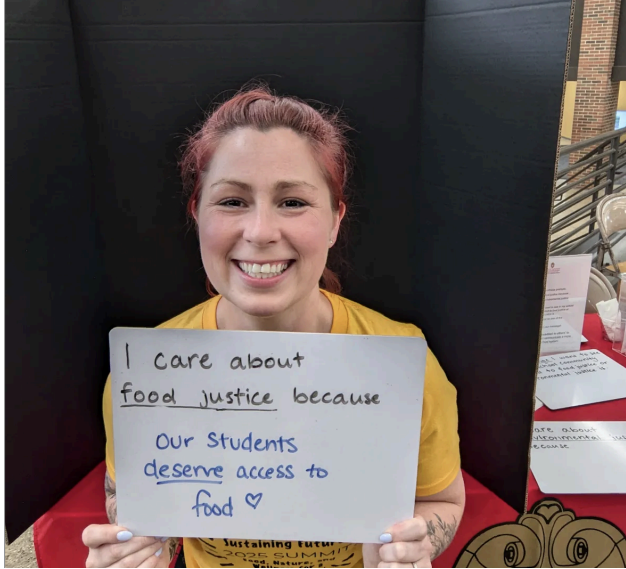
Appendix G:

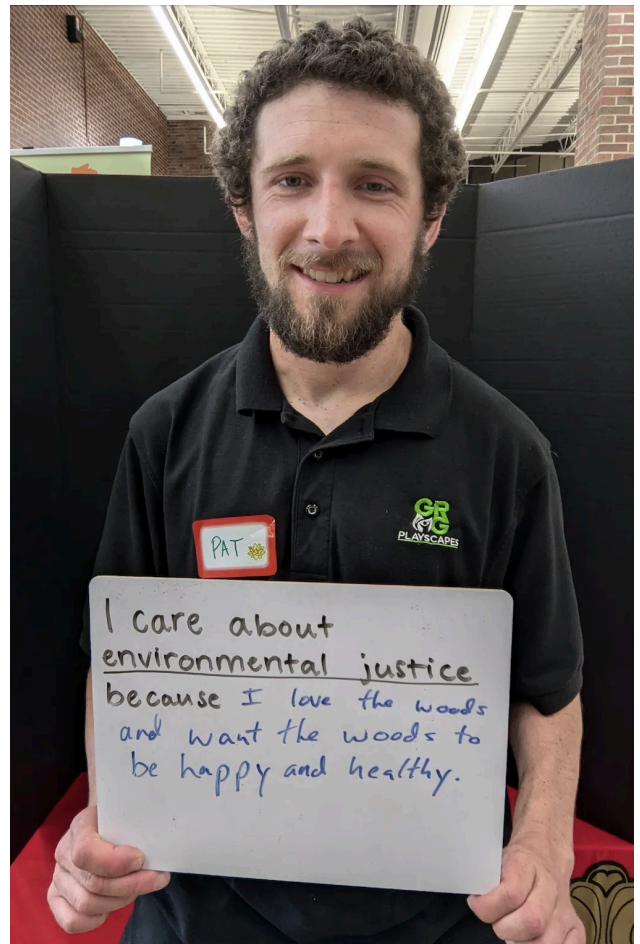
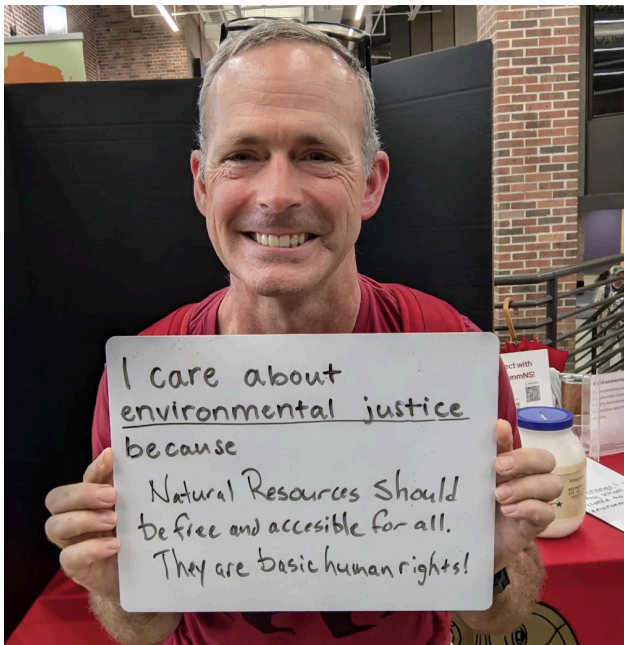
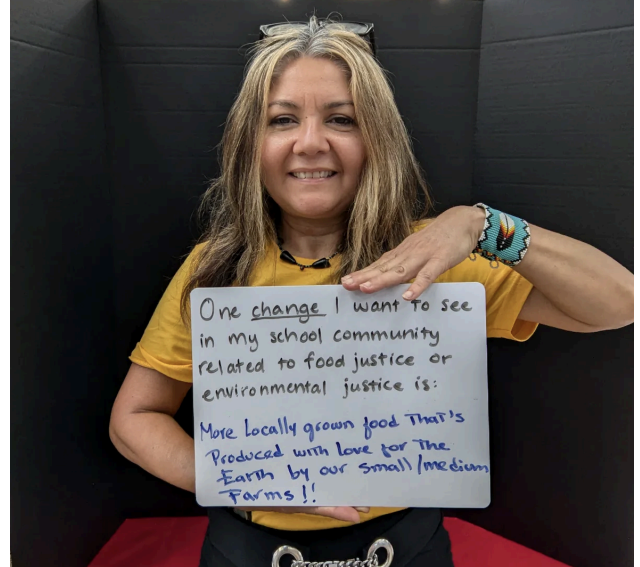
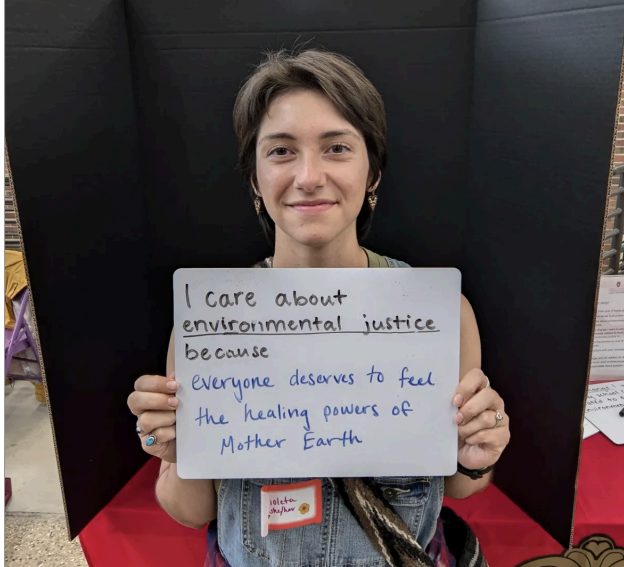
Selection of Photos from Activity at Nourishing Minds, Sustaining Futures Summit











Appendix H: **Protocol for Interviews with MMSD Educators**

I'm with the Center for Community and Nonprofit Studies at UW-Madison, and we're working with REAP Food Group to learn about MMSD educators' experiences in the food justice activities offered through their NIFA Grant program. We're interested in your experience and observations of the activities you have been involved in.

Before we start, I'd like to share a few things about this interview. First, your participation is voluntary and you can decide to stop at any time. If there are any questions you prefer not to answer, you are free to decline and move on to the next question. If you have any questions about this interview now or later, you can contact me.

Lastly, we'd like to record our conversation. The recording won't be shared with anyone outside of our study team. It's only to make sure that we accurately capture your thoughts. Is that alright with you?

[Start Recording.]

- 1. Please share your name, school, and position, as well as the grade levels of the students you work with. Please include the activities you are involved with related to the NIFA Grant with REAP.*
- 2. You were involved in the planning process for the activities developed through the NIFA Grant, along with REAP and the Food Justice Task Force. What was your experience of the planning process? What worked well? What didn't work well?*
- 3. What has been your experience with the activities developed through the NIFA Grant? What has worked well? What hasn't worked well?*
- 4. What has been your experience collaborating with farmers, producers, and others who have participated as speakers or field trip hosts for these activities?*
- 5. From your observation, how have these activities contributed to students' understanding, skills, and continued engagement in food justice? Could you give an example of this?*
- 6. Is there anything else you would like to share with us about your experience or observations?*

Appendix I:

Selection of Photos from Activity at Nourishing Minds, Sustaining Futures Summit

| Date | School | Speaker/Field Trip | Collaborating Business/Organization |
|-------------|---------------|---------------------------|--|
| 4/12/2024 | East | Speaker | Angel and Leticia Torres – Tortilleria Los Angeles |
| 4/23/24 | East | Speaker | Mel and Sei Kidau – Youth Empowerment Int. |
| 4/23/24 | Capital | Speaker | Aida Inuca – Roots for Change |
| 4/24/24 | Capital | Speaker | Rosalba – Roots for Change |
| 5/1/24 | Shabazz | Speaker | Josey Chu – Madame Chu |
| 5/15/2024 | Capital | Speaker | Will Green – Mentoring Positives |
| 9/24/24 | Shabazz | Field Trip | Parisi Farm |
| 10/08/24 | East | Speaker | Heidi Zepeda – Tortilleria Zepeda |
| 11/1/24 | Shabazz | Field Trip | Parisi Farm |
| 11/01/24 | East | Speaker | Yusuf Bin-Rella – TradeRoots and Troy Farms |
| 11/07/24 | Capital | Field Trip | Chris Brockel – FEED Kitchens |
| 11/14/2024 | Capital | Speaker | Mel and Sei Kidau – Youth Empowerment Int. |
| 11/20/24 | Shabazz | Field Trip | Robert Pierce – Neighborhood Food Solutions |
| 11/21/24 | Shabazz | Speaker | Aida Bise – Noble Community Clinics |
| 12/05/24 | Capital | Field Trip | Muriel's Place/Mentoring Positives |
| 12/05/24 | East | Speaker | Nisa Carter – Sista's Chicken and Fish |
| 12/05/24 | Shabazz | Speaker | Yimmuaj Yang – Groundswell |
| 12/10/24 | East | Speaker | Jack Huibregtse – Pasture and Plenty |
| 12/13/24 | East | Speaker | Stella Buckley/Dairy Godmother |
| 2/20/25 | East | Speaker | Ashley Knipshield – Pasture and Plenty |
| 2/26/25 | Capital | Speaker | Priscah Norton – Coffee4All |
| 2/27/25 | Capital | Speaker | Mo Cheeks – Bread & Justice |
| 3/18/25 | East | Speaker | Sara Parthasarathy – Flavor Temptations |

| | | | |
|----------|---------|------------|--|
| 4/2/25 | Capital | Speaker | James Bloodsaw – JustVeggiez |
| 4/23/25 | Capital | Speaker | Ruthanna – Urban Triage |
| 4/24/25 | Shabazz | Speaker | Brian Emerson & Federica Renalli – Rooted |
| 4/28/25 | Capital | Speaker | Qwantese Winters – “The Food Doula” and Oasis Doula Services |
| 5/13/25 | Shabazz | Speaker | Stella Buckley/Dairy Godmother |
| 5/13/25 | Capital | Speaker | Stella Buckley/Dairy Godmother |
| 5/14/25 | Shabazz | Field Trip | Parisi Farm |
| 5/28/25 | Shabazz | Field Trip | Parisi Farm |
| 10/8/25 | East | Speaker | Federica Renalli – Rooted |
| 10/8/25 | East | Speaker | Brian Emerson – Rooted |
| 10/8/25 | Shabazz | Field Trip | Parisi Farm |
| 10/29/25 | Shabazz | Field Trip | Parisi Farm |
| 12/16/25 | Shabazz | Speaker | Chef Gilbert Altschul – Bandit Tacos |
| 1/14/26 | Shabazz | Speaker | Angel and Leticia Torres – Tortilleria Los Angeles |