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To: Joint Working Group on Federal Education Funding

From: Russell Moore, Director, Office of Research and Education Accountability

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Subject: OREA Responses to Questions from Members of the Joint Working Group

Food Waste

A 2019 study by Mathematica Policy Research for USDA on school nutrition and meal costs estimated about 21 percent of calories available in school lunches were wasted. In terms of types of food, the highest waste observed was vegetables (31 percent) and milk (29 percent).

The study was based on data collected in 2015 from January through June.

Data on discarded food (known as plate waste) included observations by trained field interviewers for 6,253 lunch trays in 165 schools and 3,601 breakfast trays in 154 schools. These observations documented the food items taken by students but not consumed.

Specifically the study found:

- Plate waste is a measure of the amount of available food that is discarded (or not consumed). Overall, plate waste in National School Lunch Program lunches was highest for vegetables – an average of 31 percent of the vegetables on observed lunch trays was wasted – followed by milk (29 percent), fruits and 100 percent fruit juice (26 percent), and separate or side grains/breads (23 percent). Mean levels of waste were lower for desserts and other menu items (20 percent), and lowest for entrées and meats/meat alternates (16 and 14 percent, respectively).
- For each type of food, the mean proportion wasted was higher in elementary schools than in middle or high schools and was higher in middle schools than in high schools (though not all differences between middle and high schools were statistically significant).
- One factor that may, in part, explain the differences in plate waste observed across school types is differences in the use of the offer-versus-serve (OVS) option, which allows students to decline some components of a reimbursable meal as a way of providing choice and reducing waste. OVS is mandatory for high schools, but optional for middle schools and elementary schools (81 percent of all elementary and middle schools used OVS at lunch). Multivariate analyses found that, among elementary schools, use of OVS was associated with significantly lower levels of plate waste.

Source: United States Department of Agriculture Food and Nutrition Service, *School Nutrition and Meal Cost Study: Summary of Findings*, Mathematica Policy Research with Abt Associates, Inc., April 2019, https://fns-prod.azureedge.us/sites/default/files/resource-files/SNMCS_Summary-Findings.pdf.

Definition of Migrant Children per ESSA Title I, Part C

MIGRATORY CHILD. The term "migratory child" means a child or youth who made a qualifying move in the preceding 36 months—

- (A) as a migratory agricultural worker or a migratory fisher; or
- (B) with, or to join, a parent or spouse who is a migratory agricultural worker or a migratory fisher.

MIGRATORY AGRICULTURAL WORKER. The term "migratory agricultural worker" means an individual who made a qualifying move in the preceding 36 months and, after doing so, engaged in new temporary or seasonal employment or personal subsistence in agriculture, which may be dairy work or the initial processing of raw agricultural products. If an individual did not engage in such new employment soon after a qualifying move, such individual may be considered a migratory agricultural worker if the individual actively sought such new employment and has a recent history of moves for temporary or seasonal agricultural employment.

MIGRATORY FISHER. The term "migratory fisher" means an individual who made a qualifying move in the preceding 36 months and, after doing so, engaged in new temporary or seasonal employment or personal subsistence in fishing. If the individual did not engage in such new employment soon after the move, the individual may be considered a migratory fisher if the individual actively sought such new employment and has a recent history of moves for temporary or seasonal fishing employment.

QUALIFYING MOVE. The term "qualifying move" means a move due to economic necessity—

- (A) from one residence to another residence; and
- (B) from one school district to another school district, except—
 - i. in the case of a State that is comprised of a single school district, wherein a qualifying move is from one administrative area to another within such district; or
 - ii. in the case of a school district of more than 15,000 square miles, wherein a qualifying move is a distance of 20 miles or more to a temporary residence.

Source: Title I: Improving the Academic Achievement of the Disadvantaged, Section 1309 [20 U.S.C. 6399] Definitions, <https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/essa-legislation-table-contents/title-iii-part-a/>.

Direct Federal Grants

Data from TDOE's 2021-22 Annual Statistical Report (the most current available) shows that local districts received a total of \$108,687,940 in direct federal grants. These grants are federal funds that do not flow through the Tennessee Department of Education or the Tennessee Department of Intellectual and Developmental Disabilities, which receives IDEA Part C grants for early intervention services.

Not all districts receive direct federal funds. In 2021-22, 71 districts received some amount of federal funds directly. The recipients receiving the most include Memphis-Shelby County Schools, at \$47.2 million, and Metro Nashville Public Schools at \$33.5 million. Other districts receiving more than \$2 million in direct federal funds were

- Anderson County - \$4.7 million,
- Bartlett City - \$2.1 million,
- Bedford Co. - \$2.2 million,
- Montgomery Co. - \$2.7 million, and
- Murfreesboro City - \$2.5 million.

Direct federal grants include, for example, those for

- Impact Aid (ESSA Title VII) – federal funds to aid the provision of education services to federally connected children. These funds are paid to LEAs that lose property taxes due to federal acquisition of property, that educate children who live on federal property and whose parents are employed on federal property (for example, military bases), children whose parents are in the uniformed services or employed on federal properties and do not live on federal property, and other situations.
- ROTC reimbursement
- Energy grants
- COVID relief grants (non-recurring)

Source: Tennessee Department of Education's Annual Statistical Report, 2021-22, Table 15, <https://www.tn.gov/education/districts/federal-programs-and-oversight/data/departments-reports/2022-annual-statistical-report.html>.

UT English Language Institute

The English Language Institute at the University of Tennessee, Knoxville, offers intensive language instruction to individuals age 16 and older in the Knoxville area with the goal of preparing them for undergraduate or graduate work at universities in the United States. The institute typically works with international students and does not receive ESSA Title III federal funding.

The Tennessee Language Center at the Institute for Public Service (formerly the Tennessee Foreign Language Institute) offers English language lessons to adults and refugees and offers training to teachers of English as a second language. In 2018, when the center became part of the UT Institute for Public Service, its statutory mission was established to provide coordination and foreign language services to state and local government entities, as well as to private entities.

Sources: The University of Tennessee English Language Institute, <https://eli.utk.edu/>. UT Tennessee Language Center, English Classes & Programs, <https://tlc.tennessee.edu/esl/>.