

OKLAHOMA STATE DEPARTMENT OF EDUCATION

**American Rescue Plan,
Elementary and Secondary
Education Relief Fund FAQs**

May 19, 2021



OKLAHOMA
Education



On March 24, 2021, the U.S. Department of Education (USDE) awarded the first two-thirds of the American Rescue Plan's (ARP) Elementary and Secondary School Emergency Relief (ESSER) Fund to the Oklahoma State Department of Education (OSDE). In a timely and expedited manner, the OSDE is releasing the allocation to local educational agencies (LEAs) understanding the immediate needs of Oklahoma school districts to begin using these funds as authorized and for the purposes of preventing, preparing for and responding to COVID-19. The OSDE recognizes the extraordinary efforts made by school districts, educators and communities to support students during the COVID-19 pandemic and these funds are necessary to continue those strategic investments. As such, OSDE is releasing these Frequently Asked Questions as additional guidance alongside the ESSER III application.

What is the American Rescue Plan Act of 2021 (ARP)?

The federal American Rescue Plan Act of 2021 (ARP) appropriates additional coronavirus stimulus relief for public schools. Signed into law March 11, 2021, the ARP Act appropriates roughly \$1.9 trillion in coronavirus relief funding for individuals, businesses, corporations, public health and education. Like previous relief bills, most of the education funding is provided through the Education Stabilization Fund.

What is the Education Stabilization Fund (ESF)?

The Education Stabilization Fund is an appropriation of approximately \$165.109 billion to remain available through September 30, 2024 (with the Tydings Amendment), and be allocated as follows:

- \$122.775 billion for grants to state education agencies via the Elementary and Secondary School Emergency Relief Fund ("ESSER III"). (Section 2001);
 - \$800 million of this amount is reserved for the Secretary of Education to identify homeless children and youth, and provide such children with wrap-around services and assistance to enable them to attend school and participate fully in school activities. (Section 2001).
 - From remaining amounts, grants to each State Educational Agency (SEA) as set forth below
- \$2.75 billion for the Emergency Assistance to Non-Public Schools Program ("EANS") (Section 2002); and
- \$39.585 billion for the Higher Education Emergency Relief Fund. (Section 2003).

Note: The Bureau of Indian Education (BIE) and the outlying areas (U.S. Virgin Islands, Guam, American Samoa and Northern Mariana Islands) are not receiving appropriations under the ESF as was the case in prior relief measures, but rather separate appropriations of \$850 million each.

What is the "Elementary and Secondary School Emergency Relief Fund" (Section 2001)?

The Act appropriates \$122.775 billion for the Elementary and Secondary School Emergency Relief ("ESSER") Fund. The first \$800 million will be used by the Secretary of Education to identify homeless children and youth and provide them with wrap-around services and assistance needed to attend school and fully participate in school activities. The amount of each grant for identifying and serving homeless children and youth is allocated to each State in the same proportion as each State received under part A of Title I in the most recent fiscal year.

Of the remaining funds, both LEAs (Local Educational Agencies) and SEAs must set aside a specified amount (20% and 5% respectively) to address student learning loss, with all other monies being eligible for any activity authorized by the Elementary and Secondary Education Act (ESEA) in addition to activities to help with the response to COVID-19. Oklahoma received \$1.494 billion in K-12 funding, more than doubling the state's allocation from ESSER II. OSDE will refer to ESSER funds provided and received under the ARP as "ESSER III."



How will the OSDE determine district allocations under the Elementary and Secondary School Emergency Relief Fund?

SEAs must award at least 90 percent of ESSER Funds to LEAs. Oklahoma will award \$1,344,224,000 to LEAs. LEA allocations are to be based on the proportion of Title I, Part A funds received in the most recent federal fiscal year (FY 2020). For example, if an LEA received 10 percent of a state's Title I, Part A funds in the most recent fiscal year, it would receive 10 percent of the available ESSER funds. **The OSDE does not have authority to distribute these funds (e.g., the 90 percent reserved for LEAs) in any manner other than according to the federal FY 20 Title I formula under the Act.**

When will districts receive these funds?

The Act requires SEAs to make ESSER subgrant allocations to LEAs within 60 days of receiving these funds from the Secretary of Education (i.e., by May 24, 2021). OSDE has provided LEAs with the projected amount of funding each will receive upon approval of its application for funds. A district may begin to obligate the funds once it submits an application to the OSDE and has received approval.

How much time do LEAs have to spend these funds?

After awards are made, the funds remain available for obligation through Sept. 30, 2023. Any expenses for fiscal year 2023 must be encumbered by June 30, 2023. Additionally, through the Tydings Amendment, remaining funds may be carried forward into the next fiscal year for a complete period of availability through Sept. 30, 2024.

Do LEAs have to submit an application for funds?

Yes. LEAs will apply for funding through an application developed by the OSDE and released to school districts in the Grants Management System (GMS). On Wednesday, May 19, 2021, OSDE released the application to school districts. To simplify the application and allow school districts additional time to develop plans (see below) as required in the ARP, LEAs may submit the application in a two-part process. Under Part 1, school districts will submit to OSDE an application that is in substantially approvable form. To do so, the school district must fully and accurately submit an application that completes the following parts: 1) Contact information; 2) Assurances; 3) Budget, including by function and object code; and 4) description of the district's plan to address learning loss through implementation of evidence-based interventions. Once submitted and approved, the school district will be authorized to immediately begin obligating ESSER III funds. Subsequently, school districts will be required to submit and have approval of Part 2 of the application. Part 2 will require submission of the district's Safe Return and Continuity of Services Plan and the district's ARP ESSER Plan. For additional information on these required plans, see below.

Of the ESSER III funds awarded to LEAs, are there set-aside requirements for mandatory uses?

Yes. LEAs are required to reserve a minimum of 20% of ESSER III funds to address learning loss by implementing evidence-based interventions, such as:

- Summer learning or summer enrichment programs
- Extended day programs
- Comprehensive afterschool programs
- Extended school year programs



LEAs must also ensure that the chosen interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of the coronavirus on the student subgroups described in section 1111(b)(2)(B)(xi) of ESEA (20 U.S.C. 6311(b)(2)(B)(xi)), (which include each major racial and ethnic group; economically disadvantaged students as compared to students who are not economically disadvantaged; children with disabilities as compared to children without disabilities; English proficiency status; gender; and migrant status), students experiencing homelessness, and children and youth in foster care.

What are the allowable uses, after the 20% set-aside has been reserved?

The allowable uses identified in the ARP Act include the following. Please note the addition of number 15 to the allowable uses.

1. Any activity authorized by the ESEA of 1965, the Individuals with Disabilities Education Act (IDEA), the Adult Education and Family Literacy Act, and the Perkins Career and Technical Education Act.
2. Coordination of preparedness and response efforts with State, local, tribal and territorial health departments to prevent and prepare a response to the coronavirus.
3. Any activity to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
4. Developing and implementing procedures and systems to improve school preparedness and response efforts.
5. Training and offering professional development for staff on sanitation and minimizing the spread of disease.
6. Purchasing cleaning supplies for the cleaning of LEA facilities, including those operated by the LEA.
7. Planning for and coordinating services during long-term closures, including providing meals, technology for online learning, guidance for carrying out IDEA services, etc.
8. Purchasing educational technology (including hardware, software and connectivity) to conduct online learning for students served by the LEA. This use may include assistive technology or adaptive equipment for students with disabilities.
9. Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.
10. Planning and implementing activities related to summer learning and supplemental after-school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness and children in foster care.
11. Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the LEA, including by
 - a. Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction;
 - b. Implementing evidence-based activities to meet the comprehensive needs of students;
 - c. Providing information and assistance to parents and families on how they can effectively support students, including in a distance-learning environment; and
 - d. Tracking student attendance and improving student engagement in distance education.



12. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
13. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
14. Developing strategies and implementing CDC-aligned public health protocols to prioritize reopening schools while maintaining the health and safety of students and staff.
15. Other activities necessary to maintain the operation and continuity of services in LEAs and continuing to employ the LEA's existing staff. See Section 313(d).

Within the application for funds, OSDE will provide school districts with specific object and use codes that are authorized for the allowable uses.

Will use of the 90 percent, or \$1.344 billion, allow for LEAs to spend the funds on things outside of the major ESEA programs?

Yes. Similar to the CRRSA Act, funds may be used for any activity authorized by the Elementary and Secondary Education Act (ESEA), Individuals with Disabilities Education Act (IDEA), the Adult Education and Family Literacy Act, the Perkins Career and Technical Education Act or the McKinney-Vento Homeless Assistance Act. In addition, these funds can be used for other activities to help with the response to COVID-19, including preparedness and response efforts, sanitation, professional development, distance learning and other matters. Many such activities are likely to be districtwide in nature. However, if an LEA chooses to spend funds to benefit individual schools – for example, to provide principals and other school leaders with resources to address their school's individual needs (Sec. 313(d)(3)) – then the dollars may benefit any school regardless of Title I status. OSDE encourages LEAs to consider how to meet the unique needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, children in foster care and other vulnerable populations.

Are there restrictions on how the funds can be used by LEAs?

Other than the requirement that LEAs uses 20% of awarded funds to address learning loss, there are no new restrictions and existing restrictions will continue to apply. The agreement and assurances that OSDE will provide to the U.S. Department of Education (USDE), and in turn which each LEA must agree and assure to OSDE, will govern any restrictions on how the funds can be used. Further, the Uniform Grant Guidance (UGG) requirements in federal regulations, as well as other applicable laws and regulations, will continue to apply to activities charged to the use of these funds. For example, all expenditures must be reasonable and necessary to meet the overall purpose of the program, which is to “prevent, prepare for, and respond to” the COVID-19 pandemic.

What facility repairs and improvements are school districts able to make with the ESSER III funds?

One of the authorized uses is for facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

The OSDE has recently released a [memorandum](#) detailing what construction activities are allowable with the ESSER III funds. School districts should review this memorandum and consult with independent



legal counsel and the OSDE prior to engaging in construction activities that are to be paid for with ESSER III funds. In particular, and as noted in the memorandum, any expenditure over \$5,000 for purposes of construction activities must have prior approval from OSDE.

How do the Act's ESSER funds differ from Title I funds?

The ESSER Fund is a separate funding source from Title I. Although the funds are distributed to SEAs and LEAs based on Title I allocations, they are not Title I funds. These two funding streams differ in various ways. Supplemental ESSER funds provided under the Act

- Do not count toward an LEA's Title I, Part A carryover limit;
- Are not governed by Title I spending rules;
- Are not limited to Title I-eligible students and schools, and therefore ESEA ranking and serving requirements do not apply;
- Do not need to include a set-aside for school improvement;
- Are not required to follow ESSA supplement, not supplant rules; and
- Are not "replacement funds" for state aid and must be spent only on allowable activities.
- Are only Title I school sites eligible to receive support through the Act?

No. Even though the Title I formula dictates how much money the district receives, once the district receives funding, it may support any of its schools, both Title I and non-Title I. There are many allowable uses under the Act, including Title I, II, III, IV, 21st Century CLC, Perkins, McKinney-Vento and additional uses such as cleaning, mental health, summer school and more. Therefore, once the LEA receives funding, the Title I rules (i.e., for Title I schools only, Title I-eligible children only and rank and serve requirements) do not apply to the supplemental ESSER funding allocated under the Act.

SAFE RETURN AND CONTINUITY OF SERVICES PLAN

What plans are school districts required to develop relating to their uses of the ARP funds?

In the ARP Act, each LEA receiving ESSER funds is required to develop and make publicly available a plan for the safe return to in-person instruction and continuity of services on its website. Before making the plan publicly available, the LEA must seek public comment and take feedback into account during the plan's development. The plan must be published no later than 30 days after the LEA *receives* its allocation of ESSER III funds. An LEA will *receive* its allocated funds by May 24 such that the Safe Return and Continuity of Services Plan must be developed and posted on the LEA website by **June 22**. Lastly, if an LEA has already developed a plan for the safe return to in-person instruction that meets the all requirements, the requirement will be satisfied (important: see "Does an LEA have to develop a new Safe Return and Continuity of Services plan if the LEA already developed one?" on page 7 for more information).

Has the USDE established any other requirements for LEA plans?

Yes, on April 22, the USDE formally proposed and made effective immediately an [Interim Final Rule](#) (IFR) with expanded requirements on the ARP's required Safe Return and Continuity of Services Plan and also established a required ARP ESSER Plan.



What additional requirements are included in the IFR relating to the Safe Return and Continuity of Services Plan?

As provided in the IFR, the contents of an LEA's Safe Return and Continuity of Services plan must include how it will maintain the health and safety of students, educators and other LEA staff, and the extent to which it has adopted policies, a description of any such policies, *on each of the CDC's safety recommendations*.

More particularly, the CDC safety recommendations to be addressed are:

1. Universal and correct wearing of masks;
2. Modifying facilities to allow for physical distancing (e.g., use of cohorts/pods);
3. Handwashing and respiratory etiquette;
4. Cleaning and maintaining healthy facilities, including improving ventilation;
5. Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments;
6. Diagnostic and screening testing;
7. Efforts to provide vaccinations to school communities;
8. Appropriate accommodations for children with disabilities with respect to health and safety policies; and,
9. Coordination with State and local health officials.

Moreover, each plan must describe how the LEA will ensure a continuity of services, including but not limited to services to address students' academic needs and students **as well as** staff members' social, emotional, mental health and other needs, which may include student health and food services.

Does the IFR impose additional consultation requirements beyond those required by the ARP Act?

No. The ARP Act requires that each LEA seek public comment and take such comments into consideration when developing its Safe Return and Continuity of Services plan. The IFR does not clarify what methods or how an LEA is to seek and receive public comments relating to the Safe Return and Continuity of Services plan. However, please see additional information below concerning the LEA ARP ESSER Plan as the consultations and information required there may cause an LEA to develop each plan as one, combining the requirements.

Does an LEA have to develop a new Safe Return and Continuity of Services plan if the LEA already developed one?

Not necessarily. If a district has already established a plan and met all required components, then this requirement may be deemed to have been satisfied. However, with the additional requirements from the IFR, we urge you to review and make certain that your previous plan addressed *all* required components (see question above regarding the nine additional requirements from the IFR). If you previously developed a plan, but it had not addressed all required components, the LEA must revise that plan accordingly within six months after its last review.

Stated otherwise, if a district has not previously developed a Safe Return and Continuity of Services Plan *or* developed one that did not satisfy the public comment and public posting requirements, you must do so, and have it publicly posted by June 22, 2021. **However, if a district previously developed a plan which included an opportunity for public comment and took that feedback into account during the plan's development, then the district has six months to review and update the plan consistent with the nine requirements of additional plan components set forth in the IFR.** Districts are required to submit the Safe Return Plan, and proof that it was published on the district website by June 22, upon submission of Part 1 of the ARP ESSER application, which shall occur no later than August 19, 2021.



Does the IFR require periodic reviews and updates of the Safe Return and Continuity of Services plan?

Yes. LEAs must update their Safe Return plan at least every 6 months through September 30, 2023, and must seek public input on the plan and any revisions, and must take such input into account.

ARP ESSER PLAN

What is the ARP ESSER Plan?

In addition to the Safe Return and Continuity of Services plan, the IFR requires the OSDE and each LEA to develop a plan for the expenditure of ESSER funds.

What are the requirements for the ARP ESSER Plan under the IFR?

Each LEA that receives ARP ESSER funds must develop, submit to the SEA on a reasonable timeline determined by the OSDE, and make publicly available on the LEA's website, a plan for the LEA's use of these funds. The plan, and any submitted revisions consistent with SEA procedures, must include, at a minimum, a description of:

- The extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning;
- How the LEA will use the 20% of funds reserved under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year;
- How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act; and
- How the LEA will ensure that interventions, including but not limited to the those implemented under section 2001(e)(1) of the ARP Act addressing the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

Are there requirements for public comment relating to the ARP ESSER Plan?

Yes. According to the IFR, in developing its plan, an LEA must engage in consultation with stakeholders and give the public an opportunity to provide input. Specifically, the LEA must engage in meaningful consultation with students, families, school and district administrators (including special education administrators), teachers, principals, school leaders, other educators, staff and unions, as applicable. Additionally, an LEA must engage in meaningful consultation with each of the following, to the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students.



Each LEA's plan must be:

- In an understandable and uniform format;
- To the extent practicable, written in a language that parents can understand, or if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent;
- Upon request by a parent who is an individual with a disability as defined by the ADA, provided in an alternative format accessible to that parent; and
- Be made publicly available on the LEA's website.

When is the ARP ESSER Plan due?

The IFR states that LEAs must submit the ARP ESSER Plan to OSDE within a reasonable timeline determined by the OSDE. Further, in the USDE's template for the ARP ESSER State Plan (which OSDE is required to complete and submit by June 7), the USDE advises that the reasonable timeline should not exceed ninety (90) days. As a result, the OSDE has designated **August 19** as the date by which LEAs must post their ARP ESSER Plan on the LEA website. August 30 is the due date for LEAs to submit the final ARP ESSER Plan to OSDE.

OTHER CONSIDERATIONS

Are there funds allocated to the State educational agency (SEA)? Do SEAs have any special expenditure requirements for their reserved funds?

Yes. Of the funds not otherwise allocated to LEAs under ESSER III, the SEA may reserve remaining funds to address the following, within the percentages required:

- Not less than 5% to address, directly or through grants or contracts, learning loss. This may be done through implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs or extended school year programs. Further, the interventions must respond to the students' academic, social and emotional needs and address the disproportionate impact of COVID-19 on student subgroups, including students experiencing homelessness and children in foster care.
- Not less than 1% to address, directly or through grants or contracts, evidence-based summer enrichment programs. These programs must, at a minimum, respond to the students' academic, social and emotional needs. Further, the programs and interventions must address the disproportionate impact of COVID-19 on student subgroups, including students experiencing homelessness and children in foster care.
- Not less than 1% to address, directly or through grants or contracts, evidence-based comprehensive after-school programs. These programs must, at a minimum, respond to the students' academic, social and emotional needs. Further, the programs and interventions must address the disproportionate impact of COVID-19 on student subgroups, including students experiencing homelessness and children in foster care.

Finally, for purposes of administering these evidence-based programs and to address issues in responding to COVID-19, the SEA may reserve not more than 0.5% for administrative costs. If the SEA does not award the funds within one year of receiving them, the funds must be returned to the U.S. Secretary of Education for reallocation to remaining States.



What maintenance of effort (MOE) considerations apply to ESSER funding?

To receive ESSER funds, states must assure they will maintain support for elementary and secondary education, and for higher education in fiscal years 2022 and 2023, at least at the proportional levels of the state's support for elementary and secondary education and for higher education relative to the state's overall spending, averaged for FY 2017-2019. USDE may waive this requirement for states that have "incurred fiscal burdens preventing, preparing for, and responding to the coronavirus".

What is 'Maintenance of Equity' and how does it apply to ESSER funding?

In addition to maintenance of effort provisions, ARP requires SEAs and LEAs to ensure funding/staffing levels are maintained for identified high-need/high-poverty LEAs and schools, and thus maintain equity. For fiscal years 2022 and 2023, SEAs must assure that State level funding on a per-pupil basis will not be reduced beyond a specified level for any "high need" or "highest poverty" LEAs. For fiscal years 2022 and 2023, LEAs must also assure that per-pupil funding for certain "high poverty schools" is maintained above the LEA's average funding and full-time staff losses for the fiscal year. More specifically,

- SEAs may not reduce per-pupil funding for identified *high-need* LEAs by an amount that exceeds any overall per-pupil reduction in State funds, across all LEAs, in a given fiscal year. SEAs may not reduce funding for identified *high-poverty* LEAs below the funding received in fiscal year 2019.
- LEAs may not reduce per-pupil funding for identified *high-poverty schools* by an amount that exceeds any total reduction in per-pupil funding for all LEA schools divided by the number of students enrolled in all LEA schools for the fiscal year. Additionally, LEAs may not reduce per-pupil, full-time equivalent staff for identified *high-poverty schools* by an amount that exceeds the total reduction in full-time equivalent staff for all LEA schools divided by the number of students enrolled in all LEA schools for the fiscal year.

How are "Highest Poverty" LEAs determined?

"Highest poverty local educational agency" is defined as a local educational agency that is among the group of local educational agencies in the State that:

- In rank order, have the highest percentages of economically disadvantaged students in the State, on the basis of the most recent satisfactory data available from the Department of Commerce (or, for local educational agencies for which no such data are available, such other data as the Secretary of Education determines are satisfactory); and
- Collectively serve not less than 20 percent of the State's total enrollment of students served by all local educational agencies in the State.

What is a "High-Need" LEA?

"High-need local educational agency" is defined as a local educational agency that is among the group of local educational agencies in the State that:

- In rank order, have the highest percentages of economically disadvantaged students in the State, on the basis of the most recent satisfactory data available from the Department of Commerce (or, for local educational agencies for which no such data are available, such other data as the Secretary of Education determines are satisfactory); and
- Collectively serve not less than 50 percent of the State's total enrollment of students served by all local educational agencies in the State.



What is a “High Poverty School”?

“High-poverty school” is defined as a school that is in the highest quartile of schools served by a LEA based on the percentage of economically disadvantaged students served, as determined by the State. The State must select a measure of poverty established by Secretary of Education and apply the measure consistently to all schools statewide.

Are there any exceptions to the maintenance of equity requirement for LEAs?

The LEA maintenance of equity requirements will not apply to LEAs meeting one of the following criteria in fiscal years 2022 and 2023:

- LEA has a total enrollment of less than 1,000 students.
- LEA operates a single school.
- LEA serves all students within a single grade span in a single school.
- LEA demonstrates an exceptional or uncontrollable circumstance, such as unpredictable changes in enrollment or a precipitous decline in financial resources, as determined by the Secretary of Education.

What reporting requirements exist for ESSER III funds?

Each SEA that receives ESSER III funds must meet the CARES Act reporting requirements that apply to ESSER funds and submit a report to the Secretary within six months of award. That report must contain a detailed accounting of the use of ESSER III funds that includes how the State is using funds to measure and address learning loss among students disproportionately affected by the coronavirus and school closures, including: low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care. LEAs are required to comply with these reporting requirements as well and will be done through OSDE’s Grants Management System (GMS). ESSER III funds must be tracked and reported separately from ESSER I and II funds.

How can suspected fraud, waste or abuse of CARES funding be reported?

The USDE has identified the following measures that may be taken to report suspect fraud, waste or abuse of the handling of federal funds.

- [File a complaint online with the OIG](#)
- [Contact information for the OIG Hotline](#) (1-800-MIS-USED; 1-800-647-8733)
- [OIG Hotline Poster](#)

Questions?

For questions regarding these FAQs, contact Brad Clark, General Counsel, at 405-521-4906, Carolyn Thompson, Deputy Chief of Staff/Chief of Government Affairs, at 405-521-3520, or the Office of Federal Programs at 405-521-2846.

DISCLAIMER: All the information above is based upon the Oklahoma State Department of Education’s (OSDE) review of laws, regulations and guidance available to date. This information is subject to change as final guidance and information is released by the U.S. Department of Education (USDE).



