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Washington Township Public Schools

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New Jersey K to 12 Education

Collaborative Monitoring Report
May 2026

District: Washington Township Public Schools
County: Gloucester
Dates Monitored: February 3, 4, 5 and 6, 2026
Case Number: CM-05-26

Funding Sources:

Program	Funding Award
Title I, Part A	1,044,829
Title I SIA	0
Title II, Part A	188,589
Title III	16,875
Title III Immigrant	4,420
Title IV, Part A	64,829
IDEA Part B, Basic and Preschool	2,491,719
Perkins V	40,252
Total Funds	3,851,513

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Background

The Every Student Succeeds Act (ESSA), the Individuals with Disabilities Education Act (IDEA) and other Federal education laws require local education agencies (LEAs - school districts and charter schools) to provide programs and services to schools within their local jurisdiction. The provision of these programs and services is based on the pertinent authorizing statutes specified in each of the Federal education laws.

The laws further require that state education agencies, in this case, the New Jersey Department of Education (NJDOE) to monitor the implementation and execution of Federal programs by the subrecipients. The monitors thereby determine whether the funds are being properly used by the district for their intended purposes and achieving the overall objectives of the funding initiatives.

Introduction

The NJDOE visited the Washington Township Public Schools (WTPS or district) virtually, except where noted, to monitor the district's use of Federal funds. The NJDOE also examined related program plans, as applicable, to determine whether the district's programs are meeting the intended purposes and objectives, as specified in the current year's applications and authorizing statutes.

The goal of the monitoring is to determine whether the funds were spent in accordance with the requirements of each program, Federal and state laws, and applicable regulations. The monitoring of WTPS included staff interviews, as well as the review of documents and records related to the requirements of these programs:

- Title I, Part A (Title I);
- Title II, Part A (Title II-A);
- Title III, Part A (Title III);
- Title III Immigrant;
- Title IV, Part A (Title IV-A);
- IDEA Part B - Basic and Preschool; and
- Perkins V.

The scope of work performed included the review of records and documentation such as:

- accounting records
- annual audits
- board of education (board) meeting minutes
- grant applications program plans and needs assessments
- grant awards
- payroll records

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- purchase orders

The scope of work also included interviews with appropriate district staff regarding the administration of the aforementioned programs/grants.

Expenditures Reviewed

The grants and programs reviewed included Title I, Title II-A, Title III, Title III Immigrant, Title IV-A, IDEA Basic and Preschool, and Perkins V from July 1, 2025 through January 15, 2026. A sampling of purchase orders and/or salaries and wages was selected from each program and reviewed for examination.

General Overview of Used of Federal Funds

Title I, Part A Projects

The purpose of Title I is to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.

WTSP is a K–12 district that operates a targeted assistance program in its four (4) Title I-funded schools. The district utilizes FY 2026 Title I funds primarily for instructional staff in-class support, instructional staff pull-out programs, instructional materials and supplies, extended day/year programs, professional development activities, parent and family engagement, and social-emotional learning.

Title II-A Projects

The purpose of Title II-A is to:

1. increase student achievement consistent with the challenging State academic standards;
2. improve the quality and effectiveness of teachers, principals and other school leaders;
3. increase the number of teachers, principals and other school leaders who are effective in improving student academic achievement in schools; and
4. provide low-income and minority students greater access to effective teachers, principals and other school leaders.

WTSP utilizes Title II-A funds for ongoing instructional and behavioral coaching, including collaborative training with IDEA funded staff and external coaching to support the district's transition to the Science of Reading using Amplify DIBELS 8. The district has also held literacy training through Small Moves, Big Impact for English Language Arts and Mathematics teachers to strengthen professional learning communities and improve communication.

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Additional Title II-A funded activities include monthly executive coaching for administrators and structured learning walks designed to monitor implementation, highlight effective teachers, and support Danielson-aligned coaching.

Title II-A funds further support staff training related to major technology transitions, including the adoption of the Genesis Learning Management System.

Title III Projects

The purposes of the Title III, Part A and Title III, Immigrant program include the following:

1. help ensure that multilingual learners (MLs), including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English;
2. assist all English learners, including immigrant children and youth, to achieve high levels in academic subjects so that all MLs can meet the same challenging State academic standards that all children are expected to meet;
3. assist teachers (including preschool teachers), principals and other school leaders, State educational agencies, local educational agencies, and schools in establishing, implementing, and sustaining effective language instruction educational programs designed to assist in teaching MLs, including immigrant children and youth;
4. assist teachers (including preschool teachers), principals and other school leaders, State educational agencies, and local educational agencies to develop and enhance their capacity to provide effective instructional programs designed to prepare MLs, including immigrant children and youth, to enter all English instructional settings; and
5. promote parental, family, and community participation in language instruction educational programs for the parents, families, and communities of MLs.

Note: The term multilingual learner is synonymous with “English learner” or “English language learner.” Sources which are cited from the United States Department of Education may still reference the use of the term English learner or EL. The NJDOE recognizes that multilingual learners may enter New Jersey’s schools with a level of proficiency in a world language other than English. The NJDOE will use “Multilingual Learner” and “ML,” respectively, to shift to asset-based language and honor a student’s primary language.

In FY 2026, WTPS is utilizing its Title III, Part A funds for supplemental, education technology resources.

WTPS has outlined plans in the ESEA application to use its Title III funds for the following:

1. enhancing and improving the implementation of language instruction educational programs;
2. professional development for teachers and other personnel working with MLs;

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3. parent, family, and community engagement;
4. extended day programs; and
5. supplemental materials.

Title III Immigrant Projects

The purposes of the Title III Immigrant program include:

1. family literacy, parent and family outreach, and training activities designed to assist parents and families to become active participants in the education of their children;
2. recruitment of, and support for, personnel, including teachers and paraprofessionals who have been specifically trained, or are being trained, to provide services to immigrant children and youth;
3. provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;
4. identification, development, and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with awarded funds;
5. basic instructional services that are directly attributable to the presence of immigrant children and youth in the local educational agency involved, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instructional services;
6. other instructional services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the United States, such as programs of introduction to the educational system and civics education; and
7. activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents and families of immigrant children and youth by offering comprehensive community services.

WTPS has outlined plans in the ESEA application to use its Title III Immigrant funds to purchase curricular materials for MLs.

Title IV-A Projects

The purpose of Title IV-A is to improve students' academic achievement by increasing the capacity of LEAs to:

1. provide all students with access to a well-rounded education;
2. improve school conditions for student learning; and
3. improve the use of technology in order to improve the academic achievement and digital literacy of all students.

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WTPS is using its Title IV-A funds to deliver an internal Artificial Intelligence-focused professional development conference, compensate staff for technology related training, and purchase device chargers.

Title IV-A funds also support staff training on chronic absenteeism and bullying, expansion of peer and “trusted adult” mentoring, and after school tutoring to support students requiring additional academic assistance in Mathematics.

In addition, the district uses Title II-A funds to address challenges with advanced placement participation, implement an athletic tracking system for students, and enhance VPA¹ programming through the purchase of pottery equipment and VPA academy activities.

IDEA

The purpose of the IDEA Grant is to provide Federal entitlement funds to assist with the excess cost of providing special education and related services to students with disabilities. FY 2026 IDEA Basic and Preschool funds are being used to reduce district tuition costs for students receiving special education services in approved private schools for students with disabilities. These funds are also used to support the salaries of staff members who provide services to students with disabilities, and to purchase instructional resources and materials for these students.

Perkins V

Perkins V is a Federal education program that invests in secondary and postsecondary career and technical education (CTE) programs. It is dedicated to increasing learner access to high-quality CTE programs of study (POS) with a focus on program improvement, alignment across grades 5–12, postsecondary programs, and workforce and economic development.

The NJDOE Office of Career Readiness (OCR) records show that the district has department approval to operate seven (7) CTE POS under the following Classification of Instructional Program (CIP) codes:

CTE Program Name	CIP Code	OCR Effective Dates as POS
Marketing/Marketing Management, General	521401	May 27, 2019
Business Administration/Management	520201	April 25, 2023
Engineering, General & Communications	140101	September 12, 2023
Radio & Television	100202	January 5, 2024
Culinary Arts/Chef Training	120503	January 8, 2024
Child Development	190706	April 14, 2024

¹ Visual and Performing Arts

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CTE Program Name	CIP Code	OCR Effective Dates as POS
Air Force Jr ROTC	280101	January 23, 2025

The department approved the district to expend the Perkins V award primarily for compensating instructional tutors, equipment purchases, student assessments and certifications, registration fees, travel expenses, student bus transportation, membership fees, site licenses, and non-instructional supplies.

As of mid-January 2026, the district has issued purchase orders for the acquisition of equipment, student assessments, ACTE/NJACTE² membership dues, professional development, and non-instructional supplies—all of which are allowable and approved expenditures.

Detailed Findings and Recommendations

The Detailed Findings and Recommendations are disaggregated into the following sections:

1. Multiple Grants Section – findings necessitating correction, or the reversal of charges due to the lack of adequate supporting documentation, for multiple grants.
2. Grant Specific Programmatic and Fiscal Section – findings directly attributable to the Federal awards covered during the monitoring. The programmatic findings precede the fiscal findings unless otherwise denoted by an asterisk (*).
3. Administrative Section – crosscutting administrative findings may be found in this section.

Multiple Grants Section

There are no findings which warrant mention in this section.

Grant Specific Programmatic and Fiscal Section

Title I

The review of the district’s 2025-2026 Title I programs yielded no programmatic or fiscal findings.

Title II-A

The review of the district’s 2025-2026 Title II-A programs yielded no programmatic or fiscal findings.

² Association for Career and Technical Education/New Jersey Association for Career and Technical Education

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Title III

The review of the district's 2025-2026 Title III programs yielded no programmatic or fiscal findings.

Title III Immigrant

The review of the district's 2025-2026 Title III Immigrant programs yielded no findings, the recommendation below and no fiscal findings.

Programmatic Recommendation(s):

The district has met the requirement to have an established policy on identifying MLs aligned with ESEA §§3111(b)(2)(A) and 3113(b)(2). However, NJDOE recommends that the district strengthen its procedures to ensure that eligible students are accurately identified as MLs and correctly entered into the [New Jersey Statewide Longitudinal Education Data System](#) (NJSLEDS) with a home language other than English, as outlined on page 138 of the [NJSLEDS Student Management Handbook](#).

Title IV-A

The review of the district's 2025-2026 Title IV-A programs yielded no programmatic or fiscal findings.

IDEA

The review of the district's 2025-2026 IDEA programs yielded no programmatic findings and the fiscal finding below.

Finding 1:

The district has implemented a Community-Based Instruction (CBI) program designed to support students with disabilities in developing independent living skills, including purchasing goods and services within the community. Because issuing individual purchase orders for small-dollar transactions at locations such as fast-food restaurants and supermarkets was determined to be impractical, the district created a separate account funded by IDEA Basic for this purpose. The account was established through the issuance of purchase order number (PO #) 26-01244 to the Washington Township Board of Education in the amount of \$7,500.

At the time of the monitoring visit, the district had expended and substantiated \$3,856.54 of the \$7,500 payment from this account, leaving an unspent balance of \$3,643.46. The district must continue to incur allowable costs for this purpose using the remaining funds and ensure that all expenditures are fully documented.

Pursuant to the Uniform Grant Guidance, the district is required to maintain records which demonstrate the costs charged to the grant are:

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1. necessary, reasonable, and allocable to the Federal award; and
2. adequately documented.

Citation(s):

Uniform Grant Guidance, 2 C.F.R. §200.403 Factors affecting allowability of costs and §200.405 Allocable

Required Action(s):

The district must upload copies of the following records using the department's Collaborative Federal Monitoring (CFM) Homeroom application once the residual balance of \$3,643.46 has been fully expended or the FY 2026 IDEA Basic Final Expenditure Report has been submitted, whichever occurs first:

1. merchant receipts and check images supporting all disbursements made after January 15, 2026; and
2. corresponding pages from the district's check register for the same period.

Otherwise, the district will be required to remit the undocumented portion of the residual balance up to \$3,643.46 to the department.

Perkins V

The review of the district's 2025-2026 Perkins V programs yielded no programmatic or fiscal findings.

Administrative Section

Finding 1:

The district submitted board policies for examination which address certain Uniform Grant Guidance provisions. Some of the policies examined lacked mention of the Uniform Grant Guidance such as the district's policy on travel or did not reference correct citations, including §200.214, in the policy addressing suspension and debarment.

Moreover, the district did not provide the following board policies and/or written procedures:

- A board policy requiring the district to promptly disclose in writing to the Federal awarding agency or NJDOE whenever it has credible evidence of the commission of a violation of Federal criminal law involving fraud, conflict of interest, bribery, or gratuity violations in connection with the Federal award (including any activities or subaward thereunder).
- Written cost allowability procedures necessary to implement the district's cost allowability policy. To be compliant, such procedures cannot simply reiterate the Federal requirements or policies or goals.

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Rather, the procedures should be robust and clearly identify roles and responsibilities. They should also provide a series of steps to be followed for determining the allowability of costs in accordance with Federal cost principles and the terms and conditions of the Federal award. Steps that—

- offer a detailed description of activities;
- describe the process used throughout the entire grant life cycle, including the proper submission of applications and amendments in accordance with department instructions; and
- serve as guide and training tool for employees.

Citation(s):

Uniform Grant Guidance, §200.113 Mandatory disclosures, §200.214 Suspension and debarment, §200.302(b)(6)-(7) Financial management, §§200.400 – 200.476 Subpart E - Cost Principles and §200.475 Travel costs

Required Action(s):

The district must develop, revise, adopt and implement board policies and written procedures which address the requirements of the Uniform Grant Guidance, and include relevant citations and references to current legislation, where appropriate. The district may opt to utilize a vendor for the preparation and revision of the requisite board policies and procedures.

Advisory Notice

Preventing Improper Use of Taxpayer Funds

Pursuant to ESEA §9203(1), each recipient of a grant or subgrant under ESEA must display, in a public place, the hotline contact information of the Office of Inspector General of the Department of Education (USDEOIG) so that any individual who observes, detects, or suspects improper use of taxpayer funds can easily report such improper use.

Federal guidance relating to the prevention of fraud is accessible from [USDEOIG Brochures](#); scroll past multiple tables to the Brochures, Flyers & Posters (Download Free) section. Use this link, [For K–12: Preventing Fraud and Corruption in Federal Education \(2021\)](#), to access a video training presentation.

The NJDOE thanks you for your time and cooperation during the monitoring visit and looks forward to a successful resolution of every finding and implementation of all required actions and recommendations contained in this report.

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If you have any questions, please contact me via phone at (609) 376-3608 or via email at lisa.mccormick@doe.nj.gov.