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Department of Education
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Woodbridge Township School District

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New Jersey K to 12 Education

Collaborative Monitoring Report
May 2026

District: Woodbridge Township School District
County: Middlesex
Dates Monitored: March 3, 4, 5 and 6, 2026
Case Number: CM-07-26

Funding Sources:

Program	Funding Award
Title I, Part A	2,740,672
Title I SIA	316,420
Title II, Part A	519,842
Title III	298,673
Title III Immigrant	70,305
Title IV, Part A	152,746
IDEA Part B, Basic and Preschool	3,933,153
Perkins V	78,380
Total Funds	8,110,191

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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 Woodbridge Township School District (WTSD 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 WTSD 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 I SIA;
- 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

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- payroll records
- 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 I SIA, Title II-A, Title III, Title III Immigrant, Title IV-A, IDEA Basic and Preschool, and Perkins V from July 1, 2025 through January 31, 2026. A sampling of purchase orders and/or salaries and wages was selected from each program and reviewed for examination. In addition, a sampling of technological devices and equipment purchased with Federal funds was selected and physically examined without exception.

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.

WTSD is a K-12 district that operates a schoolwide program in eight (8) Title I-funded elementary schools. The district utilizes FY 2026 Title I funds primarily for teacher salaries, purchased services, instructional staff in-class support, instructional materials and supplies, equipment, extended day/year programs, professional development activities, parent and family engagement, and social-emotional learning.

Title I SIA

The School Improvement Award (SIA) is allocated to districts with schools identified as needing comprehensive support and improvement (CSI/CII), additional targeted support and improvement (ATSI) or targeted support and improvement (TSI). SIA is used exclusively for resources that are necessary to implement evidence-based practices, as defined by the Every Student Succeeds Act (ESSA), that demonstrate a statistically significant effect on improving student outcomes, as reflected in studies with strong, moderate, or promising evidence of effectiveness.

Woodbridge Township has SIA funds for two ATSI schools (Woodbridge M.S. and Ross Street E.S. #11) and one TSI school (Fords M.S.) for the 2025-2026 school year. FY 2026 SIA funds (and FY 2025 SIA carryover funds) are budgeted primarily for staff and resources used to implement extended day learning opportunities and enrichment programs in English Language Arts and Mathematics, evidence-based social and emotional learning and attendance strategies, family engagement workshops, and professional development.

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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.

WTSD utilized its Title II-A funds to support high-quality professional development that strengthens educator effectiveness and improves student outcomes. The district utilizes LinkIt! Intervention Manager to support its I&RS¹, RTI² and MTSS³ frameworks, helping educators use data to identify student needs and implement appropriate interventions.

Title II-A funds are also being used for professional development offered by external vendors. In-service training for school personnel is planned and will be aligned with the Danielson Framework for Teaching, which guides classroom evaluation and instructional improvement. The training will focus on strengthening instruction in the early grades, supporting multilingual learners and students with disabilities, and improving educators' capacity to identify and support gifted and talented students.

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;

¹ Intervention and Referral Services

² Response to Intervention

³ Multi-Tiered System of Supports

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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, WTSD is using Title III, Part A 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;
3. parent, family, and community engagement;
4. teacher stipends for extended day programs;
5. online subscriptions; and
6. 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,

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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.

WTSD is utilizing FY 2026 Title III, Immigrant funds for curricular materials for immigrant programs.

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.

In FY 2026, WTSD is using Title IV-A funds to support well-rounded education, safe and healthy students, and the effective use of technology, including the expanded use of the Naviance platform.

Title IV-A funds have also been used to support assemblies from the Institute for Responsible Online and Cell Phone Communication and extended-day enrichment programs that integrate multiple disciplines, such as Music and Science.

Planned activities include college and career guidance and counseling for middle and high school students, as well as the purchase of musical instruments to expand Music education opportunities.

To promote safe and healthy students, the district will implement drug and violence prevention initiatives, including vape prevention programs and student assemblies focused on technology safety and responsible digital decision-making. In addition, the district will provide professional development for teachers and instructional leaders on integrating technology to enhance instruction, support teacher collaboration, and personalize learning through data-informed practices such as Response to Interventions in English Language Arts and Mathematics.

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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. In addition, these funds support the salaries of staff who serve these students and the purchase of instructional resources for their use.

Perkins V

Perkins V is a Federal education program that invests in secondary and postsecondary career and technical education programs. It is dedicated to increasing learner access to high-quality career and technical education (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) approved the district to operate a Business Administration/Management CTE POS (CIP⁴ Code 520201) effective April 19, 2024.

The department approved the district to expend the Perkins award primarily for:

1. non-instructional compensation;
2. various instructional and non-instructional supplies;
3. textbooks and online resources;
4. teacher professional development;
5. institutional affiliations;
6. curriculum/courses;
7. student technical skills assessments;
8. student field trips;
9. subscriptions for each high school;
10. site licenses; and
11. administrative costs.

The district is expending its FY 2025-2026, Perkins V award in a manner consistent with these approved uses.

⁴ Classification of Instructional Programs

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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 findings and fiscal findings which are addressed more broadly in the Administrative Section.

Title I SIA

The review of the district's 2025-2026 Title I SIA 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.

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 programmatic findings, the following recommendation and no fiscal findings.

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Programmatic Recommendation(s):

The district has met the requirement to have an established policy on identifying MLs and is aligned with ESEA §3111(b)(2)(A) and ESEA §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 of 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 and fiscal findings which are addressed more broadly in the Administrative Section.

IDEA

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

Perkins V

The review of the district's 2025-2026 Perkins V programs yielded no programmatic findings, the recommended actions below and no fiscal findings.

Programmatic Recommended Action(s):

The NJDOE recommends that WTSD contact its Perkins V program officer within OCR for technical assistance related to the completion of CLNA⁵ worksheets, as outlined in the New Jersey Department of Education's Comprehensive Local Needs Assessment Guide and Template. District staff reported they were not aware of the requirement to complete the CLNA worksheets until the collaborative monitoring process. The CLNA worksheets are required to document, among other elements, a comprehensive review of gaps and disparities in programs and services for special populations and student subgroups.

In addition, the NJDOE recommends that WTSD contact its Perkins V program officer in OCR for technical assistance related to the implementation of CLNA stakeholder engagement meetings involving secondary, postsecondary, and business partners. Technical assistance would ensure that the district fully understands the requirement to maintain written documentation, including but not limited to meeting invitations, agendas, sign-in sheets, and meeting minutes.

⁵ Comprehensive Local Needs Assessment

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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 Uniform Grant Guidance such as the district’s policy on travel.

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

- A board policy and written procedures 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).
- A board policy requiring the district to disclose in writing any potential conflict of interest the district, as a non-Federal entity, has to the Federal awarding agency or NJDOE in accordance with the applicable Federal awarding agency policy.
- 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.

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 a guide and training tool for employees

Citation(s):

Uniform Grant Guidance, 2 C.F.R. §200.112 Conflict of interest, 2 C.F.R. §200.113 Mandatory disclosures, §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

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district may opt to utilize a vendor for the preparation and revision of the requisite board policies and procedures.

Finding 2:

A number of purchase order voucher packets were selected and examined during monitoring. The district was unable to provide evidence that bids or quotes were obtained for various purchase orders (POs). Examples include but are not limited to PO numbers 26-02888 and 26-02250, respectively. These POs exceeded the threshold necessitating bids and quotes in accordance with:

1. the New Jersey Public School Contracts Law (PSCL) and district policy; or
2. procurement standards under the Uniform Grant Guidance.

When the Federal and state legislation and regulations governing procurement are in conflict, the most restrictive prevails. Federal procurement standards do not include all exemptions allowed under the PSCL, specifically, professional services.

Citation(s):

Uniform Grant Guidance, 2 C.F.R. §§200.317 - 327 Procurement Standards and N.J.S.A. 18A:18A-37(a) Award of purchases, contracts or agreement

Required Action(s):

The district must adhere to the PSCL or applicable provisions of the Uniform Grant Guidance, whichever is most restrictive, when obtaining goods and services.

Finding 3:

On a few occasions, the district failed to issue a purchase order prior to goods being purchased or services being rendered (confirming order). State regulations require that a *properly executed* purchase order be issued *prior* to the purchase of goods or the rendering of services.

Citation(s):

Uniform Grant Guidance, 2 C.F.R. §200.302(b)(4) Financial management and N.J.S.A. 18A:18A(2)(v) Definitions: Purchase Order

Required Action(s):

Purchase orders should be issued to all vendors prior to goods or services being provided.

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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.

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