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Department of Education
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The Queen City Academy Charter School

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New Jersey K to 12 Education

Collaborative Monitoring Report
March 2026

District: The Queen City Academy Charter School
County: Union
Dates Monitored: January 20, 21, 22 and 23, 2026
Case Number: CM-04-26

Funding Sources:

Program	Funding Award
Title I, Part A	197,806
Title I SIA	0
Title II, Part A	20,634
Title III	26,667
Title III Immigrant	0
Title IV, Part A	12,557
IDEA Part B, Basic and Preschool	86,149
Perkins V	0
Total Funds	<hr/> 343,813 <hr/>

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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 charter school for their intended purposes and achieving the overall objectives of the funding initiatives.

Introduction

The NJDOE visited The Queen City Academy Charter School (QCACS or charter school) virtually, except where noted, to monitor the charter school's use of Federal funds. The NJDOE also examined related program plans, as applicable, to determine whether the charter school'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 QCACS 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 IV, Part A (Title IV-A); and
- IDEA Part B - Basic and Preschool.

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
- purchase orders

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The scope of work also included interviews with appropriate charter school 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 IV-A, and IDEA Basic and Preschool from July 1, 2025 through December 31, 2025. 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.

QCACS is a PreK-12 charter school and operates a targeted assistance program in its Title I-funded school. The charter school is utilizing its FY 2026 Title I funds for instructional materials and supplies, increased learning time, extended day/year programs, parent and family engagement, college and career readiness, social-emotional learning, STEM¹, and STEAM.

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.

QCACS has outlined plans in the ESEA application to use its Title II-A funds to support the recruitment of qualified teachers and to provide high-quality, personalized professional development for staff. Planned activities include targeted in-district training aligned to instructional priorities, engagement of expert speakers and consultants, and participation in

¹ The acronym “STEM” refers to Science, Technology, Engineering, and Mathematics. “STEAM” builds on this foundation by adding an “A” for the Arts, highlighting the importance of creativity and design alongside technical disciplines.

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external professional development opportunities — all aimed at strengthening instructional practice and improving student outcomes.

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.

QCACS has outlined plans in the ESEA application to use its Title III funds for professional development, parent and family engagement, family literacy services, staff compensation for an afterschool English as a Second Language (ESL) program, and an adult ESL class. As of the monitoring visit, a portion of the funds has been expended for professional development.

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;

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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.

QCACS has outlined plans in the ESEA application to use its Title IV-A funds to support well-rounded education, as well as safe and healthy students. Planned activities include college and career guidance, a STEM-focused coding program, and programs aimed at preventing bullying and harassment.

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 cover the costs of child study team members and related service providers.

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

Title I, Title II-A and Title III

Finding 1:

The charter school appropriated Title I funds totaling \$600 and \$1,500 under line items 100-600 and 100-800 in its accounting records, respectively. However, QCACS did not previously budget funds in these line items in its state-approved budget via NJGMS², nor did it file an amendment application in accordance with applicable NJDOE requirements.

In addition, the charter school's accounting records for Title II-A funds, totaling \$20,634, did not align with the corresponding NJGMS state-approved budget. The charter school also failed to budget its Title III carryover funds of \$13,106 in NJGMS via an amendment application.

² NJDOE has transitioned from the Electronic Web-Enabled Grant System to the New Jersey Grants Management System (NJGMS).

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The charter school initiated revisions to its FY 2026 ESEA Consolidated Subgrant application and FY 2026 IDEA Consolidated Application on or before February 3, 2026. The revisions remain incomplete as of the date of this report, and the reason for the delay is unclear.

Citation(s):

Education Department General Administrative Regulations (EDGAR), 34 C.F.R. §76.700 Compliance with the U.S. Constitution, statutes, regulations, stated institutional policies and regulations and [Entitlement Grants Amendment: Requirements](#)

Required Action(s):

The charter school is required to take the following required action(s) within thirty (30) days from the date of this report of examination:

1. amend its ESEA Application to budget the Title I, Part A and Title II-A funds, as well as Title III carryover funds in a manner consistent with the NJDOE approved budgets;
2. generate updated General Ledger Expense Reports and Expenditure Account Detail Reports which reflect these revisions; and
3. upload the updated reports in the NJDOE Homeroom CFM application.

Grant Specific Programmatic and Fiscal Section

Title I

The review of the charter school's 2025-2026 Title I programs yielded the programmatic finding and recommendations below, and a fiscal finding which is addressed more broadly in the Multiple Grants Section.

Finding 1:

Prior to the monitoring visit, the charter school selected College and Career Readiness, and Social-Emotional Learning as allowable uses in its FY 2026 ESEA Consolidated Subgrant Application. However, the Needs Assessment and Title I Budget sections of the application did not delineate any specific needs or budgeted costs corresponding to either of the selected allowable uses.

Citation(s):

EDGAR, 34 C.F.R. §76.700 Compliance with the U.S. Constitution, statutes, regulations, stated institutional policies and regulations, Uniform Grant Guidance, 2 CFR §200.404 Reasonable Costs and §200.405 Allocable Costs

Required Action(s):

The charter school must remove College and Career Readiness and Social-Emotional Learning as selected allowable uses from the application. Alternatively, the charter school may revise the Needs Assessment and Title I Budget sections to demonstrate

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clearly articulated needs and corresponding budgeted expenditures that justify the use of Title I funds for these two allowable uses.

Programmatic Recommendation(s):

The following recommendations are presented to assist the charter school in continuing to strengthen and enhance its Title I, Part A programs and services:

1. The NJDOE recommends that QCACS take the following actions to ensure the accuracy and completeness of its grant application:
 - a) **Homeless Students Tab:**
Revise the “selected methodology” to accurately reflect the set-aside amount. The methodology currently selected (Method #2) does not align with the set-aside calculation and should be corrected.
 - b) **Needs Assessment Tabs:**
Strengthen the descriptions of identified needs to ensure they are comprehensive and clearly supported by data. Each identified need should be explicitly linked to the corresponding evidence-based interventions.
 - c) **Eligibility Step 4 Tab:**
Review and revise this section to confirm that the reserve amount listed for “Teacher Incentive and Rewards” is accurate and appropriately aligned to the budgeted costs.
2. It was noted that very few parents attended the required annual Title I parent meeting. The NJDOE recommends that the charter school consider changing their method(s) of outreach to receive a better response from parents.

If transportation is a barrier, the charter school should consider meeting in a more centralized location (e.g., community center, church). If childcare is a barrier, the charter school should consider providing childcare, which would be allowable if there is an educational component.

The charter school should also consider holding the meeting virtually, as well as in person. Additionally, the charter school should survey parents to see what time of day, or evening would best accommodate most attendees.

Title II-A

The review of the charter school’s 2025-2026 Title II-A programs yielded no programmatic findings and a fiscal finding which is addressed more broadly in the Multiple Grants Section.

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Title III

The review of the charter school's 2025-2026 Title III programs yielded no programmatic findings and a fiscal finding which is addressed more broadly in the Multiple Grants Section.

Title IV-A

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

IDEA

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

Administrative Section

Finding 1:

The charter school submitted board policies for examination which address certain Uniform Grant Guidance (UGG) provisions. Some of the policies contain incorrect UGG citations or lack mention of pertinent requirements. For example, the charter school's policy on:

- Suspension and debarment incorrectly references UGG, 2 C.F.R. §200.213 instead of the correct citation, 2 C.F.R. §200.214.
- Mandatory disclosure omits the requirement for the charter school to promptly disclose, in writing to the Federal awarding agency or to NJDOE whenever it has credible evidence of the commission of a violation of Federal criminal law involving conflict of interest violations in connection with the Federal award (including any activities or subaward thereunder).

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

- A board policy requiring the charter school to disclose in writing any potential conflict of interest the charter school 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 charter school'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

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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, 2 C.F.R. §200.112 Conflict of interest, §200.113 Mandatory disclosures, §200.214 Suspension and debarment, and §200.302(b)(6)-(7) Financial management

Required Action(s):

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

Finding 2:

The charter school is improperly using the same revenue code, 4421, for IDEA Basic and IDEA Preschool. The charter school should use a separate revenue code from the prescribed range of 4420–4429 for IDEA Preschool, such as 4422.

Citation(s):

The Uniform Minimum Chart of Accounts for New Jersey Public Schools and Approved Private Schools for Students with Disabilities (UMCOA)

Required Action(s):

The charter school is required to utilize the UMCOA to ensure the proper recording of revenues and expenditures in its accounting records.

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.

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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.