

Memorandum of Understanding

between

Glassboro Public School District

and

Rowan University

Purpose: This Memorandum of Understanding (“MOU”) between the Glassboro Public School District (“Glassboro”) and Rowan University (“Rowan”), on behalf of its, Teach South Jersey: Expanding Educator Pathways (“Teach South Jersey”) Program sets forth the terms and conditions for a cooperative relationship regarding higher learning.

Background and Scope: Given the teacher workforce decline in the U.S., there is a critical need to pursue innovative opportunities seeking to develop and increase the teaching force so students are exposed to qualified teachers in every classroom and content area. A diversified teaching staff can improve all students’ achievement and success. As an institution with admissions policies that provide access for all, Rowan offers opportunities for higher education to students of varying ages, interests, and aspirations.

For initial teacher preparation, the College of Education at Rowan provides a range of exemplary career-oriented undergraduate and graduate degree programs for a growing and diverse student population and is committed to extending our programs to our community and to the students of New Jersey. In partnership with schools, districts, and the New Jersey Department of Labor (“NJDOLE”), the College of Education continues to develop pipelines with a focus on developing workforce apprenticeships.

Using a four-prong approach through university-district partnerships, Teach South Jersey has the following aims: recruitment of 76 currently non-certified staff in P-12 districts, development and preparation of provisional teachers through ASPIRE to Teach, support through professional development, coaching, and P-12 partner relationships, and retention of apprentices through successful program completion and as they become certified teachers in New Jersey.

Teach South Jersey will leverage existing initiatives launched by Rowan’s College of Education and NJDOLE, however Teach South Jersey will be unique in its focus on recruiting apprentices and developing workforce apprenticeships to become teachers in the state of New Jersey. These new teachers will serve as role models for all students and will have the opportunity to effectively teach diverse students with similar backgrounds and experiences. Research shows teachers from grow-your-own initiatives improve students’ academic outcomes.

Rowan and Glassboro are entering into this MOU to provide incentives for apprentices to participate in the ASPIRE to Teach alternate route program to obtain licensure to teach in central

and southern New Jersey in participating districts/schools.

This MOU is entered into by and between Glassboro, having a principal place of business at 560 Joseph Bowe Blvd., Glassboro, NJ 08028, and Rowan University, having its principal administrative offices at 201 Mullica Hill Road, Glassboro, NJ 08028 and is entered under the consent of the leadership of both organizations. This MOU will commence on 4/1/2026 and will run through 7/31/2027.

Rowan Responsibilities:

1. Rowan will provide the educator preparation program for initial certification via the ASPIRE to Teach program to each Teach South Jersey Apprentice in New Jersey to help diversify the teaching profession.
2. Rowan will recruit and select a cohort of up to 76 Apprentices in the Teach South Jersey program, across all partner school districts in New Jersey to participate in the alternate route to teaching via ASPIRE.
3. Teach South Jersey participants will be screened/reviewed to ensure they meet all eligibility requirements for the ASPIRE alternate route program (see Appendix A - Overview of Alternate Program). Candidates who meet the application criteria will be invited to participate as Apprentices.
4. Rowan will utilize GAINS grant personnel who will work with NJDOL, school districts, and the expanded Teach South Jersey program team to support program planning, marketing efforts and development for Teach South Jersey.
5. Rowan will provide professional development coaching and formal mentoring opportunities to support Apprentices' growth and development through programs including a Summer Bootcamp and academic year PLCs for the purpose of enhancing Apprentices' knowledge and skills on key concepts in working with diverse student populations.
6. Accounting for attrition, Rowan will endeavor to certify at least 60 educators upon their completion of the ASPIRE program. Rowan will assist participants in obtaining state licensure and ensure P-12 partners engage in the Provisional Teacher Process (PTP) during the 2026-2027 school year.
7. Rowan will provide incentives to candidates participating in the alternate route program inclusive of full tuition and technology support (i.e., tablet and keyboard).
 - In reciprocity, Apprentices must complete an MOU indicating commitment to successfully completing the Teach South Jersey program.
8. Rowan will schedule and staff all courses for the 18-month, alternate route program.

9. Rowan will provide appropriate program advising throughout the alternate route learning experiences.
10. Rowan will provide a primary point of contact, (henceforth referred to as Relationship Manager) for NJDOL.
11. Rowan will collect data on the Teach South Jersey program and Apprentices and disseminate process and findings at regional, national and international professional conferences to contribute to the research on diversifying the teaching profession.
12. Rowan will host an Orientation event as well as a Closing Ceremony event to recognize all Apprentices and district leaders will be invited.

13. Technology Resource Support

The Teach South Jersey: Expanding Educator Pathways program will provide Apprentices who are actively enrolled with a tablet, keyboard, and necessary accessories to support their participation. Equipment is to be used for educational and professional purposes only and will remain in the Apprentice's possession during the program. Upon successful completion of the program and the grant period, the Apprentice may retain the equipment for continued professional use, in accordance with grant guidelines. Apprentices are fully responsible for the care, maintenance, and appropriate use of all issued equipment and will be held financially responsible for any loss, theft, damage, or misuse. Apprentices who withdraw, are dismissed, or otherwise discontinue participation prior to completion must return all equipment to Rowan University in good working condition.

Partner P-12 District Responsibilities:

1. Partner district will review and acknowledge through official signatures the Memorandum of Understanding with Rowan according to the established deadline April 15, 2026.
2. Partner districts will identify, select, and employ Teach South Jersey Apprentices as full-time teaching professionals for the 2026-2027 school year, as described within the MOU. ***Prospective employees recommended by the district must then meet the Teach South Jersey selection criteria.***
 - a. For Apprentices in the Teach South Jersey program, NJDOE must provide the earned CE or Limited CE needed (e.g., GPA, Praxis CORE or II) for ASPIRE to Teach normally required for program entry.
 - b. The Teach South Jersey program was developed in partnership with NJDOL to

help fulfill NJDOL's purpose for the GAINS grant: *"to promote the expansion and development of United States Department of Labor (USDOL) approved Registered Apprenticeship Programs that drive economic development through skills and educational attainment and create pathways to better-paying careers and advanced credentials."*

- c. Partner districts will provide and maintain a school-based primary point of contact ("TSJ Liaison") for the duration of the Teach South Jersey Program. Primary responsibilities for the TSJ Liaison will include:
 - i. Maintain ongoing communication regarding the Teach South Jersey/ASPIRE program with Rowan University's Teach South Jersey Team.
 - ii. Work collaboratively with Rowan University to provide an annual ceremony to recognize candidates who are admitted and graduated from the ASPIRE program as a Teach South Jersey Apprentice.
 - iii. Review program information and data shared by Rowan University regarding the Teach South Jersey program and communicate this information to all necessary parties.
3. Partner districts will provide ongoing support of Teach South Jersey Apprentices' active engagement with all program activities.
4. Partner districts will identify an appropriate school-based mentor who documents the Provisional Teacher Process (PTP) for each Teach South Jersey Apprentice in the partner school(s)/district.
5. Partner districts are encouraged to employ Teach South Jersey Apprentices for a minimum of three (3) years following the completion of the Teach South Jersey Program. The anticipated timeline for this post-program employment is September 1, 2027 - June 30, 2030. However, all Teach South Jersey Apprentices are district employees and are subject to the policies and procedures of the district. They can be disciplined and/or nonrenewed the same as other employees.

Termination of MOU:

Either party may terminate this MOU for any or no reason by giving thirty (30) days written notice to the other. In no event shall the termination of this MOU affect the costs of any employee who has enrolled in any course or program of study in reliance on the pricing provided in this MOU.

Signatures

Rowan University

Glassboro Public School District



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Appendix A: Background on ASPIRE Alternate Route Program

The full *Foundations of Teaching and Learning* 50-Hour Component is required for all candidates entering the ASPIRE to Teach at Rowan program.

The **50-Hour Pre-Professional Component** consist of Courses 1-5, with specific tasks below:

- **10 hours** require the candidates to participate in a mandatory orientation and follow-up activities. The orientation is required for all candidates entering the ASPIRE to Teach at Rowan Program and the first part of the state-required 50 hours Module.
- **20 hours** require candidates to complete a 3-4-part worksheet for the session topics listed below. Part 1 requires the reading of an article and answering questions around the session topic. Part 2 requires viewing a video or completing a quiz and answering questions around the session topic. Part 3 requires applying or reflecting on the practice from the video in the candidate's own educational setting. Part 4 requires a final reflection. These 3-4 activities should all be documented on the worksheets.
- **20 hours** require candidates to document their clinical experiences. The 20 hours of clinical experience must include at least 10 hours of planning and delivering instruction via individual or co teaching models with students at the K-12 level.

The **18-Month Program** consists of Courses 6-26 (450 instructional hours).

- **Each course requires 20 clinical hours to be documented.**
- Each semester/term requires candidates to participate in **mandatory Professional Learning Community (PLC)** meetings, which occur on two, predetermined Saturdays during the semester/term. Candidates are responsible for making themselves available for these **mandatory** meetings. Candidates are expected to have coursework completed prior to their respective PLC meeting.

The PLC sessions are organized into three segments:

- **Whole Group Meeting: 2 hours**
In this meeting, candidates can expect to learn general skills and strategies relating to the module topic.
- **Grade-Level Breakout Groups: 1.5 hours**
In this meeting, candidates can expect to learn strategies and tools specific to their grade level and special area, as it relates to the module topic.
- **1-on-1 ALI Meetings (by appointment*): 1.5 hours**
In these individualized meetings, candidates can expect to work with their ALI to address questions, issues, and concerns related to their module topic.
**Students must schedule meetings with their ALI in advance by the Monday before the PLC Meeting.*