



Reach University

Employer Partnership

Memorandum Of Understanding

Agency:

Point Arena Schools

Local Education

3/23/2026 | 8:09 AM
PDT

Date:

Reach University is accredited by the WASC Senior College and University Commission. Alternatives in Action is accredited by the California Commission on Teacher Credentialing. Alternatives in Action provides the Teacher Credentialing programs for Reach candidates in California.

Learn more at reach.edu

1. Parties, Recitals & Purpose

This Memorandum of Understanding (“Agreement”) is entered into on the date listed above between the entity named above (“Local Education Agency”) and Reach University (“Reach University”) (together, the “Parties”) for the purpose of jointly exercising their respective powers.

The purpose of this Agreement is to address the Local Education Agency’s workforce needs and provide opportunities for Reach University candidates to complete the job–embedded undergraduate degree program, Bachelor of Arts in Liberal Studies. This Agreement includes any attached addenda, which shall be incorporated by reference and considered part of this Agreement.

In consideration of the mutual promises contained in this Agreement, the Parties agree as follows:

2. Definitions

- Primary Employer Partnership Contact: The primary person responsible for communicating between the Local Education Agency and Reach University.
- Candidate: a candidate enrolled in an undergraduate degree program and/or teacher preparation program offered by Reach University.
- Partnership Advisory Committee: a system–level leadership and advisory group committee composed of a representative set of Superintendents or designees from partner Local Education Agencies.
- Program: The undergraduate program offered by Reach University for paraprofessionals and other school employees, whose goal is to complete a bachelor’s degree.

3. Program

At Reach University, we believe that your job should lead to a degree—not the other way around. We serve both working adults striving to reach their full potential and employers aiming to cultivate diverse local talent pipelines through apprenticeship degrees. Reach University is dedicated to best practices in higher education and is designed to both acknowledge and leverage the learning that working adults already engage in daily to inform and improve upon their craft.

Additional programs are outlined in the addendum attached to this Agreement.

3.1. Bachelor of Arts in Liberal Studies (BA–LS) Degree Program

The program description herein reflects Reach University’s program as of the effective date of this Agreement. For the most up–to–date version, please see reach.edu and info.reach.edu.

The Bachelor of Arts in Liberal Studies is a rigorous, job–embedded undergraduate degree program for front–line employees. The program includes interactive class sessions held after work hours, one–on–one advisors, on–site mentors, and comprehensive college services, including financial aid, libraries, and technology support, all to ensure candidate success.

Candidates in our programs are required to engage in job–embedded learning for at least 15 hours per week in an academic environment. This job–embedded learning can arise from holding roles including but not limited to: paraeducators, teacher or classroom instructional aides, on–site tutors, teacher leaders, administrators (principals, vice principals, etc.), and school support functions.

Degree Earned: Bachelor of Arts in Liberal Studies

Credential Earned: None

Program Duration: 2–4 years (depending on transfer credits)

Accepts Transfer Credit: Yes. 100% credit transfer from select programs.

For full program details, please visit reach.edu/programs.

4. Partnership Responsibilities

This section outlines the shared expectations and commitments between Reach University and the Local Education Agency to ensure the successful implementation of the Bachelor of Arts in Liberal Studies program.

4.1. Initial Engagement & Onboarding

Local Education Agency Responsibilities

- Designate and notify key contacts, including but not limited to billing, site–level leads, and a program liaison (“Primary Employer Partnership Contact”).
- Attend initial onboarding sessions to understand program operations, expectations, and shared responsibilities.

Reach University Responsibilities

- Assign a dedicated Employer Success Lead to serve as the primary point of contact, support onboarding, and act as a liaison for ongoing partnership management.
- Introduce Local Education Agency staff to Reach University systems, workflows, and operational tools.
- Develop and finalize tuition agreements and billing processes with the Local Education Agency.

4.2. Candidate Eligibility, Recruitment, & Admissions

Local Education Agency Responsibilities

- Verify that all candidates referred to Reach University:
 - Are employed by the Local Education Agency in roles supporting job–embedded

learning.

- Hold a high school diploma or equivalent.

- Are U.S. citizens, legal permanent residents, or have valid work authorization.
- Have successfully passed required background checks.
- Coordinate and participate in recruitment efforts with Reach University in order to refer prospective candidates to Reach University Programs. This includes, but is not limited to, the following collaborative recruitment strategies:
 - Providing a list of eligible prospective candidates and their contact information to Reach University at least once per recruitment cycle, including contact information.
 - Promoting Reach University Programs by posting/distributing flyers, sharing Program information via email, and informing employees about virtual information sessions presented by Reach University.
 - Hosting informational sessions for prospective candidates.
- Provide an Employment Verification Contact that will verify candidate employment during the admissions process and at the start of each academic year.
- Assign a Candidate Supervisor for candidates.

Reach University Responsibilities

- Provide the Local Education Agency with recruitment materials, program information, and information session invitations.
- Align outreach activities with the Local Education Agencies' workforce needs.
- Assist and guide candidates through the application process, and coordinate employment verification at the time of admission.
- Provide tools and support for employment verification and job alignment.

Shared Responsibilities

- Both Parties will collaborate in planning and executing recruitment activities to ensure alignment with workforce needs and mutual accountability for candidate outcomes.

4.3. Job–Embedded Learning & Candidate Support

Local Education Agency Responsibilities

- Ensure that each candidate engages in job–embedded learning for a minimum of 15 hours per week in an academic environment. This may include roles such as paraeducator, instructional aide, tutor, teacher leader, administrator, or other school–based support staff.
- Notify your employer success contact at Reach University if a candidate's role materially

changes and may no longer meet the job–embedded learning requirements.

- Provide site–level support to candidates.
 - Participate in periodic Reach University–hosted webinars and virtual updates to share feedback, receive program information, and support continuous improvement efforts.

Reach University Responsibilities

- Guide Local Education Agency staff on program expectations.

Shared Responsibilities

- Establish and maintain ongoing communication to address issues, resolve challenges, and support candidate success.
- Reach University and the Local Education Agency will collaborate in good faith to determine next steps, which may include transitioning the candidate to a qualifying role or pausing enrollment until eligibility is re–established.

4.4. Data Sharing & Program Feedback

Local Education Agency Responsibilities

- Participate in annual workforce outcome reporting, including sharing aggregate data on candidate roles, transitions, and retention.
- Complete an annual Employer Partner Survey and similar instruments to support program evaluation.
- If the Local Education Agency requires detailed information about candidate progress, academic standing, or related metrics, Reach University strongly encourages the Local Education Agency to establish clear agreements directly with its employees regarding such requirements. These agreements should ensure transparency for employees and align with applicable privacy and employment laws.

Reach University Responsibilities

- Share candidate information, as necessary for program administration and in compliance with our FERPA policy, state privacy laws, and institutional policies, to support collaborative recruitment efforts and promote candidate retention and success. Data may be shared proactively or upon request. See our FERPA policy here: info.reach.edu/support/family-educational-rights-and-privacy-act-ferpa-acknowledgment.
- Analyze and apply data gathered through surveys and reporting to inform program enhancements and continuous improvement.
- Issue invoices for agreed–upon tuition support once per term, typically in September and February.
- Provide assistance to the Local Education Agency regarding billing questions and adjustments as required.

5. Terms

5.1. Insurance

During the term of this Agreement, Reach University agrees to maintain insurance policies, including a standard comprehensive general liability insurance policy with the following coverage: \$1 million general liability, \$1 million personal injury, and \$2 million general aggregate; and educator's legal liability of \$1 million per occurrence and \$2 million aggregate.

5.2. Term

This Agreement shall have an initial term of five (5) years from the effective date. Upon expiration of the initial term, the Agreement shall automatically renew for successive five (5) year terms unless and until terminated by either party in accordance with the termination provisions set forth in Section 5.3.

The Parties agree to review the terms of this Agreement at least once every five (5) years to assess continued alignment and effectiveness.

5.3. Termination

Except as otherwise provided, each party agrees to give six (6) months' written notice prior to terminating this Agreement and the program partnership. The Parties agree to make their best efforts to ensure enough time for candidates enrolled to graduate before the effective termination date.

5.4. Confidentiality

Candidate information will only be shared to provide the services outlined in this Agreement. Confidential candidate information, as defined by state and federal regulations, will only be disclosed to the Local Education Agency when necessary to carry out the tasks described here, in compliance with the law, and subject to a Non-Disclosure Agreement. The Parties also each agree to safeguard each other's confidential information learned in performing this Agreement.

5.5. Indemnification

To the extent allowed by law, the Local Education Agency agrees to indemnify, defend, and hold harmless Reach University from and against any claims by a candidate or other third party that arise from a candidate's employment or activity at the Local Education Agency site.

5.6. Non-Discrimination

Both Parties agree that participation in this program will not be limited on the basis of race, color, national origin, sex, disability, age, or any other protected category under federal or state law.

5.7. Force Majeure

Neither party shall be held liable or responsible to the other party, nor be deemed to have defaulted under or breached this Agreement, for any failure or delay in fulfilling or performing any

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term of this Agreement (except for payment obligations) when such failure or delay is caused by acts of God, natural disasters, pandemics, governmental orders or laws, labor disputes, power or internet failures, or any other cause beyond the reasonable control of the affected party. The affected party shall promptly notify the other party in writing of such force majeure event and make reasonable efforts to resume performance as soon as practicable.

5.8. Dispute Resolution

In the event of any dispute, controversy, or claim arising out of or relating to this Agreement, the Parties agree to first attempt to resolve the matter through good faith negotiations. If the dispute cannot be resolved through negotiation within thirty (30) days, the Parties agree to submit the matter to non-binding mediation conducted by a mutually agreed-upon mediator. If mediation does not resolve the dispute, the Parties may then pursue any remedies available at law or in equity.

5.9. Name & Likeness

No child's image or likeness will be used without explicit prior consent in accordance with the Local Education Agency's policies. Reach University will coordinate with the Local Education Agency to ensure full compliance with all applicable privacy regulations and parental consent requirements.

Reach University may take photographs and make audio or video recordings of Reach University candidates at Local Education Agency school sites for educational, licensure assessment, and training purposes. These recordings may include images of Reach University candidates, faculty, and staff, as well as general school site identification.

5.10. Severability

If any provision of this Agreement is determined to be invalid, illegal, or unenforceable, the remaining provisions shall remain in full force and effect.

5.11. Entire Agreement

This Agreement, including all incorporated addenda, constitutes the entire understanding between the Parties and supersedes all prior negotiations, representations, or agreements,

whether written or oral, relating to the subject matter herein.

5.12. Amendments

This Agreement may only be amended, modified, or supplemented by a written document signed by authorized representatives of both Parties.

5.13. Assignment

Neither party may assign or transfer its rights or obligations under this Agreement without prior written consent of the other party.

6. Signatures

The undersigned confirms having read and understood the policies stated above and affirms possessing the authority to execute this document and engage in the activities outlined herein.

Local Education Agency

The signature below must be completed by the representative who is authorized to sign on behalf of the Local Education Agency.

Local Education Agency	Point Arena Schools
State	Ca
Authorized Approver	Warren Galletti
Title	Superintendent
Email Address	wgalletti@mcn.org
Signature	3/23/2026 8:09 AM PDT
Date	

Reach University

Authorized Representative	Gene Lee
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Title	COO and Head of Candidate Affairs
Email Address	glee@reach.edu
Signature	
Date	3/23/2026 9:46 AM PDT

Reach University Employer Partnership Memorandum Of Understanding **Addendum: Graduate Programs (General)**

This Addendum supplements the Reach University Employer Partnership Memorandum of Understanding (“Base Agreement”) between Reach University and the Local Education Agency, and also incorporates the role of Alternatives in Action, the current California Commission on Teacher Credentialing–accredited recommending agency. This Addendum sets forth additional terms and responsibilities among Reach University, Alternatives in Action, and the Local Education Agency and shall be effective as of the date of the last signature on this Addendum.

This Addendum outlines additional terms, responsibilities, and partnership commitments related to Reach University’s graduate degree programs. All provisions of the Base Agreement remain in full force and effect unless expressly modified by this Addendum.

Reach University is accredited by the WASC Senior College and University Commission and provides Master level academic courses and candidate support services to enrolled candidates. Alternatives in Action is accredited by the California Commission on Teacher Credentialing (“CCTC”) to offer state–authorized educator preparation (certification) programs in California. Alternatives in Action partners with Reach University to deliver credential pathway programming. Alternatives in Action provides program oversight for Reach University’s credential programming and recommends eligible candidates for the appropriate credentials. If Reach University receives CTC authorization as an independent recommending agency, Reach University may assume the responsibilities described herein as currently fulfilled by Alternatives in Action. **The programs referenced in this Addendum are available exclusively in California.**

A.1. Definitions

- Program(s): All degree programs and the CCTC–authorized educator preparation programs, including California Preliminary Single–Subject and Multiple–Subject Teaching Credential programs (including the Early Completion Option or ECO) and/or Induction (the Clear Teaching Credential program), and the Master of Arts in Teaching program.
- ILP: Individual Learning Plan, a personalized plan designed to guide the professional growth and development of a candidate. The ILP addresses the California Standards for the Teaching Profession (CSTPs), the Teacher Performance Expectations (TPEs), and provides a roadmap for the candidate's work in their respective program. This plan is

intended to be a living document, with opportunities to develop professional goals and measurable outcomes, plan, reflect on progress, and modify as needed in response to the authentic needs of the individual. The ILP is designed and implemented solely for the professional growth and development of the individual and not for evaluation for employment purposes.

- Primary School Site Contact: Acts as a liaison to the Reach Teachers College Division of Graduate Studies. This representative is required to meet and/or communicate regularly with Reach University to address candidate needs.

A.2. Roles & Responsibilities

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This section outlines the commitments of the Local Education Agency, Reach University, and all Parties jointly to ensure the successful implementation of Reach University's graduate programs and associated credentialing pathways.

A.2.1. Program Access & Support

Local Education Agency Responsibilities

- Identify a Local Education Agency Designee (Employment Verification Contact) who will verify the employment of candidates enrolled in Reach University programs each term and ensure placements align with credential requirements and provide opportunities to work with the full range of students identified in program standards, including English learners, students with disabilities, and students from diverse cultural, linguistic, and socioeconomic backgrounds.
- Assign a representative to meet and/or communicate regularly with Reach University to address candidate needs and necessary updates, e.g., Intern Preservice (pre-semester preparation course, which starts two months before the starting semester), Intern Subject Matter Competence Requirement, Intern Early Completion Option (ECO), and/or Induction Mentor hours.
- Select placement sites that demonstrate commitment to collaborative, evidence-based practices and continuous improvement; maintain partnerships with educational, social, and community entities that support teaching and learning; place students with disabilities in the Least Restrictive Environment (LRE); and provide robust programs and support for English learners.
- Permit video capture for candidate field supervision, coursework, reflection, and state performance tasks such as the California Teacher Performance Assessment (TPA) and the Literacy Performance Assessment (LPA), including but not limited to having a recording policy in place to accommodate TPA video assessments.

Reach University Responsibilities

- Comply and submit reports or other information on matters related to accreditation or program requirements and activities to the California Commission on Teacher Credentialing (CCTC), the California Department of Education (CDE), and the Western Association of Schools and Colleges (WASC), as required.

- Establish effective and ongoing communication between the Local Education Agency's Primary School Site Contact and Reach University to promote this agreement and address candidate needs.
- Provide orientation, professional development, and ongoing support for field supervisors, coaches, and mentors.
- Communicate with candidates, Primary School Site Contact, mentors, and program staff in a timely manner regarding program requirements and updates.
- Oversee and recommend candidates for credentials in credentialing pathways.
- Maintain compliance with all CCTC requirements for intern and induction programs.

A.2.2. Candidate Support & Collaboration

Local Education Agency Responsibilities

- Support candidate success by supervising and evaluating candidates using established Local Education Agency processes and performance assessment tools.

Reach University Responsibilities

- Solicit feedback from stakeholders to guide the development and continuous improvement of processes and systems.
- Facilitate program-specific advisory councils to support candidate success and align with Local Education Agency and Reach University expectations.

A.2.3. Program & Data Collaboration

Shared Responsibilities

- Convene the committee regularly to gather feedback and insights for enhancing processes and systems within each program, and to contribute to the development and oversight of new programs.
- Collaborate to maintain effective communication with all stakeholders to support candidate success and program quality.

A.3. Execution of Addendum

This Addendum supplements the Base Agreement and does not modify any other terms unless expressly stated herein. All indemnification, confidentiality, and liability provisions of the Base Agreement apply equally to this Addendum.

The undersigned confirms having read and understood the policies stated above and affirms possessing the authority to execute this document on behalf of the Local Education Agency and engage in the activities outlined herein.

Local Education Agency

Local Education Agency	Point Arena Schools
Authorized Approver	Warren Galletti
Signature	
Date	3/23/2026 8:09 AM PDT

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Alternatives in Action

Authorized Representative	Daniel D. Zarazua
Title	Executive Director
Signature	
Date	3/23/2026 8:54 AM PDT

Reach University

Authorized Representative	Gene Lee
Title	COO and Head of Candidate Affairs
Signature	
Date	3/23/2026 9:46 AM PDT

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Reach University Local Education Agency Memorandum Of

Understanding Addendum: Intern Teacher Credential and Master of Arts in Teaching Program

This Addendum supplements the Reach University Employer Partnership Memorandum of Understanding and the Graduate Programs Addendum (“Base Agreement”) between Reach University and the Local Education Agency.

This Addendum outlines additional terms, responsibilities (among Reach University and the Local Education Agency), and program details specific to the Teacher Intern credentialing pathway. All credential recommendations are made by Reach University, a CCTC–accredited recommending agency. Reach University also provides the Master of Arts in Teaching degree pathway. All provisions of the Base Agreement remain in full force and effect unless expressly modified by this Addendum.

A.1. Program Overview & Definitions

The program description herein reflects Reach University’s program as of the effective date of this Addendum. For the most up–to–date version, please see reach.edu and info.reach.edu.

The Teacher Intern Program allows candidates to earn their Master of Arts in Teaching degree while participating in a credentialing pathway. Reach University supports candidates’ academic progress and oversees all credentialing processes and recommendations. An Early Completion Option (ECO) is offered to qualified Intern candidates; however, ECO candidates are not eligible for the Master of Arts in Teaching program, as they do not complete coursework for credit.

A.1.1. Definitions

- Intern Program: An alternative certification program. Intern teachers are employed as the teacher of record in a classroom while concurrently enrolled in the credential program.
- Intern Credential: A temporary teaching license that allows eligible candidates to work as teachers of record in California public schools while completing the requirements for a Preliminary credential through an approved university program. It authorizes the holder to perform the full duties of the preliminary credential they are pursuing, with required support and supervision from both the university and the employing district. This credential is valid for a two–year term.
- Preservice: Candidates must complete Preservice in order to be eligible for an Intern Credential. At Reach University, Preservice is a three–unit (135–hour) graduate–level course. Once granted, Intern Credentials may be backdated by ninety (90) calendar days (current CTC policy). Preservice for Single–Subject and Multiple–Subject candidates must include: General pedagogy including classroom management and planning, reading/language arts, subject–specific pedagogy, human development, and specific content regarding the teaching of English Learners, pursuant to California Code of Regulations §80033.
- Fieldwork: Employment as a teacher of record, where fieldwork, practice, support, supervision, and application of coursework to teaching take place. The Local Education

Agency ensures candidates are placed in teaching assignments that match the credentials and subject areas for which the candidates are seeking their credentials for a minimum of 600 hours per year. A candidate's teaching position and intern programming go hand-in-hand. *Any changes to their employment status may affect their program status, and vice versa.*

- ECO: The Early Completion Option (ECO) is intended to provide candidates who have requisite skills and knowledge an opportunity to challenge the coursework portion of a Single-Subject or Multiple-Subject Intern Credentialing Program. The Early Completion Option does not waive the entire program but allows for an expedited pathway by waiving preparation program coursework for those candidates who meet the criteria.
- M.A.T.: Master of Arts in Teaching, a graduate degree that emphasizes both practical teaching skills and in-depth subject matter knowledge.
- ILP: Individual Learning Plan, a personalized plan designed to guide the professional growth and development of a candidate. The ILP addresses the California Standards for the Teaching Profession (CSTPs), the Teacher Performance Expectations (TPEs), and provides a roadmap for the candidate's work in their respective program. This plan is intended to be a living document, with opportunities to develop professional goals and measurable outcomes, plan, reflect on progress, and modify as needed in response to the authentic needs of the candidate. **The ILP is designed and implemented solely for the professional growth and development of the candidate and not for evaluation for employment purposes.**
- Professional Development Plan: The Professional Development Plan (PDP) is an individualized plan created when a candidate begins serving on an Intern Credential. The PDP outlines any credential requirements the intern still needs to complete and provides a clear timeline for meeting them. Developed collaboratively by the program, the employing district, and the intern, the PDP identifies remaining coursework, assessments, and authorization requirements, as well as the support and supervision the intern will receive while serving as teacher of record. The PDP is used throughout the intern program to guide the intern's progress toward earning the Preliminary Credential. Additional information is provided in the document available at: docs.google.com/document/d/1RqLu9R85vWoMavPBaZP0-blLMbmBDTfGPhMRg9TCf8o/copy.

A.1.2. Intern Teacher Credential & Master Of Arts In Teaching Program

Candidates work as intern teachers while pursuing a Preliminary California Teaching Credential and a Master of Arts in Teaching degree.

Intern candidates are novice teachers. They are employed as teachers of record while pursuing preliminary credentials. Each week, Intern candidates attend synchronous classes and engage in approximately ten (10) hours of independent studies, including academic coursework and job-embedded practice. Intern candidates engage in at least five (5) hours of supervision with an District Employed Supervisor each week, and engage in twelve (12) one-on-one coaching cycles with a Reach University-provided field supervisor per academic year. They also complete two cycles of the CalTPA, the state teaching performance assessment.

Participation in the Intern and Master of Arts in Teaching Program is a significant workload beyond the responsibilities of a typical credentialed teacher. Local Education Agencies are responsible for ensuring that candidates are supported to be successful both in the classroom and in their graduate credentialing coursework.

Degree Earned: Master of Arts in Teaching

Credential Earned: California Intern Teaching Credential and California Preliminary Single–Subject or Multiple–Subject Teaching Credential (upon successful completion of the Intern Teacher Credential Program and credentialing requirements).

Program Duration: Two years. Accepts up to 9 transfer credits.

Program Eligibility: The Intern Teacher Credential Program leads to a California Preliminary Single–Subject or Multiple–Subject Teaching Credential. WSCUC accredits the concurrent Master of Arts in Teaching Program. Admission requirements can be found at reach.edu.

To be recommended for an Intern Credential, and prior to enrolling in the Intern Teacher Credential Program, candidates must:

- Hold a baccalaureate degree or higher from a regionally accredited institution of higher education. Pursuant to Education Code Sections 44325, 44326, 44453.
- Demonstrate subject matter competence prior to being recommended for the Intern Credential.
- Provide all required enrollment documents established by the CCTC and by the Intern Teacher Credential Program.
- Complete the requisite hours of pre–service preparation established by the CCTC (the Reach Preservice Course taken in the term *before* the starting semester does meet this requirement).
- Have a qualified District Employed Supervisor identified who meets the CCTC criteria for mentor eligibility.

Reach University reserves the right to determine admissions and continued enrollment. Once admitted, all two–year pathway candidates are eligible for Reach University’s concurrent Master of Arts in Teaching Program.

Program Components:

- As candidates enroll in Reach University’s teacher intern program, they will begin by completing preservice. Candidates must complete Preservice in order to be eligible for an Intern Credential. Preservice is a three–unit (135–hour) graduate–level course that must cover general pedagogy—such as classroom management and planning, reading/language arts, subject–specific pedagogy, human development—as well as specific content on teaching English Learners, in accordance with California Code of Regulations §80033.
- Fieldwork is a required component of the Intern program. The Local Education Agency must ensure that candidates are placed in teaching assignments that match the credentials and subject areas for which the candidates are seeking their credentials for a minimum of 600 hours per year. A candidate’s teaching position and intern programming

hand-in-hand. *Any changes to their employment status may affect their program status, and vice versa.*

- Field Supervisor: a Reach contract employee that is responsible for coaching candidates by conducting six observation cycles per semester, for a total of twelve observations per year. Field Supervisors support candidates to integrate coursework to their teaching praxis, to pass the CalTPA, and to apply an inquiry lens to their practice as they pursue equitable outcomes for all students. Field Supervisors engage in professional development in a Field Supervisor Community of Practice.
- District Employed Supervisor: Intern candidates must be assigned a District Employed Supervisor. A District Employed Supervisor must hold a Clear Credential in the content area for which they are providing supervision and have a minimum of three years of content area K–12 teaching experience. The District Employed Supervisor must have demonstrated exemplary teaching practices as determined by the employer and the Program. Matching a candidate and a District Employed Supervisor must be a collaborative process between the Local Education Agency and the Program. The Program provides District Employed Supervisors with a minimum of two hours of initial orientation to the program. Additionally, District Employed Supervisors are required to complete or have completed at least eight hours of formal training in coaching adult learners, which includes mentoring/coaching, co-teaching, subject-specific pedagogy, and inclusive practices. The Program ensures that District Employed Supervisors remain current in the knowledge and skills for candidate supervision and program expectations. District Employed Supervisors must also provide opportunities for candidates to be observed and receive feedback, co-observe and debrief, co-plan lessons, and review student data around structured literacy, diagnostic and intervention techniques, oral and written language, and provide support for students with dyslexia per the California Dyslexia Guidelines. At a minimum, the District Employed Supervisor provides their Intern an average of five hours of support and guidance per week. Finally, District Employed Supervisors are evaluated annually through candidate surveys and supervisor self-assessments, which are reviewed by the Associate Dean of the Intern Program to inform continued professional growth.
- Support and supervision are shared responsibilities between the Local Education Agency and the Program. Pursuant to California Code of Regulations §80033, participating institutions in partnership with employing Local Education Agencies shall provide 144 hours of support and supervision annually and 45 hours of support and supervision specific to teaching English learners. These hours are completed through a combination of support and supervision with the District Employed Supervisor and the field supervisor.
- California Teaching Performance Assessment (CalTPA) support is provided by Reach University and is supplemented by employer support. Passing the CalTPA is required in order for a candidate to be recommended for a Preliminary Teaching Credential.
- Coursework: Key elements are aligned with California TPEs and Reach University's PLOs. The Program's coursework provides multiple opportunities for candidates to learn, apply, and reflect on each Teaching Performance Expectation (TPE). As candidates progress

through the Program, pedagogical assignments are increasingly complex and challenging. The scope of the pedagogical assignments (a) addresses the TPEs as they apply to the subjects to be authorized by the credential, and (b) prepares the candidate for the teaching performance assessment (TPA) and other program-based assessments.
Reach University

will provide all CCTC-required coursework aligned with the California Teaching Performance Expectations (TPEs) for the Intern Program, ensure Intern candidates are prepared to teach and assess literacy skills (foundational, written, and oral), and work with students needing intervention when available.

- Master of Arts in Teaching candidates in the two-year Intern Program pathway take two additional elective courses to obtain a master's degree.

Intern Authorization & Service Alignment

By recommending an Intern candidate for the Intern Credential, Reach University authorizes candidates in an internship program to perform the functions permitted under a regular standard credential, pursuant to Education Code §44454. Reach University affirms that interns' services will meet the instructional or service needs of the participating district(s), in accordance with Education Code §44458.

Non-Displacement of Certificated Staff

Reach University and the Local Education Agency certify that interns candidate serving under the Intern Credential Program do not displace any certificated employees within participating Local Education Agency, pursuant to Education Code §44225.7.

A.2. Roles & Responsibilities

This section defines the commitments of the Local Education Agency and Reach University to support successful implementation of the Teacher Intern Program.

A.2.1. Program Access & Support

Local Education Agency Responsibilities

- Identify an Employment Verification Contact responsible for verifying candidate employment each term and liaising with Reach University.
- Assign a Primary School Site Contact to meet regularly with Reach University staff to address candidate needs and stay current on program processes and materials.
- Assign a School Site Leader who has mentors and/or candidates on staff, and who should be informed about program processes and materials, and stay current with changing program requirements, including program alignment to the Literacy Standards and Teaching Performance Expectations (TPEs) in the Intern Program.
- Assign a qualified District Employed Supervisor (i.e., peer coach, mentor, or other designated individual) to the candidate within thirty (30) days of the intern's enrollment in

the Program, and prior to the intern teacher assuming daily teaching responsibilities.

● **Inform candidates of the requirements to earn an Intern Credential:**

- **All admissions requirements completed**, including Certificate of Clearance, Basic Skills Requirement, Subject Matter Competency Requirement, demonstration of knowledge of US Constitution, official transcripts verifying completion of a Bachelor's degree from a regionally accredited IHE, Resume, Offer of Employment

Intern Teacher Credential/M.A.T Program Addendum | **Page 5**

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for a qualifying teaching position, Resume, Prior Field Experience Form completed, and a current MOU on file with the employing agency.

- **Preservice completion:** A preparation course (135 hours) in the term *before* the starting semester. Preservice must be passed to be eligible for an Intern Credential as well as to continue in the Intern Program (e.g., for a Fall enrollee, the Preservice course is offered in the summer term). Preservice covers general pedagogy, including classroom management and planning, subject-specific pedagogy, and specific content regarding the teaching of English Learners pursuant to the California Code of Regulations.
- **District Employed Supervisor assigned** by the CTC-mandated deadline.
- Ensure and verify that all Intern candidates are placed in classrooms designed to provide the most comprehensive clinical practice experiences possible, particularly in literacy instruction for all students. Placements must provide:
 - Opportunities to work with other education professionals and veteran practitioners serving students at risk for or with dyslexia or literacy-related disabilities.
 - Sites where candidates can practice screening and diagnostic techniques, implement early intervention strategies, and develop oral and written literacy skills aligned with state Literacy Standards.
 - Ample opportunities to practice a strong literature, language, and comprehension component with a balance of oral and written literacy skills and the additional cross-cutting themes in literacy, especially in the literacy areas of making meaning, language development, and effective expression.
- Ensure any Intern candidate assigned to a Transitional Kindergarten (TK) classroom meets at least one of the following criteria:
 - Possesses 24 units in early childhood education/child development.
 - Holds professional experience equivalent to 24 units.
 - Holds a child development teacher permit issued by the CTC.
- Permit video capture for field supervision, coursework, and state performance tasks (e.g., CalTPA) and maintain a recording policy to accommodate credentialing requirements.
- Professional Development Plan (PDP): The Local Education Agency acknowledges that each Intern candidate shall have an individualized Professional Development Plan

(PDP), developed collaboratively by the program sponsor, the Local Education Agency, and the intern at the start of the assignment. The PDP shall document remaining credential requirements, timelines for completion, and the support and supervision to be provided while the intern serves as teacher of record. The Local Education Agency will regularly review and update the PDP in collaboration with the candidate.

Reach University Responsibilities

- Provide academic programming and support aligned with the Master of Arts in Teaching degree.

Intern Teacher Credential/M.A.T Program Addendum | **Page 6**

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- Assign a Reach–contracted Field Supervisor to the Intern candidate. For each candidate they coach, Field Supervisors conduct six observation cycles per semester, for a total of twelve (12) observations per year.
- Establish effective communication with the Primary Employer Partnership Contact to promote this Agreement.
- Provide orientation, professional development, and ongoing support for field supervisors, coaches, and mentors.
- Verify that Intern candidates have completed all program and credential requirements.

A.2.2. Candidate Supervision & Evaluation

Shared Responsibilities

- Collaboratively supervise candidates through a team consisting of the Field Supervisor, District Employed Supervisor, School Site Leader, and Reach University faculty.
- Ensure all program supervision meets the CCTC–required 144 hours annually, including 45 hours specific to teaching English learners, provided through a combination of District Employed Supervisor and Reach University Field Supervisor.
- Conduct formal observations that include feedback, formative/summative assessment analysis, and candidate performance data review.

A.2.3. Program & Data Collaboration

Shared Responsibilities

- Establish a Partnership Advisory Committee with superintendents/designees from partnering Local Education Agencies and Reach University.
- Convene the committee regularly to provide leadership, gather feedback, and support continuous program improvement.

A.3. Execution of Addendum

This Addendum supplements the Base Agreement and Graduate Programs Addendum, and does not modify any other terms unless expressly stated herein. All indemnification, confidentiality, and liability provisions of the Base Agreement apply equally to this Addendum.

The undersigned confirms having read and understood the policies stated above and affirms possessing the authority to execute this document on behalf of the Local Education Agency and engage in the activities outlined herein.

Local Education Agency

Local Education Agency	Point Arena Schools
Authorized Approver	Warren Galletti

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Signature	
Date	3/23/2026 8:09 AM PDT

Alternatives in Action

Authorized Representative	Daniel D. Zarazua
Title	Executive Director
Signature	
Date	3/23/2026 8:54 AM PDT

Reach University

Authorized Representative	Gene Lee
Title	COO and Head of Candidate Affairs
Signature	
Date	3/23/2026 9:46 AM PDT

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Reach University Employer Partnership Memorandum Of Understanding **Addendum: Teacher Induction Program**

This Addendum supplements the Reach University Employer Partnership Memorandum of Understanding and the Graduate Programs Addendum (“Base Agreement”) between Reach University and the Local Education Agency.

This Addendum outlines additional terms, responsibilities (between Reach University and the Local Education Agency), and program details specific to the Teacher Induction Program. All provisions of the Base Agreement and Graduate Programs Addendum remain in full force and effect unless expressly modified by this Addendum.

A.1. Program Overview

The program description herein reflects Reach University’s program as of the effective date of this Addendum. For the most up-to-date version, please see reach.edu and info.reach.edu.

The Teacher Induction Program is a two-year job-embedded individualized induction program focused on assisting new teachers in transitioning into the profession and obtaining their California Clear Credential. The program is focused on extensive support and mentoring to new teachers through individualized learning plans, inquiry cycles, and collaborative mentorship circles.

Induction candidates are teachers who have attained their Preliminary Teaching Credential and are seeking to attain their Clear Teaching Credential. Teacher Induction Program provides job-embedded support and professional learning for induction candidates to obtain a Clear California Single-Subject or Multiple-Subject credential or Education Specialist Credential. The Teacher Induction Program supports candidate development and growth in the teaching profession by building on the knowledge and skills they have gained during their preliminary preparation program through a robust mentoring system. Mentoring support includes both “just in time” and long-term analysis of their teaching practice to support candidates in developing enduring professional skills through cycles of inquiry. The Teacher Induction Program serves to strengthen teachers' professional practice and contribute to their retention in the profession. Reach University will provide the California Standards for the Teaching Profession (CSTPs) for the Induction candidates.

Credential Earned: California Clear Teaching or Education Specialist Credential.

Program Duration: Two years. Transferred credits are not accepted.

Program Eligibility: To be recommended for a Clear Credential, candidates must: (a) meet with a TIP Mentor for a minimum of thirty (30) hours per year and provide documentation, (b) complete an Individualized Learning Plan (ILP), including a CSTP co-assessment (between the candidate and TIP Mentor) and a triad meeting (a candidate, their TIP Mentor, and the School Site Leader) within the first sixty (60) days of enrollment, (c) successfully complete Cycles of Inquiry in collaboration with a TIP Mentor, and (d) satisfy all renewal requirements placed on their California Preliminary Teaching or Education Specialist Credential by the CCTC.

Key Program Components – Mentorship and Fieldwork:

The Teacher Induction Program requires each candidate to be assigned a qualified mentor who provides guidance and expectations for the mentoring experience. All TIP Mentors for Induction candidates are hired and managed by Reach University. They will have their employment verified during the enrollment process and must meet all TIP Mentor requirements established by the CCTC. Qualifications for mentors will include, but are not limited to:

- Knowledge of the context and the content area of the candidate's teaching assignment.
- Demonstrated commitment to professional learning and collaboration.
- A Clear California Teaching Credential.
- Meet candidates' needs for support.
- Have a minimum of three (3) years of effective teaching experience.

TIP Mentors are expected to support candidates in the Program to the best of their abilities through various means, including but not limited to:

- Provide "just in time" support for candidates, in accordance with their ILP, in addition to providing support for the candidates in their cycles of inquiry.
- Support candidate progress towards mastery of the California Standards for the Teaching Profession.
- Facilitate candidate growth and development through modeling, guiding reflection on practice, and feedback on classroom instruction.
- Connect candidates with available resources to support their professional growth and accomplishment of the ILP.
- Periodically review the ILP with candidates and make adjustments as needed.

The Program will provide ongoing training and support for TIP Mentors that includes, but is not limited to:

- Coaching and mentoring.
- Goal setting.
- Use of appropriate mentoring instruments.
- Best practices in adult learning.
 - Support for individual mentoring challenges, reflection on mentoring practices, and opportunities to engage with mentoring peers in professional learning networks.
- Processes designed to support candidates' growth and effectiveness.

The Institution conducts ongoing evaluation of mentor performance through structured observations of coaching sessions, review of candidate feedback, documentation checks, and annual mentor performance reviews. Expectations for mentor duties including frequency and duration of coaching, support with ILP goal-setting and evidence collection, and documentation

requirements, are outlined in the Mentor Handbook and reviewed during training. The Institution ensures that each candidate receives a minimum of thirty (30) hours of coaching support per year (as required by CTC), and confirms completion of these hours through tracking logs and periodic audits. The Local Education Agency acknowledges that these coaching and evaluation processes are the sole responsibility of the Institution.

Fieldwork Provisions and Guidelines: For Induction candidates, teaching assignments must include at least one (1) class in the teacher’s designated credential area (i.e., a single–subject science credentialed teacher must teach at least one (1) science class). Candidates must be allowed to work with a group of students on an ongoing basis, including opportunities to plan, execute instruction, and analyze the resultant data representing student learning.

→ *Please note that the completion of mentor hours is a CCTC requirement with a minimum of thirty (30) hours per year of the two–year program.*

Program Completion Requirements:

Induction candidates must complete all program requirements (see bulleted list below) prior to recommendation for a California Clear Teaching Credential. Lack of progress in the program may require the candidate to repeat a portion of the year or the full year of induction.

If a candidate is not responsive to program communications regarding the timely completion of the induction experience, the Institution reserves the right to terminate the candidate’s enrollment and participation. The candidate’s school site will also be notified of the action taken. The candidate and/or employing Local Education Agency are responsible for all fees incurred during the academic year of participation.

Note: It is the candidate’s responsibility to check their credential on the CCTC website for any potential renewal requirements. Candidates will not be recommended for a California Clear Teaching Credential until all renewal requirements have been met, even if all program requirements listed below have been met.

Regular Track –2 Year Program:

- Document candidate and TIP Mentor meetings totaling a minimum of thirty (30) hours per year (sixty (60) hours total to complete the program) in CRAFT using the provided log, updated weekly.
- Candidates will be observed by their TIP Mentor a minimum of four (4) times per year and observe a veteran teacher during each Inquiry cycle.
- Completion of an Individualized Learning Plan (ILP) each year, which includes:
 - CSTP Co–Assessment & triad meeting.
 - Context and Culture for Learning (Recommended for all candidates, but only required for Year 1 and ECO Candidates).
 - Successful completion of three (3) Inquiry for Equity Action Research cycles over the course of two (2) years.

- Document a minimum of thirty (30) hours per year of candidate and TIP Mentor meetings in the provided log on a weekly basis.
- Candidates will be observed by their TIP Mentor a minimum of five (5) times during the year and observe a veteran teacher during each Inquiry cycle.
- Completion of an Individualized Learning Plan (ILP), which includes:
 - CSTP Co-Assessment & triad meeting.
 - Context and Culture for Learning.
 - Successful completion of two (2) Inquiry for Equity Action Research Cycles.

Note: The Individualized Learning Plan (ILP) is designed and implemented solely for the professional growth and development of the participating teacher and not for evaluation for employment purposes.

Note: Candidates will be recommended for their Clear Teaching/Education Specialist Credentials when fees have been paid in full, and any additional renewal requirements on the Preliminary Credential have been met.

A.2. Roles & Responsibilities

This section defines the commitments of the Local Education Agency and Reach University to support successful implementation of the Teacher Induction Program.

Local Education Agency Responsibilities

The Local Education Agency, as the employer for candidate enrolled in the Induction program, agrees to provide:

- Appropriate teaching assignment aligned with the candidate's credential and growth goals.
- Access to site resources, including curriculum guides, pacing plans, assessment systems, and learning management tools.
- Orientation to site policies and procedures, including safety plans, student support services, and instructional expectations.
 - Access to site leadership, such as regular check-ins with the principal or assistant principal to support goal-setting, ILP alignment, and contextual understanding of student needs.
- Collaboration structures, such as grade-level team meetings, PLCs, IEP meetings, and department meetings that allow the candidate to participate in shared decision-making.
- Support for classroom observations, including release time (if applicable) for the candidate to observe veteran teachers or instructional specialists.

- Professional learning opportunities offered by the Local Education Agency, such as workshops, in-services, MTSS training, or equity-focused Professional development.

- Access to student data systems (CALPADS, SIS platforms, progress monitoring tools)

needed to develop and monitor ILP goals.

- Supportive school culture, including encouragement to use coaching, reflective practices, and induction resources without evaluative pressure.

Reach University Responsibilities

Reach University, as the California Commission on Teacher Credentialing (CCTC)-approved Induction program sponsor and credential recommending body, agrees to:

- Maintain CCTC accreditation in good standing and ensure the Teacher Induction Program remains compliant with all applicable standards, guidelines, and reporting requirements.
- Recommend eligible candidates for the California Clear Credential upon successful completion of all Teacher Induction Program requirements.
- Ensure the overall design, implementation, and continuous improvement of the Teacher Induction Program, including oversight of curriculum, mentoring systems, and candidate assessment practices.
- Monitor and verify each candidate's completion of program requirements, including documented mentor hours, Individualized Learning Plan (ILP) components, and cycles of inquiry.
- Ensure that all data collection and reporting to the CCTC reflects accurate records of candidate participation, progress, and program completion.
- Provide guidance and technical assistance to Reach University staff and Local Education Agencies regarding credentialing requirements and program compliance.
- Maintain secure records for all Teacher Induction Program candidates and ensure confidentiality in accordance with state and federal regulations.
- Respond to CCTC audits, inquiries, or data requests as required, and communicate relevant findings or updates to the Local Education Agency as needed.

A.3. Execution of Addendum

This Addendum supplements the Base Agreement and Graduate Programs Addendum and does not modify any other terms unless expressly stated herein. All indemnification, confidentiality, and liability provisions of the Base Agreement apply equally to this Addendum.

The undersigned confirms having read and understood the policies stated above and affirms possessing the authority to execute this document on behalf of the Local Education Agency and engage in the activities outlined herein.

Local Education Agency

Local Education Agency	Point Arena Schools
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TeacherInduction Program Addendum | Page 5

Revised March 2026

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Authorized Approver	Warren Galletti
Signature	
Date	3/23/2026 8:09 AM PDT

Alternatives in Action

Authorized Representative	Daniel D. Zarazua
Title	Executive Director
Signature	
Date	3/23/2026 8:54 AM PDT

Reach University

Authorized Representative	Gene Lee
Title	COO and Head of Candidate Affairs
Signature	
Date	3/23/2026 9:46 AM PDT

TeacherInduction Program Addendum | Page 6

Revised March 2026

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Reach University Employer Partnership Memorandum Of

Understanding Addendum: Tuition & Billing

This Addendum supplements the Reach University Employer Partnership Memorandum of Understanding (“Base Agreement”) between Reach University and the Local Education Agency, and shall be effective as of the date of the last signature on this Addendum. This Addendum outlines additional terms and responsibilities regarding tuition contributions and billing for Reach University candidates. All provisions of the Base Agreement remain in full force and effect unless expressly modified herein.

A.1. Local Education Agency Responsibilities

- Notify Reach University at least thirty (30) days prior to the start of each academic term if the Local Education Agency intends to cover full or partial tuition for any candidates.
- Confirm the list of candidates for whom the Local Education Agency will be invoiced, including verification of employment and employer recommendation to ensure billing accuracy.
- Provide accurate billing contact information to Reach University and promptly communicate any updates.
- Process invoices in a timely manner according to the agreed-upon tuition support arrangement.
- All candidates enrolled in Reach University programs are responsible for tuition and associated fees. Payment of tuition is the candidate’s primary responsibility unless the Local Education Agency chooses to provide support.

A.2. Billing Terms

- All candidates enrolled in Reach University programs are responsible for tuition and associated fees. Payment of tuition is the candidate’s primary responsibility unless the Local Education Agency chooses to provide support.
- If the Local Education Agency agrees to pay Reach University for tuition and fees associated with candidates enrolled in Reach University programs, Reach University will invoice the Local Education Agency once per academic term, typically in September and February.
- Payment Terms: The Local Education Agency shall remit full payment within thirty (30) calendar days of the invoice date, unless otherwise agreed to in writing. Payments shall be made via electronic funds transfer or another approved method as specified on the invoice.
- Nonpayment Clause: Reach University reserves the right to suspend candidate participation in Reach University programs for Local Education Agencies’ failure to meet their financial obligations.

A.3. Tuition Support Confirmation

The Local Education Agency shall confirm the following details regarding tuition contribution:

Accounts Payable Contact Name	kelly Piper
Accounts Payable Contact Title	Accounts Payable
Accounts Payable Email Address	kpiiper@mcn.org
Is the Local Education Agency contributing to tuition for any candidates?	<p>Yes, the Local Education Agency will contribute <input checked="" type="checkbox"/> toward tuition.</p> <p>No, the Local Education Agency will not contribute toward tuition at this time.</p>
<p>If you selected "yes," please complete the following section.</p> <p>Program (check all that apply) Bachelor of Arts in Liberal Studies Degree Program <input checked="" type="checkbox"/></p> <p>Bachelor of Arts in Global Education (Educator Preparation Program Pathway for Arkansas and Louisiana)</p> <p><i>Graduate Programs only offered in California:</i></p> <p>Intern Teacher Credential / Master of Arts in Teaching (M.A.T.) Program <input checked="" type="checkbox"/></p> <p>Teacher Induction Program <input checked="" type="checkbox"/></p> <p>Tuition Support Level 100% of candidate contribution Dist. Incentive Program.</p> <p>Other: _____ <input checked="" type="checkbox"/></p>	

A.4. Execution of Addendum

This Addendum supplements the Base Agreement and does not modify any other terms unless expressly stated herein. All indemnification, confidentiality, and liability provisions of the Base Agreement apply equally to this Addendum.

The undersigned confirms having read and understood the policies stated above and affirms possessing the authority to execute this document on behalf of the Local Education Agency and engage in the activities outlined herein.

Local Education Agency

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Local Education Agency	Point Arena Schools
Authorized Approver	Warren Galletti
Signature	
Date	3/23/2026 8:09 AM PDT

Reach University

Authorized Representative	Gene Lee
Title	COO and Head of Candidate Affairs
Signature	
Date	3/23/2026 9:46 AM PDT

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Reach University Employer Partnership Memorandum Of Understanding Addendum: Partnership Onboarding & Implementation

This Addendum supplements the Reach University Employer Partnership Memorandum of Understanding (“Base Agreement”) between Reach University and the Local Education Agency. It shall be effective as of the date of the last signature on this Addendum. All provisions of the Base Agreement remain in full force and effect unless expressly modified herein.

This Addendum outlines partnership goals, recruitment coordination, and key contact information necessary to successfully launch and support Reach University candidates.

A.1. Partnership Goals

To ensure alignment and shared success, the Local Education Agency agrees to identify the primary goal(s) of this partnership (check all that apply):

- Grow and retain teachers from within
X
- Provide an affordable bachelor’s degree pathway for staff
X
- Support paraprofessionals/classified staff in becoming certified teachers
X
- Fill high-need subject or grade-level vacancies
X
- Support intern teacher placement and credentialing (CA only)
X
- Other: _____

Additional notes regarding partnership goals (optional):

As far as Dist. Tuition Support the candidate may qualify for Dist. Incentive

A.2. Partnership Contacts & Roles

To support effective communication and successful implementation of this partnership, the Local Education Agency agrees to designate the following points of contact:

Primary Partnership Contact	Name	Warren Galletti
	Title	Superintendent
	Email	wgalletti@mcn.org

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Employment Verification Contact	Name	Dunnell Daleuski
	Title	H.R.
	Email	ddaleuski@pauhs.org

Accounts Payable Contact	Name	Kelly Piper
	Title	Accounts Payable

	Email	kpiiper@mcn.org
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BAGE Primary Clinical Year Contact (Arkansas & Louisiana only)	Name	
	Title	
	Email	

A.3. Recruitment Resources

To support candidate recruitment and enrollment, Reach University will collaborate with the Local Education Agency on outreach and information sharing.

Preferred Resources (check all that apply):

- Local Education Agency-hosted virtual information session
X
- In-person information session
- Staff meeting presentation
X
- Student or community job fair event
- Email communication to eligible staff
X
- Customized recruitment materials
- Other:

A.4. Execution of Addendum

This Addendum supplements the Base Agreement and does not modify any other terms unless expressly stated herein. All indemnification, confidentiality, and liability provisions of the Base

Agreement apply equally to this Addendum.

The undersigned confirms having read and understood the policies stated above and affirms possessing the authority to execute this document on behalf of the Local Education Agency and engage in the activities outlined herein.

Local Education Agency

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