

**Alternative Routes to Certification Program
Memorandum of Agreement ("Agreement")**

Between
City University of Seattle
(hereinafter referred to as "University")
521 Wall St., Seattle, WA 98121

And
Lake Stevens School District
(hereinafter referred to as the "District")

Regarding
CITY UNIVERSITY'S ALTERNATIVE ROUTES PROGRAM
(hereinafter referred to as "Program")

This memorandum outlines the agreement between the University, an approved Washington State institution offering university credit courses through its School of Education and the Lake Stevens School District. The purpose of this partnership is for teacher preparation programs and single/multiple district partnerships to strengthen the Program with an emphasis on grow your own teacher strategies to address district staffing needs.

The Program will be carried out in accordance with Washington Administrative Code (WAC) 181-80 authorizing the Alternative Routes to Certification Program (previously RCW 28A.660.040), Authority WAC 181-80-002, Definitions WAC 181-80-005, Basic requirements WAC 181-80-010, and Program types WAC 181-80-020.

I. IT IS MUTUALLY AGREED THAT:

- A.t The University and the District agree to implement the Program with candidate instruction beginning academic year July 1, 2020.t
- B.t The Program will offer a residency certification program for candidates seeking Special Education, ELL, Math and Gen-Ed endorsements. The Program consists of a minimum 24 undergraduate or graduate credits. The Program will offer Route(s) 1-4.t

II. UNIVERSITY RESPONSIBILITIES:

- A.t Identify key faculty member(s) who will work directly with the District(s) for the Program.t
- B.t Provide District(s) with promotional brochures and/or presentations to assist with Program recruitment.t
- C. Review and admit Program candidates.

- D. Schedule and staff Program courses.
- E. Provide key faculty member(s) to implement the Program.
- F. Provide supervision and facilitate learning activities such as peer observation and feedback.
- G. Submit candidates for certification upon completion of the Program.

III. DISTRICT RESPONSIBILITIES:

- A. Identify a key contact(s) who will serve as a District liaison to the University.
- B. Provide as an attachment to this Agreement a brief description of how the district intends for the Program to support its workforce development plan.¹
- C. Work with the University to provide District employees who are interested in becoming teachers access to information about the Program and potential District support.
- D. Design candidate schedules and job assignments (Routes 1, 2, and 4), if possible, in ways which allow for compensation during the candidates' clinical and field experience hours.
- E. Select and provide mentors for candidates' clinical and field experiences, including, if possible, Route 3 candidates who are not employees.

IV. KEY ROLES AND RESPONSIBILITIES:

Responsibilities	University	District	Other	Other
Candidate recruitment*	X	X		
Candidate screening*	X	X		
Candidate selection*	X			
Candidate oversight*	X	X		
Additional field placement*	X	X		
540 hours clinical practice*	X	X		
Mentor selection*		X		
Mentor training*	X	X		
Mentor support*	X	X		
NOTE: While the University screens and selects candidates for admission, the District has the right and responsibility to decide which employee candidates it will designate as Routes 1, 2 and 4. District will indicate assent to Route 1, 2 and 4 candidates by either (check one): ☐ Completing an appropriate District Authorization form (attached to Agreement) for each candidate ☐ The District key contact providing the University with a written list of candidates and routes				

¹ Required in accordance with WAC 181-80-010.
CityU/District Alt.Routes MOA

V. KEY ACTIVITIES AND TIMELINE

Activities	Timeline	Responsibility
Candidate recruitment*	Ongoing	University and District
Candidate screening*	January 1 – May 31	University and District
Candidate selection*	January 1 – June 30	University
Field placement*	October 1 – June 30	University and District
540 hours clinical practice*	January 1 – June 30	University and District
Mentor selection*	May 1 – March 31	District
Mentor training*	May 1 – March 31	University and District
NOTE: See Note above re Routes 1, 2 and 4.		

VI. PROGRAM MANAGEMENT

The following shall be the key contact person for all communications regarding the performance of this Agreement.

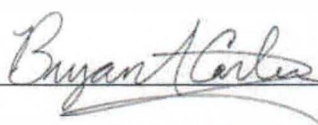
	Program	District
Name	Bryan Carter	
Title	Acad Prog Dir Udrgrad/Director	
Mailing address	1498 SE Tech Center Place Suite 130 Vancouver WA 98683	
Telephone number	360-449-6715	
Email	bcarter@cityu.edu	

Terms of agreement and termination

This Agreement is effective beginning July 1, 2020. The Agreement may be amended by a written addendum signed by all parties and with final approval by PESB. The authorizing signatories for this Agreement are as follows:

City University of Seattle

Name: Bryan Carter, Ph.D

Signature: 

Title: Academic Program Director: Director of Field Placements Date: 4/22/2020

District representative

Name: Teresa Main

Signature: 

Title: Assistant Superintendent Date: 5/5/2020

**PESB ONLY
MOA APPROVAL**

Date

Representative

Signature

Attachment to Alternative Route Program MOA: Lake Stevens School District & City University

A description of how the district intends for the alternative route program to support its workforce development plan and how the presence of alternative route candidates will advance its school improvement plans.

The alternative route program supports the Lake Stevens School District (LSSD) workforce development plan and school improvement plans in several ways. Specifically, the LSSD is committed to creating supportive systems to encourage and assist staff members in attaining personal and professional goals. The district, in conjunction with identified outside agencies like City University, will work to provide a system of professional support for employees wishing to advance personally and professionally in their careers. Additionally, the LSSD has set a goal to increase the rate of employment for ethnic minorities in certificated and classified areas without using preferential employment practices. The LSSD will endeavor to at least equalize the percentage of ethnic minority student enrollment with ethnic minority staff members. This practice will support social-emotion learning and student achievement goals by increasing student feelings of belonging and membership within the school setting. Cultural responsiveness and multiple perspectives are critical to the success of all students. Many of our staff members reside in our community and reflect the diverse cultural backgrounds represented in Lake Stevens. An alternate route program provides staff members with opportunities to advance to certificated and administrative roles in support of student outcomes.