

## MASTER AGREEMENT

### THE WASHINGTON STATE CHILD WELFARE AND SOCIAL WORK LEARNING ALLIANCE

**This Master Agreement** (“Agreement”) is entered into by and between the Washington State Department of Social and Health Services Children’s Administration (“CA”) and the University of Washington (“University”) through its School of Social Work (“School”). DSHS and the University may each be referred to as a “Party” and collectively as the “Parties.”

#### I. RECITALS

- A. The Washington State Department of Social and Health Services is an integrated organization of high-performing programs and administrations, including Children’s Administration, working in partnership for statewide impact to help transform lives. The Department’s mission is to improve the safety and health of individuals, families and communities by providing leadership and establishing and participating in partnerships. The mission of CA is first to protect abused and neglected children, to support the efforts of families to care for and parent their own children safely, and to provide quality care and permanent families for children in partnership with Tribes, foster parents and communities.
- B. The University of Washington is a public research university, one of the oldest state institutions of higher education on the West Coast and is one of the preeminent research universities in the world. The School of Social Work’s mission is to maximize human welfare through education, research, and public service, and to embrace its position of leadership in the field of social work and join in partnership with others in society committed to solving human problems in the twenty-first century.
- C. In furtherance of CA’s and the School’s missions, the Parties desire to establish a joint social work program as an innovative approach to meet the needs of society.

**THEREFORE, the Parties agree as follows:**

#### II. OVERVIEW

- A. This Agreement establishes a professional development program (“Program”) to create an integrated and comprehensive child welfare training, social work education, and a research and evaluation program for the continuous improvement of services to children and families involved in Washington’s public child welfare system.

- B. This Agreement creates an alliance (“Alliance”) to advise, make recommendations, and carry out the purpose and intent of the Program. Each of the following will be represented in the Alliance: (1) DSHS Children’s Administration, (2) University of Washington – School of Social Work, (3) University of Washington - Partners for Our Children, (4) Eastern Washington University – College of Social & Behavioral Sciences and Social Work, and (5) University of Washington, Tacoma, Social Work Program.
- C. The Program will coordinate and produce all professional development related education and training for current and prospective CA employees, foster, adoptive and relative caregivers, and will offer education and training for tribal, judicial, and community partners involved with the public child welfare system. The Alliance will also provide research, evaluation, and curriculum development of the professional development system.
- D. The Program and Alliance will be administered by and managed by the School.

### **III. PURPOSE AND GOALS OF PROGRAM**

The Program consists of three interdependent areas:

- 1. Social work education
- 2. Child welfare training
- 3. Child welfare research, evaluation, and curriculum development

#### **1. Social Work Education**

Through this Agreement, social work education is provided for employees of CA and university students preparing for child welfare careers and employment with CA, and includes undergraduate, graduate, and doctoral degree programs in the School of Social Work at University of Washington, University of Washington Tacoma Social Work Program, or Eastern Washington University School of Social Work.

#### **GOALS**

- A. To improve the outcomes for children and their families involved in the state child welfare system.
- B. To enhance the professional child welfare skills of social workers among the existing CA workforce.
- C. To recruit and retain the appropriate number of highly trained ethnically and racially diverse social work professionals into public child welfare careers in the State of Washington.

- D. To advance the knowledge, experience and professionalism of public child welfare social workers employed by CA.
- E. To administer an academic and practicum program grounded in current evidence based child welfare practice.

#### COMPONENTS

- A. Social work education coursework leading to a degree in social work, which shall include coursework in case planning, including, placement activities, permanency planning and/or adoption services for children in foster care, including children eligible for Title IV-E funding. The coursework shall also include a field practicum, and shall address knowledge and skills in public child welfare supervision, administration and direct practice.
  - B. Consistency with the guidelines for federal reimbursement for the training and education of CA staff involved in the provision of Title IV-E services, including ensuring that clients served during the field practicum are Title IV-E eligible as determined by CA eligibility specialists.
  - C. Recruitment and maintenance of social work education students for child welfare careers. Recruit promising social work students at the Bachelors, Graduate, and Doctoral level for child welfare careers. Provide financial support and a customized curriculum to meet the needs of social work students committed to careers in child welfare. Align social work education and child welfare training to create efficient continuum for learning from pre-service to most advanced proficiency of knowledge and skills.
  - D. Quarterly and Annual reports including: 1) quarterly notices on student data, enrollment, detailed financial assistance provided, practicum placements and field instructors, and quarterly invoices for services performed under this Agreement; and 2) annual report approved by the Executive Team that includes policy recommendations for the program and the number of students to be admitted based on a workforce projection model.
2. Child Welfare Training

Through this agreement, a comprehensive and high-quality professional development training system will be delivered to employees of CA and foster, adoptive, and relative caregivers. The training system will also be available to judicial partners, tribal partners, and community agency partners.

## GOALS

- A. Develop and maintain competencies and curriculum for staff, caregivers, and community partners who work with child welfare clients in three areas or levels of learning: field ready or pre-service, specialized in-service, and advance in-service.
- B. Prepare trainers and instructors for delivering high-quality training that enhances the knowledge and skills of child welfare professionals, caregivers, and others who work with child welfare clients.
- C. Implement pre-service or early learning opportunities in each of the DSHS regions for new direct service staff, new supervisors, and new caregivers.
- D. Implement in-service learning opportunities for direct service staff, supervisors and administrators, and caregivers.

## COMPONENTS

- A. Competencies and Curriculum. Assure standing committees of faculty and staff join together to develop a set of competencies for each target group. Maintain competencies as a roadmap for learning and professional development. Use competencies in determining and developing employee professional development, and for determining training needs, identifying and selecting curriculum, selection and preparation of trainers, and implementing transfer of learning activities. Work in partnership with CA central office around new policy implementation and any reports requested regarding the training of their employees. For all duties listed in this Paragraph A, CA legal counsel will provide input to, or be a member of, the Competencies and Curriculum standing committee.
- B. Implementation. Respond to the emerging needs and support the day-to-day delivery of pre-service and in-service learning opportunities for current CA staff, and foster, relative and adoptive caregivers. Provide special focus on methods and different formats for delivering competencies and curriculum, including production and utilization of learning labs and online curricula.
- C. Finance and Operations. Manage all contracts, finances and budget, Title IV-E Tuition Assistance and Stipends to CA employees, and maintain training records. Complete all training requirements related to federal and state funding, respond to requests for reports and information needed by CA in order for them to meet federal and state requirements.

### 3. Child welfare research, evaluation, and curriculum development

Through this Agreement, the Evaluation, Research and Curriculum Development is a collaborative effort that occurs through Partners for Our Children (POC) with active participation of all members of the Alliance.

Founded in 2007, Partners for Our Children is a unique collaboration between the Washington State Department of Social and Health Services, the University of Washington, School of Social Work and the private sector. The work of Partners for Our Children is guided by an annual evaluation agenda set by the DSHS Children's Administration Assistant Secretary and the UW POC Executive Director.

#### GOALS

- A. To provide continuous quality improvement through evaluation which is a constant and integral component of the professional development training system.
- B. To infuse timely applied research and evaluation results in curriculum development.

#### COMPONENTS

- A. Environmental Scan. Conduct scan of what is occurring in other states, federal requirements, literature review, SACWIS data and other child well-being administrative data in a competency area of need.
- B. Collect and Analyze. Assemble information and analyze, formulating conclusions on what evidence exists, what is good practice and policy, and identify gaps or current needs.
- C. Faculty Sponsored Research. Test and gain evidence-based knowledge which is applied to curriculum development.
- D. Curriculum Development. Utilize the knowledge and develop curriculum or insert evidence-based knowledge. These are key points of information used in disseminating findings through existing or new curriculum, briefing reports, manuscripts, on-line learning opportunities, or presentations.
- E. Evaluation of Professional Development Training System. Conduct both short and long term evaluation of the training system at all levels, include set of outcomes and measures that are identified and tracked over time and are associated with overall achievement of workforce excellence and meeting the needs of children and families.

- F. Quarterly and Annual Reports. Including 1/ quarterly invoices for services performed under this Agreement; and 2/ agreed upon annual work plan as referenced in CA and POC annual work plan.

#### **IV. CREATION AND ESTABLISHMENT OF PROGRAM**

In order to establish and create the Program, CA and the University will cooperate to execute all employee moves, documents, and other actions necessary for the Program. These include, but are not limited to:

- A. Non-represented DSHS employees currently part of the DSHS Children's Administration Training department will become employees of the University. The movement of employees from CA to the University is outlined in Attachments A and B.
- B. CA will continue to provide office space assigned to the employees who move from CA to the University at the locations of their office at the time of the move, and will maintain office space for university Program employees. The University will provide and maintain office space at the appropriate campus for all employees who move from CA to the University.
- C. CA will provide office space, furniture, equipment, and supplies related to the movement of the Program, outlined in Attachment C.

#### **V. PROGRAM EXECUTIVE TEAM**

- A. The Program will be guided by an Executive Team, comprised of at least one representative from each of the following:
  - Children's Administration
  - University of Washington, School of Social Work
  - University of Washington, Partners for Our Children
  - Eastern Washington University, College of Social & Behavioral Sciences and Social Work, School of Social Work
  - University of Washington, Tacoma, Social Work Program
- B. The Executive Team will recommend policy guidelines for the activities of the Alliance, consistent with the missions of DSHS, CA and the University. The needs of CA, particularly as they relate to the objectives of their governing statutes, and the appropriate Federal and State funding sources, will be of paramount consideration when establishing these policy guidelines.

- C. The Executive Team provides recommendations regarding the professional development continuum of social work education and training available to current and future child welfare staff throughout the state, as well as recommendations for expanding target groups.
- D. The Executive Team is responsible for the overall coordination, development and monitoring of all professional development education and training for the entire child welfare workforce in Washington. Specific responsibilities and duties include:
1. Adopt common standards for professional development, including competencies for each target group and for the recruitment, selection, support and evaluation of trainers.
  2. Develop and approve Annual Goals and Plans by utilizing a common needs assessment, linked to competencies for each target group, which will identify specialized or advanced education and training needs.
  3. Develop and recommend professional development education and training policies that would improve the quality and outcomes of the system, including all components from social work education related to child welfare and the preparing of employees to advance level of learning opportunities.
  4. Provide a workforce projection that evaluates staff demographics and employment trends with future workload and hiring practices to be used to forecast tuition and stipend assistance to social work students who are also prospective or current CA employees.
  5. Evaluate the professional development system routinely and recommend improvements to the entire system based on the results.
- E. The Executive Team may create standing committees to advise them on such decisions regarding competencies, curriculum, trainers, and evaluation. All standing committees shall include a representative from all Alliance members at a minimum.
- F. The Executive Team advises and makes recommendations to the School, as administrator and manager of the Program. The Dean of the School of Social Work or designee will review and approve recommendations, and oversee activities related to the Program.

**VI. ANNUAL GOALS & PLANS FOR EDUCATION, TRAINING, AND RESEARCH/CURRICULUM DEVELOPMENT**

- A. Each of the three interdependent areas (social work education, child welfare training, and child welfare research, evaluation, and curriculum development) will develop and provide individual prospective plans that are completed in collaboration with CA, the University, EWU, and other community partners.
- B. Annual Goals and Plans will be integrated into a comprehensive overview of the entire professional development system. Annual Goals and Plans will include both immediate and emerging needs of the system, and recommendations for building capacity to respond to those needs.
- C. Proposals will be expressed as Annual Goals and Plans, submitted by the University to CA for its review and approval. Each Annual Goals and Plan will contain two parts: 1) the proposed scope of work, which will define the work and services to be performed, timelines, and the reporting of any quality assurance requirements, if applicable; 2) the operating budget, which details project costs, including direct costs, indirect costs, and the University's contribution.
- D. Within guidelines set by the Program, the child welfare trainers, educators, or research personnel will develop proposed curriculum or research activities, in consultation with appropriate CA staff, CA legal counsel, other programs of the Alliance, and University faculty working in related areas.
- E. All Annual Goals and Plans must have the approval of the CA Assistant Secretary and the Executive Team and before being implemented. Any legal related training, such as drafting of documents in legal proceedings and trial proceedings, and substantive information about laws related to the Program, will be approved by the Assistant Attorney General representing CA.
- F. All Annual Goals and Plans shall be subject to all terms, conditions, and provisions of this Master Agreement and any amendments hereto. Each Annual Goals and Plan may include some other terms, conditions or provisions or modifications or deletions of the terms, conditions or provisions contained therein as may be mutually agreed upon by the parties hereto to be applicable to the particular Annual Goals and Plan.
- G. Annual Goals and Plans may be adjusted when needs arise for CA that cannot wait to be addressed in the regular Annual Plan process. Examples of such needs are, but not limited to, changes in federal or state law or federal program guidelines, audit results or case reviews.
- H. Current reimbursement rates for anticipated projects categories are reflected in Attachment D.



## **VII. UNIVERSITY RESPONSIBILITIES**

In order to fulfill the terms of this Agreement, the University will:

- A. Accept State and Federal training funds for the management of the Program and the delivery of the professional development training system for the child welfare workforce statewide.
- B. Develop the budget, manage and provide fiscal oversight for Title IV-E and all other training funds, including subcontracts to partners.
- C. Coordinate and communicate routinely with Alliance members, including convening Executive Team meetings and all Standing Committee meetings.
- D. Employ training staff and manage all contracted training providers.
- E. Develop and implement all training programs.
- F. Deliver, in collaboration with the other Alliance members, the training for child welfare staff in accessible areas, close to where the work occurs.
- G. Evaluate the professional development training system.
- H. Develop and maintain structures through which all partners provide input into the policy and procedures of the professional development training system.
- I. Maintain collaborative relationships with other partners and CA.
- J. Adhere to policies and implementation procedures developed and approved by the Executive Team.
- K. Through Partners for Our Children and in collaboration with all Alliance members, support and coordinate applied research and evaluation to continuously enhance curriculum content.

## **VIII. CA RESPONSIBILITIES**

In order to fulfill the terms of this Agreement, CA will:

- A. As the State's designated agency for Title IV-E training funds, negotiate with the Federal Government on behalf of the Program regarding Title IV-E training funds. CA, on behalf of the Program, will perform activities including, but not limited to, submitting required Title IV-E plans and estimates of Program expenditures as well as reports of estimated

and actual program direct and federally approved University indirect expenditures in support of the Program.

- B. Serve as a partner and a resource in the development and maintenance of Title IV-E allowable record keeping, eligibility rates, and other matters related to the fiscal oversight of all training funds.
- C. Contract with the University of Washington, School of Social Work for the management of the Program and Alliance and the delivery of the professional development training system for the child welfare workforce statewide.
- D. Provide information to the University regarding CA's training needs for current and potential employees.
- E. Provide ongoing information about statewide child welfare priorities, federal and state law or policy changes, and training needs to the University.
- F. Participate in curriculum development and review to assure integration of relevant laws, practice and policy occurs in training.
- G. Provide representation to Executive Team and all Standing Committees.

#### **IX. OBLIGATION OF FUNDS**

- A. All training and other funds generated with respect to this Master Agreement must be spent on the operation of the Program and professional development system that is approved by Executive Team.
- B. All Alliance members commit to reinvest revenues on direct professional development activities to the target groups and the operation of the Program.
- C. DSHS commits to reinvest revenues from reimbursements from Title IV-E funds. In addition to the payments from DSHS to the University for managing the Program, DSHS will pass through to the University any and all additional Title IV-E reimbursements.

#### **X. TRAINING CONTRACTORS**

- A. Current CA contracts related to training will be transferred to the University. CA and the University will take necessary action on the funding aspects of such contracts. DSHS will assign, terminate, amend, or take other actions as necessary for the transferring of training contracts to the University. University will develop a plan for each of the transferred contracts.

- B. The re-negotiation of the training services with current CA contracted providers may occur over time, in collaboration with CA, EWU, UW Tacoma and UW, and will be based on an assessment of performance and how well the contractor's services fit within the Program's plan and structure for professional development.
- C. CA and the University agree to meet or communicate with all current contractors affected by this Agreement to explain the end date of the current contract, and how continued services will work within the new integrated and comprehensive professional development training system.

## **XI. PAYMENT TERMS**

- A. The University will invoice DSHS on a monthly basis for direct and indirect expenses related to the Program.
- B. The indirect rate paid by DSHS to the University is as follows:  
(The indirect rate is a rate that is negotiated and set between the Federal Government and the University of Washington. Currently, the rate is 53% for the University.)
  - 1. Finance and Administration Rate for the University: 10% of the direct costs
  - 2. Finance and Administration Rate for the University managing the EWU subcontract, if applicable: 2% of direct costs
- C. Any and all additional indirect reimbursement received by DSHS beyond B.1 and B.2 above shall be passed through to the University.
- D. Claiming Process: CA is responsible for developing and maintaining Cost Allocation Plan which describes professional development training program, and for all negotiations with Federal Government for the Title IV-E Training funds. The University will work closely with CA to assist in meeting all requirements.
- E. Curriculum Analysis: The University will complete and maintain a curriculum analysis according to the Title IV-E requirements. CA will use the results in their Cost Allocation Plan and in their request for Federal Title IV-E Training funds.
- F. CA will send payments to the University within 30 days following receipt of invoices from UW. Payments will be sent to University of Washington at an address designated by or payment method approved by University.
- G. The University will provide summary progress reports with invoices, including work occurring in the designated time period, and will use a format agreed to by the Parties.

- H. Any appropriate expense related to the Program incurred as of July 1, 2011 may be claimed.
- I. Rate Changes: The initial rates for the Program are listed in Attachment D. Each party will notify the other party of any rate changes as soon as reasonably possible. The notification will include the parties' contact person as well as the Alliance members.

## **XII. COMMUNICATIONS**

- A. Each Party will designate one person to act as the contact liaison for all matters related to the Program and this Agreement. Initially, the contacts will be:

For CA: Denise Revels Robinson, Assistant Secretary

For the University: Theresa Tanoury, Manager, School of Social Work

The parties may change their contact at any time upon written notice to the other Party.

- B. Professional Development Training staff will attend CA program and policy meetings as appropriate.
- C. CA staff will be involved in every level of development, operation, and evaluation of the professional development training system.
- D. Co-location of professional development training staff at CA offices will occur in every regional office, in the central office, and other offices as necessary.
- E. A space agreement for professional development training staff will be negotiated by the Parties.
- F. Website will be maintained for CA staff to learn about training opportunities, register for trainings and professional development opportunities, and will track completed training for CA staff, and foster, adoptive and relative caregivers.

## **XIII. ACCESS TO AND SAFEGUARDING CLIENT INFORMATION**

- A. CA will provide the School with access to data and systems necessary for the management and administration of the Program.
- B. These databases and systems include, but are not limited to, internal QA reports to incorporate into training and curriculum development, the Learning Management System, limited access to FamLink as provided for in an agreement for access, Pay 1, and the HRMS system.

- C. CA and School will execute data share and confidentiality agreements regarding the use and access of these systems.

#### **XIV. TERM AND TERMINATION**

- A. This Agreement becomes effective on December 1, 2011 and shall continue until June 30, 2021, and may be extended for another term upon agreement of the Parties.
- B. This Agreement terminates all existing agreements between DSHS and the University and School regarding all projects under this Program upon the effective date of this agreement, except for DSHS Contract Numbers 1165-27397 and 1165-26481 with EWU and the University, respectively, related to the current MSW cohorts of students already accepted and in the process of completing their degrees, which will continue until to be in effect until the end of the term of those contracts.
- C. Under this Agreement, any appropriate expense related to the Program incurred as of July 1, 2011 may be claimed for federal reimbursement. In addition, the movement of employees may occur on a date different than the effective date of this Agreement.
- D. The Parties may terminate this Agreement by mutual agreement, or either party may terminate this Agreement by providing the other party at least 180 days written notice before the end of the term.

#### **XV. GENERAL PROVISIONS**

- A. Attorneys' Fees, Costs, and Expenses. Unless otherwise stated herein, the Parties will bear their own attorneys' fees, costs, and expenses in connection with the negotiation, execution, and performance of this Agreement.
- B. Integrated Agreement. This Agreement contains the entire agreement and understanding among the Parties regarding the matters set forth herein and supersedes all previous negotiations, discussions, and understandings regarding such matters. The Parties acknowledge and represent that they have not relied on any promise, inducement, representation, or other statement made in connection with this Agreement that is not expressly contained herein. The terms of this Agreement are contractual and not a mere recital.
- C. Modification; No Waiver. The provisions of this Agreement, including this paragraph, may be modified or waived only in writing signed by all Parties. No waiver with respect to any portion of this Agreement shall apply to any other portion of the Agreement, and a waiver on one occasion shall not be deemed to be a waiver of the same or any other breach on a future occasion. No course of dealing by any Party, and no failure, omission,

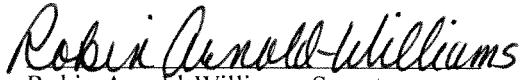
delay or forbearance by any Party in exercising such Party's rights or remedies shall be deemed a waiver of any such rights or remedies or a modification of this Agreement.

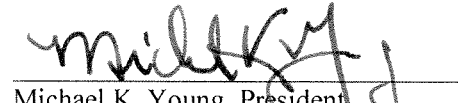
- D. Interpretation of Agreement. This Agreement shall be construed without regard to the Party or Parties responsible for its preparation, and shall be deemed to have been prepared collectively by the Parties. Any ambiguity or uncertainty arising herein shall not be interpreted or construed against any Party hereto on the basis that a Party prepared or drafted a particular provision of this Agreement.
- E. Governing Law. This Agreement will be interpreted, and the rights and liabilities of the Parties determined, in accordance with the laws of the State of Washington, excluding its conflict of laws rules.
- F. Severability of Parts. If any portion, provision, or part of this Agreement is held, determined, or adjudicated by any court of competent jurisdiction to be invalid, unenforceable, or void for any reason whatsoever, each such portion, provision, or part shall be severed from the remaining portions, provisions, or parts of this Agreement, and such determination or adjudication shall not affect the validity or enforceability of such remaining portions, provisions, or parts.
- G. Cooperation of Parties. The Parties agree to cooperate to accomplish the purpose of this Agreement and to execute any and all supplementary documents and to take all additional actions not inconsistent with the terms set forth in this Agreement that are necessary and appropriate to give full force and effect to the terms and intent of this Agreement.


Executed by the undersigned Parties:

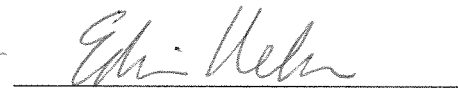
**DEPARTMENT OF SOCIAL AND  
HEALTH SERVICES**

**UNIVERSITY OF WASHINGTON**

  
Robin Arnold-Williams, Secretary  
DSHS

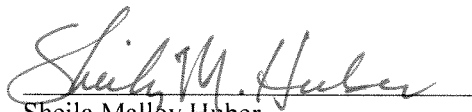
  
Michael K. Young, President  
University of Washington


  
Denise Revels Robinson, Assistant Secretary  
Children's Administration  
DSHS

  
Edwina Uehara, Dean  
School of Social Work  
University of Washington

Approved as to form:

Approved as to form:

  
Sheila Malloy Huber  
Senior Counsel

  
Jane Yung  
Assistant Attorney General

**ATTACHMENT A  
PERSONNEL MOVEMENT**

1. In order to establish and create the Program, the DSHS Children's Administration non-represented training staff will be moved to the University. DSHS and the University have been coordinating and working on the human resource and other issues related to the move. DSHS and the University agree to cooperate and collaborate to ensure a move that creates no break in state service for the employees who move from CA to the University.
2. The movement of employees is targeted for January 1, 2012, and will occur no later than February 1, 2012.
3. Under this agreement, twenty-eight (28) non-represented positions will move to the University
  - a. The twenty-eight (28) incumbents in non-represented positions at CA will be moved into University professional staff positions and will be granted a University waiver of recruitment.
  - b. A criminal background check will be required for all employees who move from CA to the University, and only those with a satisfactory outcome will be moved.
4. The University has evaluated the job descriptions for the CA positions moving to the University from DSHS and has determined that their duties and responsibilities allow the University to place the moving employees into positions with salaries equal to the June 30, 2011 or more than the June 30, 2011 salary of their current CA position.
  - a. Incumbents in professional staff positions will be placed in a salary grade and range commensurate with their current salary.
5. The accrued sick leave will transfer with CA employees who move into University positions.
6. The CA employees who move into University positions will transfer all accrued annual leave, and will be placed on the appropriate accrual schedule at a level closest to their current rate.
7. Employees who move from CA to the University can choose to continue participating in the Washington State Public Employees Retirement System (PERS) as University employees.
8. The CA employees who move into University positions will maintain their current CA office location. This will minimize disruption, and also is a critical communications link for successfully providing relevant professional development. The employees who move from CA to the University will additionally be provided a university workstation.



9. Incumbents who are appointed to University professional positions have the following return rights, provided in WAC 357-19-195:

“A permanent employee who accepts an appointment to an exempt position has the right to return to classified service at any time as long as the employee was not terminated from an exempt position for gross misconduct or malfeasance.

The employee’s right is to a position in the highest class in which the employee previously held permanent status or to a position of similar nature and salary. The return right is to the most recent employer with which permanent status in the highest class was held. A position in the highest class does not necessarily mean return to the most recent employer.”

The employee whose appointment has ended has the responsibility of notifying DSHS of his/her desire to revert to classified service no later than thirty (30) days following the termination of the University professional staff appointment.

10. When an incumbent separates from the moved position, the University will have authority to make all decisions associated with filling the vacancy, including but not limited to, hiring, geographical location of new position, and type of position.

**ATTACHMENT B  
DSHS EMPLOYEES MOVING TO UNIVERSITY**

	<b>Job Class Code</b>	<b>Title</b>	<b>Office Building Location</b>	<b>Nearest CA Statewide or Regional Office</b>	<b>Current Assignment</b>
1	349G	SOCIAL & HEALTH PROGRAM CONSULTANT	Delridge Building	West Seattle	Academy
2	349G	SOCIAL & HEALTH PROGRAM CONSULTANT	Delridge Building	West Seattle	Academy
3	349G	SOCIAL & HEALTH PROGRAM CONSULTANT	Mt. Vernon	Seattle - CA Regional Office	Practice Model
4	WMS03	WMS BAND 3	Delridge Building	West Seattle	Practice Model
5	WMS02	WMS BAND 2	Office Building 2	Olympia	Post Academy
6	349G	SOCIAL & HEALTH PROGRAM CONSULTANT	Spokane	Spokane	Resource Family Training Institute
7	349G	SOCIAL & HEALTH PROGRAM CONSULTANT	Colville	Spokane	Practice Model
8	349G	SOCIAL & HEALTH PROGRAM CONSULTANT	Tacoma	Tacoma	Resource Family Training Institute
9	349G	SOCIAL & HEALTH PROGRAM CONSULTANT	Tumwater	Tacoma	Resource Family Training Institute
10	B2135	CS Q: ASUR TRAN	Office Building 2	Olympia	Chief of Office of Training and Development
11	WMS Band 2	WMS BAND 2	Sunnyside Office	Spokane	Resource Family Training Institute
12	WMS Band 1	WMS BAND 1	Office Building 2	Olympia	Post Academy
13	349G	SOCIAL & HEALTH PROGRAM CONSULTANT	Richland	Spokane	Resource Family Training Institute
14	349G	SOCIAL & HEALTH PROGRAM CONSULTANT	Omak	Spokane	Resource Family Training Institute
15	349G	SOCIAL & HEALTH PROGRAM CONSULTANT	Delridge Building	Seattle - CA Regional Office	Resource Family Training Institute
16	349G	SOCIAL & HEALTH PROGRAM CONSULTANT	Tacoma	Tacoma	Practice Model
17	349G	SOCIAL & HEALTH PROGRAM CONSULTANT	Vancouver	Tacoma	Resource Family Training Institute
18	349G	SOCIAL & HEALTH PROGRAM CONSULTANT	Delridge Building	Seattle - CA Regional Office	Resource Family Training Institute
19	WMS Band 2	WMS BAND 2	Office Building 2	Olympia	Post Academy and Supervisory Training
20	WMS Band 2	WMS BAND 3	Delridge Building	Seattle - CA Regional Office	Resource Family Training Institute
21	WMS Band 3	SOCIAL & HEALTH PROGRAM CONSULTANT	Kent	Seattle - CA Regional Office	Practice Model and Supervisory Training
22	349G	SOCIAL & HEALTH PROGRAM CONSULTANT	Bellingham	Seattle - CA Regional Office	Resource Family Training Institute
23	349G	SOCIAL & HEALTH PROGRAM CONSULTANT	Everett	Seattle - CA Regional Office	Resource Family Training Institute
24	349G	SOCIAL & HEALTH PROGRAM CONSULTANT	Port Angeles	Tacoma	Resource Family Training Institute
25	WMS Band 2	WMS BAND 2	Office Building 2	Olympia	Social Work Staff Training
26	349G	SOCIAL & HEALTH PROGRAM CONSULTANT	Tacoma	Tacoma	Resource Family Training Institute
27	349G	SOCIAL & HEALTH PROGRAM CONSULTANT	Yakima	Yakima	Practice Model
28	349G	SOCIAL & HEALTH PROGRAM CONSULTANT	Practice Model	Practice Model	Practice Model

**ATTACHMENT C  
EQUIPMENT FOR PROGRAM**

DSHS will provide the following capitalized and non-capitalized equipment for Program training staff, CWTAP staff and students, and other Program use.

**Equipment, including but not limited to:**

Computers and monitors in DSHS office locations  
Show-View projectors

**Access to shared office equipment, including but not limited to:**

Copiers  
Fax machines  
Printers  
Office and desk supplies

**Furniture/Office Space in Moved Employees' Current Office Location, including but not limited to:**

State computers  
Current desks and chairs  
Lighting

**ATTACHMENT D  
PROFESSIONAL DEVELOPMENT TRAINING**

Professional Development Training  
Operating Budget - Rates Applied to Direct Costs as of October 2011

Program	Child Welfare Education CWTAP	Direct Service Staff Pre-Service	Direct Service Staff In-Service	Supervisors Pre-Service	Supervisors In-Service	Managers Leadership In-Service	Foster Parents	Relative Caregivers	Adoptive Parents	Community Partners	Research and Evaluation	Research Curriculum Development
Curriculum Analysis (estimated)		0.90	0.90	0.90	0.90	0.90	1.00	1.00	1.00	0.90		0.90
CA Federal Penetration Rate		0.698	0.698	0.698	0.698	0.698	0.698	0.401	0.8655	0.698	0.698	0.698
Federal Share of Training	0.75	0.75	0.75	0.75	0.75	0.75	0.75	0.75	0.75	0.70***	0.50	0.75
InDirect Rate												
UW - on campus	0.53	0.53	0.53	0.53	0.53	0.53	0.53	0.53	0.53	0.53	0.54	0.54
UW - off campus	0.26	0.26	0.26	0.26	0.26	0.26	0.26	0.26	0.26	0.26	0.26	0.26
Stipends to Prospective Employees - No InDirect Rate												
Finance and Administration Rate												
UW	0.10	0.10	0.10	0.10	0.10	0.10	0.10	0.10	0.10	0.10	0.10	0.10

\*\*\* = .70 is effective October 2011 and increases to .75 October 2012.