

**MASTER AGREEMENT
THE WASHINGTON STATE PARTNERSHIP
FOR CHILD, YOUTH AND FAMILY WELFARE**

This Master Agreement ("Agreement") is entered into by and between the Washington State Department of Children, Youth, and Families ("DCYF") and the University of Washington ("University" or "UW") through its School of Social Work ("School"). DCYF and the University may each be referred to as a "Party" and collectively as the "Parties."

I. RECITALS

- A. The Washington State Department of Children, Youth and Families is the lead cabinet-level agency for state-funded services that seeks to support children, youth, and families to build resilience and health, and to improve educational outcomes. DCYF is focused on promoting racial equity and social justice and eliminating racial and ethnic disproportionalities, so each and every child, youth and family can thrive. The mission is to protect children and strengthen families so they flourish. DCYF focuses support to children, youth, and families at their most vulnerable points, giving them the resources needed to succeed with a focus on prevention and early intervention.

- B. Promoting racial equity and social justice and eliminating racial and ethnic disproportionalities includes building the will, skill and capacity of leaders and staff. It is an agency goal that staff and leadership reflect and be responsive to the communities served by DCYF. This involves a focus on recruitment, retention, support and professional development for individuals who represent the demographic groups the agency serves. It will also involve fostering a welcoming, supportive, inclusive and positive workplace climate for staff of all races, cultures and backgrounds to increase job satisfaction and effectiveness. It also involves engaging with communities in a participatory process, including co-creating with those with lived experience. Training, coaching and support and practicing from a racial equity frame can help increase understanding of how racism and other biases show up in organizations and systems and how to interrupt these norms. Training and coaching can support those who work with marginalized groups to recognize and mitigate implicit biases and reduce racial and ethnic disproportionalities and disparities. Practicing cultural responsiveness can enhance engagement of clients and constituents and advance racial equity.

- C. 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 UW 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."

- D. In furtherance of DCYF's and the School's missions, the Parties desire to continue a joint social work program as an innovative approach to provide the necessary supports and resources to help meet a critical need in society.

THEREFORE, the Parties agree as follows:

II. OVERVIEW

- A. This Agreement continues a partnership (the Partnership) to support integrated and comprehensive training, education, development, and research and evaluation programs ("Programs") for the continuous improvement of services to children, youth, and families involved with Washington's DCYF.
- B. This Agreement creates the Partnership to advise, make recommendations, and carry out the purpose and intent of the Agreement. Each of the following will be represented in the Partnership: (1) DCYF, (2) University of Washington- School of Social Work, (3) University of Washington- Partners for Our Children, (4) Eastern Washington University- College of Social Sciences School of Social Work, and (5) University of Washington, Tacoma School of Social Work and Criminal Justice.
- C. The Partnership will coordinate and produce all professional development related education and training for current and prospective child welfare DCYF employees, foster, adoptive, relative, and kinship caregivers, and will offer education and training for tribal, judicial, and community partners involved with the public child welfare system. The Partnership will also provide research, evaluation, and curriculum development for the professional development system.
- D. The Partnership and Alliance for Professional Development, Training and Caregiver Excellence (The Alliance) will be administered by and managed by the School.

III. PURPOSE AND GOALS OF PARTNERSHIP

- A. The Partnership brings together three interdependent program areas:
 - 1. Social work education;
 - 2. Professional development training and capacity building of DCYF workforce professionals and development training and capacity building of caregivers in service to children, youth and families served by DCYF; and
 - 3. Child welfare research, evaluation and curriculum development.

B. Social Work Education

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

GOALS

1. Improve the outcomes and reduce disproportionalities for children, youth, and families receiving services from, or involved with, DCYF.
2. To enhance the skills and build the capacity of professionals among the existing child welfare DCYF workforce.
3. To recruit and retain the appropriate number of highly trained and diverse (especially with regard to race, ethnicity, sexual orientation and gender identity) social work professionals into public child welfare careers in the State of Washington.
4. To advance the knowledge, experience, skill development and capacity of professionals employed by DCYF.
5. To administer an academic and field education program grounded in current evidence informed child welfare practice and informed by a racial equity and social justice perspective.

COMPONENTS

1. Social work education coursework leading to a degree in social work, through an integration of instruction, practice and research. The coursework shall also include a field practicum, and shall address knowledge and skills in public child welfare supervision, administration and direct practice from a racial equity and social justice perspective, and foster critical thinking, creativity, and innovation.
2. Consistency with the guidelines for federal reimbursement for the training and education of child welfare DCYF 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 child welfare DCYF eligibility specialists.

3. Creation of a Social Work Education Charter to be appended to this Master Agreement, the purpose of which will be to guide the social work education partnership by providing background and the rationale for the Partnership and will also, at minimum, identify the membership, responsibilities and authority of members, and define the specific tasks to be performed to achieve the goals set forth in the in the Social Work Education Annual Planning and Services Review (CWTAP Annual Plan). See V. ANNUAL GOALS & PLANS FOR EDUCATION, TRAINING, AND RESEARCH/CURRICULUM DEVELOPMENT, below.
4. Recruitment and maintenance of social work education students for child welfare careers. Recruit promising social work students at the Bachelors, Graduate, Doctoral level, and other degrees deemed necessary by the DCYF Secretary and approved by the UW. 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.
5. Quarterly and Annual reports including:
 - a. 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
 - b. annual report reviewed 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.

C. Professional Development, Capacity Building and Training

Through this agreement, a comprehensive and high-quality professional development, capacity building, skill development and training system will be delivered to employees of DCYF, including, but not limited to, staff working with child welfare, licensing and juvenile rehabilitation, and foster, adoptive, relative, and kinship caregivers. The development system will also be available to judicial partners, tribal partners, and community agency partners.

GOALS

1. Develop and maintain training plans and curriculum for staff, caregivers, community partners and those working in service of children, youth and families in three areas or levels of learning: field ready or pre-service core courses, specialized in-service for professionals, caregivers and partners, and

advanced in-service. This training will be trauma-informed and culturally-relevant, reflective of the children and families served and will support the racial equity and social justice goals of the Department partners.

2. Deliver high-quality professional development, training, capacity, coaching and skills mastery that enhances the knowledge and ability of DCYF professionals, caregivers, and others who work with diverse clients towards the safety, permanency and wellbeing of children, youth and families.
3. Implement a statewide delivery system of core learning opportunities that meet the unique needs of each of the DCYF programs for new staff, new supervisors, tribally employed child welfare professionals, and new caregivers.
4. Implement a statewide delivery system of continued learning and skill development opportunities for direct service staff, supervisors and administrators, tribally employed child welfare professionals and caregivers.
5. Develop and implement an evidence informed learner centered coaching model for staff, caregivers and kinship providers to further develop skill sets and reinforce formal training.
6. Engage in ongoing curriculum review and revision to ensure the relevance of content learning objectives, competencies and position expectations.

COMPONENTS

1. Competencies. Competencies are defined as a broad statement of knowledge, values, and skills necessary to the performance of DCYF professionals. Competencies are developed collaboratively as described in the charter. Competencies will encompass the knowledge, values, and skills necessary to support the safety, permanency and well-being of all families, children and youth who are served by the DCYF system.
2. Curriculum. Use competencies in determining and developing professional and caregiver 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 DCYF around new policy implementation and any reports requested regarding the training of their employees. The Partnership will ensure consultation with Assistant Attorney Generals (AAGs) when specific training for court process and legal practices is created.
3. Training Spaces and Locations. The Department will collaborate with the Alliance to provide access to state-owned or leased facilities for training purposes, as

appropriate and available. If appropriate training space in state-owned or leased facilities is not available, the Alliance will seek to locate alternate space in order to provide staff and caregiver training.

4. Annual Planning.
 - a. Representatives of the Partnership shall meet annually beginning in the 3rd quarter of the fiscal year to negotiate and finalize the terms of Annual Progress and Services Report (APSR) and the Annual Plan. See V. ANNUAL GOALS & PLANS FOR EDUCATION, TRAINING, AND RESEARCH/CURRICULUM DEVELOPMENT.
 - b. During the term of this Master Agreement the parties intend that a new Annual Plan will be entered into by the parties on or before July 1 of each year. The parties further intend the terms and conditions of the Annual Plan will be binding on the parties.
5. Creation Development and Training Charter to be appended to this Master Agreement, the purpose of which will be to guide curriculum, development and capacity building of caregivers and the workforce by providing background and the rationale for Partnership and will also, at minimum, identify membership, the responsibilities and authority of members, and define the specific tasks to be performed to achieve the goals set forth in the Annual Plan and the courses and offerings contained in the APSR.
6. Implementation. Respond to the emerging needs and support the day-to-day delivery of pre-service and in-service learning opportunities for current DCYF staff, tribally employed child welfare professionals and foster, relative, kinship, and adoptive caregivers. Provide special focus on developing the knowledge, skills and abilities of diverse learners using innovation, partnership and methods of delivering competencies and curriculum, including but not limited to, production and utilization of outcome driven content, active and engaged use of simulations, learning labs, coaching, and multi-modality learning and skill development opportunities.
7. Communication, outreach, and marketing of training opportunities. The Alliance and DCYF will collaboratively develop and implement a plan to ensure timely notification of training opportunities to facilitate enrollment.
8. Finance and Operations. Manage all contracts, finances and budget, Title IV-E Tuition Assistance and Stipends to DCYF employees, and maintain training records. Complete all training requirements related to federal and state funding, respond to requests for reports and information needed by DCYF in order for them to meet federal and state requirements.

D. 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 (P4C) with active participation of all members of the Partnership. The collaborative evaluation activities conducted by P4C are guided by representatives of DCYF, including members of the Office of Innovation, Alignment and Accountability (OIAA) and ORESJ, Alliance training staff and DEI Specialist, and University Partners. Research activities undertaken by P4C which relate to the goals of the Partnership are negotiated with DCYF's OIAA and articulated in P4C's Annual Research and Partnership Agreement (ARPA) document.

Founded in 2007, Partners for Our Children is a unique collaboration established initially between the Washington State Department of Social and Health Services, the University of Washington, School of Social Work and the private sector. The Washington State Department of Social and Health Services has now been replaced with the Department of Children, Youth, and Families. The evaluation activities of Partners for Our Children with regard to the Partnership are guided by the annual plan.

GOALS

1. To provide continuous quality improvement through evaluation which is a constant and integral component of the professional development training system.
2. To infuse timely applied research and evaluation results in curriculum development.
3. To contribute to research, evaluation and curriculum development with a racial equity and social justice framework and to support the Partnership in advancing DCYF's racial equity and social justice goals and the goal of eliminating racial and ethnic disproportionality.
4. To contribute to research, evaluation and curriculum development in support of the Partnership in advancing DCYF strategic goals.

COMPONENTS AND DELIVERY

1. Environmental Scan. Conduct scan of what is occurring in other states, federal requirements, literature review, SACWIS/CWIS data and other child well-being administrative data in a competency area of need, congruent with the DCYF's strategic priorities and outcomes, and with a racial equity and social justice framework.

2. Collect and Analyze. Assemble information and analyze, formulating conclusions on what evidence exists, what is effective practice and policy, and identify gaps or current needs.
3. Faculty Sponsored Research. Test and gain evidence-based knowledge, including from those with lived experience, which is applied to curriculum development.
4. Curriculum Development. Utilize the knowledge and develop curriculum or insert evidence-informed 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.
5. Evaluation of Professional Development Training System. Conduct both short, and long term, evaluation of the training system at all levels, include sets 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. Evaluate curriculum to ensure the relevance of content to learning objectives, competencies and position expectations. A charter will be established for the scope of each goal area.
6. Creation of a Research and Evaluation Charter to be appended to this Master Agreement, the purpose of which will be to guide research and evaluation by providing background and the rationale for the Partnership and will also, at minimum, identify membership, the responsibilities and authority of said members, and define the specific tasks to be performed to achieve the goals set forth in the in the Social Work Education Annual Planning and Services Review.
7. Quarterly and Annual Reports. Including quarterly invoices for services performed under this Agreement, and an agreed upon annual work plan as referenced in DCYF and POC annual work plan.

IV. PARTNERSHIP EXECUTIVE TEAM

- A. The Partnership will be guided by an Executive Team, comprised of at least one representative from each of the following:
 - Department of Children, Youth, and Families;
 - Deputy Secretary,
 - Assistant Secretary of Child Welfare Field Operations,
 - Assistant Secretary of Juvenile Rehabilitation, and
 - Assistant Secretary of Licensing

- University of Washington, School of Social Work
 - University of Washington, Partners for Our Children
 - University of Washington, Alliance for Professional Development Training and Caregiver Excellence
 - Eastern Washington University, College of Social Sciences, School of Social Work
 - University of Washington Tacoma, School of Social Work and Criminal Justice
 - Tribal Policy Advisory Committee Designee
- B. The Executive Team advises and makes recommendations to the UW School of Social Work, which is the administrator and fiscal manager of the Education, Training, and Evaluation Programs. As fiscal manager for the Programs, the Dean of the School of Social Work or designee will review and approve recommendations, and oversee activities related to the Programs.
- C. The Executive Team may recommend policy guidelines for the activities of the Partnership, consistent with the missions of DCYF, the University of Washington, School of Social Work, and the other University partners. When considering activities of the Partnership, the needs of DCYF, particularly as they relate to the objectives of their governing statutes, and the appropriate Federal and State funding sources, will be of paramount consideration, as will the fiscal stewardship by the University of Washington, School of Social Work, and activities that promote the optimization of Federal funds.
- D. The Executive Team may provide 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.
- E. The Executive Team provides guidance for the coordination, development and monitoring of all professional development education and training for the entire public child welfare workforce in Washington. Guided by a racial equity and social justice framework, professional development education and training aims to prepare the workforce to engage diverse children, youth and families, to partner with Tribes, and to practice with cultural relevance towards improved outcomes. To meet the goals of the Partnership, the Executive Team may provide guidance on items including:
1. Common standards for professional development, including competencies for each target group and for the recruitment, selection, support and evaluation of trainers.
 2. Annual Goals and Plans utilizing a common needs assessment, linked to

competencies for each target group, which will identify specialized or advanced education and training needs.

3. 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. 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 DCYF child welfare employees and to support the development and maintenance of a workforce that reflects the demographics (especially with regard to race, ethnicity, sexual orientation and gender identity) of those served by DCYF employees.

F. The Executive Team will advise on recommendations for use of excess Capacity Fund that may result annually from the Partnership.

G. The purpose and responsibilities of the Executive Team will be governed by a charter. The charter will include the preceding principles, at a minimum. The charter will be reviewed annually and updated as needed.

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

A. Each of the three interdependent areas (1) social work education, 2) professional development, capacity building and training curriculum development, and 3) child welfare research and evaluation will develop and provide individual prospective plans that are completed in collaboration with DCYF, 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. 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. The scope of work and operating budget contained in the Annual Goals and Plans shall be given full force and effect.

- D. Proposals will be expressed as Annual Goals and Plans, developed in partnership between the University and DCYF. 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.
- E. The Annual Goals and Plans is where specific financial obligation levels are determined. Nothing in this agreement obligates DCYF to a specific funding level. Changes in fiscal resource levels will be negotiated in the annual planning process and reflected in the fully executed Annual Goals and Plans.
- F. Within guidelines set by the Partnership, trainers, educators, or research personnel will develop proposed curriculum or research activities, in consultation with appropriate DCYF staff, other programs of the Partnership, and University faculty working in related areas. Specific details regarding the consultation process, including expectations, roles, timelines, decision-making, and lines of communication are articulated in relevant charters and annual plans
- G. Annual Goals and Plans may be adjusted when needs arise for DCYF 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.

VI. UNIVERSITY RESPONSIBILITIES

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

- A. Through the Dean of the School of Social Work, maintain the fiscal responsibility for the management of the education, training and evaluation Programs and use of excess capacity funds that may result annually from the Partnership.
- B. Accept State funds for the management of the Partnership and the delivery of the professional development training system for designated members of the DCYF workforce and caregivers statewide.
- C. Develop the budget, manage and provide fiscal oversight for Title IV-E and all other training funds, including subcontracts to partners.

- D. Provide to DCYF estimates of increased costs in delivering existing training including but not limited to increases to travel and salary costs. Also provide estimates for cost of additional training requested by DCYF or for fiscal notes.
- E. Coordinate and communicate routinely with members of the Partnership, including convening Executive Team meetings and all Standing Committee meetings.
- F. Employ development and training staff and manage all contracted development and training contractors.
- G. Develop and implement relevant professional development, capacity building and skill development training programs.
- H. Review and utilize the feedback and input provided by DCYF to inform training development.
- I. Deliver, in collaboration with the other members of the Partnership, the training for DCYF staff in accessible areas, close to where the work occurs.
- J. Evaluate the professional development training and education systems.
- K. Develop and maintain structures through which all partners provide input into the policy and procedures of the professional development and caregiver training systems.
- L. Foster and maintain collaborative relationships with other partners and DCYF.
- M. Adhere to policies and implementation procedures developed and reviewed by the Executive Team.
- N. Through Partners for Our Children and in collaboration with all Partnership members, support and coordinate applied research and evaluation to continuously enhance curriculum content.
- O. A learning management system (LMS) will be maintained by the University of Washington, School of Social Work, for their caregivers, kinship providers, tribal staff and others to learn about and register for trainings and capacity development opportunities. The Partnership will track completed trainings and completions consistent with data share agreement(s) appended to this Master Agreement.

VII. DCYF RESPONSIBILITIES

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

- A. As the State's designated agency for Title IV-E training funds, negotiate with the Federal Government on behalf of the Partnership regarding Title IV-E training funds. DCYF, on behalf of the Partnership, will perform activities including, but not limited to, submitting required Title IV-E plans and estimates of expenditures as well as reports of estimated and actual program direct and federally approved University indirect expenditures in support of the Partnership.
- B. DCYF will submit a decision package to increase general fund state funding for increased costs of administering the Programs. Costs may increase given several factors, including but not limited to: state and/or federal legislation impacting the Programs, judicial decisions requiring policy and practice changes, Cost of Living Adjustments (COLA) as required by the University, and for increased program deliverables negotiated annually between DCYF and the Programs to meet the strategic, practice and compliance needs of the Department. DCYF will also reflect the costs of training, as provided by the University, in fiscal notes on new legislation.
- C. 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.
- D. Contract with the University of Washington, School of Social Work for the management of the Partnership and the delivery of the professional development training system for DCYF workforce and caregivers statewide.
- E. Provide information to the University regarding DCYF's training needs for current and future employees and caregivers
- F. Provide ongoing information about statewide DCYF priorities and strategic goals, federal and state law or policy changes, and education and training needs to the Alliance.
- G. Participate in curriculum development and review to assure integration of relevant laws, practice and policy occurs in training.
- H. Provide representation to Executive Team and all Standing Committees.
- I. A Learning Management System will be maintained by DCYF for their workforce to learn about training opportunities, register for trainings and professional development opportunities. DCYF will track completed training for DCFY Workforce. The Partnership

will track completed trainings and completions consistent with data share agreement(s) appended to this Master Agreement.

VIII. OBLIGATION OF FUNDS

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

IX. PAYMENT TERMS

- A. The University will invoice DCYF on a periodic basis, no less than quarterly but preferably every 60 days, for direct and indirect expenses related to the Partnership.
- B. The indirect rate paid by DCYF to the University is as follows:
 - 1. Finance and Administration Rate for the University: 10% of the direct costs; and
 - 2. Finance and Administration Rate for the University managing the EWU subcontract, if applicable: 2% of direct costs

(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.)

- C. Any and all additional indirect reimbursement generated over and above the annual operating budgets from education, training and evaluation of training received by DCYF beyond section IX.B.1 and IX.B.2 shall be passed through to the University for further use as prescribed by section VIII B. Funds equivalent to the indirect rate will be deposited into the Capacity Fund. All other Title IVE training funds will go toward the Alliance annual operating budget.

- D. Claiming Process: DCYF 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 DCYF 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. DCYF will use the results in their Cost Allocation Plan and in their request for Federal Title IV-E Education, Training, and Training Evaluation funds.
- F. DCYF will send payments to the University within 60 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.
 - 1. 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.
 - 2. Budget Development: The University shall provide estimated costs for education, training, and training evaluation for each forthcoming biennium by May of the current biennium. If costs are expected to increase, DCYF will submit a decision package requesting additional funds outlined in Section VII B. If this decision package is not successful, the executive team will advise the UW School of Social Work as fiscal manager on how to prioritize training needs within existing resources.

X. COMMUNICATIONS AND COLLABORATION

- A. Each Party will designate one person to act as the contact liaison for all matters related to the Partnership and this Agreement:

For DCYF: Deputy Secretary of DCYF

For the University: Executive Director, Alliance for Professional Development, Training and Caregiver Excellence

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

- B. Each Party will designate one person to act as liaison for development of the APSR and day to day logistics in realizing annual goals and objectives:

For DCYF: Director of Field Operations, or their designate.

For the Alliance: Executive Director, or their designate.

For P4C: Executive Director, or their designate.

XI. ACCESS TO AND SAFEGUARDING CLIENT INFORMATION

- A. DCYF will provide the School with access to data and systems as may be necessary for the management and administration of the Partnership.
- B. DCYF and the University of Washington will execute a data share agreement(s) and required confidentiality agreements regarding the use and access to information referenced in A. DCYF data management systems.

XII. TERM AND TERMINATION

- A. This Agreement becomes effective on July 1, 2021 and shall continue for a term of eight (8) years, and may be extended for another eight (8) year term upon agreement of the Parties.
- B. 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.

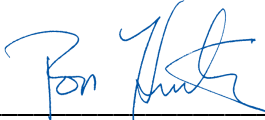
XIII. GENERAL PROVISIONS

- 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.
- B. 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.
- H. 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:



Ross Hunter, Secretary
Department of Children, Youth, and Families



Ana Mari Cauce, President
University of Washington



Edwina S. Uehara, Professor and Ballmer Endowed Dean in Social Work
University of Washington School of Social Work