

**Agenda Item 6  
September 2, 2015**

DATE: August 24, 2015

TO: Children and Families Commission of Orange County

FROM: Christina Altmayer, Executive Director 

SUBJECT: Fiscal Year 2014/15 Early Development Index Results and 2016 Young Children's Summit

ACTION: Receive the Fiscal Year 2014/15 Early Developmental Index (EDI) results, update on the Young Children's Summit planning process, and adopt resolution authorizing an amendment to agreement with UCLA Center for Healthier Children, Families and Communities to provide technical assistance

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**SUMMARY:**

The Children and Families Commission has invested in the Early Developmental Index (EDI) as a tool to evaluate the readiness of children when they enter kindergarten since the 2007/08 school year. Over the last two years, Commission staff has made a concerted effort to significantly increase the percentage of participating schools and districts to provide sufficient coverage to evaluate individual community and countywide trends. Through strong partnership with school districts and school personnel, participation has increased almost three-fold since 2012 and by July 2015, the Commission had valid data on 100 percent of the public elementary schools in Orange County. This staff report provides background on the EDI tool, summary of the collected data from the 2014/15 school year, and proposed use of the data to support a Summit on Young Children in Orange County in the spring of 2016. The Commission's Evaluation Manager, Dr. Sharon Boles will present the results of the 2015 EDI data at the September Commission meeting. A copy of her presentation is included as Attachment 1.

**DISCUSSION:**

The Early Development Index (EDI) is a population-based, validated measure of school readiness and healthy development used to assist in understanding the early learning needs of young children in Orange County. Since 2007, the Commission has worked with the UCLA Center for Healthier Children, Families and Communities (UCLA) to implement the EDI in all of the school districts in Orange County. The EDI assesses how children are developing by the time they reach school age, and supports analysis of the community factors that influence children in their first five years of life.

The EDI includes five key domain areas: Physical Health and Well-Being; Social Competence; Emotional Maturity; Language and Cognitive Development; and Communication Skills and General Knowledge. The EDI identifies the percentage of children who are vulnerable and on track by developmental domain and compares this information by target community. The EDI is not designed to screen, identify or diagnose individual children nor is it intended to evaluate school or district performance. It is intended to provide an assessment of children's development prior to entry and inform community and educational planning. The EDI can be used to monitor

populations of children over time, report on populations of children in different communities, predict how groups of children will do in elementary school, and inform policies concerning young children and their families.

### **Early Developmental Index (EDI) Results:**

With the completion of the 2014/15 implementation period, 100 percent of the 379 public schools in the county with a kindergarten population participated in the administration of the EDI. There are 34,288 EDI records available for analysis (Attachment 1). Results from the EDI indicate that:

- 46% of the children were English Language Learners
- 14% of the children were in transitional kindergarten the year the EDI was completed
- 10% had attended transitional kindergarten the year prior
- 52% were developmentally vulnerable or developmentally at risk (Not on Track) on one or more domain
  - 20% were Not on Track in the Physical Health and Well-Being Domain
  - 23% were Not on Track in the Social Competence Domain
  - 21% were Not on Track in Emotional Maturity Domain
  - 33% were Not on Track in the Language and Cognitive Development Domain
  - 29% were Not on Track in the General Knowledge and Communication Domain
- Children's readiness for school is strong in terms of their physical health and well-being and the most significant gaps in readiness is in general knowledge and communication skills:
  - In the Physical Health and Well-Being Domain, 35% of the children were Not Ready for School in terms of gross and fine motor skills
  - In the Emotional Maturity Domain, 32% of the children were Not Ready for School in terms of pro-social and helping behavior
  - In the Language and Cognitive Development Domain, 17% of the children were Not Ready for School in terms of advance literacy skills and 13% were Not Ready for school in terms of basic numeracy skills
  - 41% of the children were Not Ready for School in terms of general knowledge and communication skills (*Note: Many of the questions in this domain are specifically about English language skills and may be impacted by the proportion of English Language Learners*)

Each participating school receives a confidential report about the cohort of children in their school, allowing them to understand, plan and develop strategies to address school readiness of children who will join their school. In addition, Commission staff developed district-level reports of all the children within a given district. Commission staff is working with districts, for example, to employ these data in planning as districts prepare their Local Control and Accountability Plan (LCAP) and address how early learning needs will be addressed within their community. Additionally, EDI results were included in grant applications such as a community grant application submitted by Orange County Head Start. The United Way of Orange County is also using the EDI as an indicator of educational attainment in their 10 year strategic plan.

The Commission is the primary funder of the EDI data collection and reporting. The annual contract for the UCLA Center for Healthier Children, Families and Communities (UCLA) is

\$90,000. The three year teacher cost for Fiscal Years 2014/15-2016/17 to reimburse schools for administering the EDI was approved in May 2014 for \$489,000.

### **Young Children's Summit Planning Update**

Last year the Commission approved hosting a summit focusing on young children in Orange County. The 2015 Early Development Index (EDI) data provides the foundation for the discussion and analysis of how young children are faring. The Summit is tentatively scheduled for spring 2016. The program plans to include a key note speaker presenting on the importance of children's success and the impact of their success on society; panel sessions of cities and school districts that are using the EDI data to create policy and change; and group sessions to discuss how to use EDI in Orange County communities.

Commissioner Sandy Barry is the planning committee chair, and Commissioner Sandy Pierce is participating as a planning committee member. Other planning committee members include the Orange County Department of Education, University of California, Irvine and Los Angeles. Commission staff has been working the Association of California Cities-Orange County and the School District Superintendent Liaison, that also participate on the planning committee, to facilitate a process with a team of city and school district representatives to explore how EDI data can support planning for young children within larger city and school district planning and service delivery efforts. The participating city and school district representatives are anticipated to present case studies and lessons learned for sharing with the broader community at the Children's Summit.

The UCLA Center for Healthier Children, Families and Communities is recommended to provide the technical assistance and support to the cities and school districts that agree to participate in the pilot planning effort using the EDI data. The UCLA team will be required to develop a training curriculum and technical assistance plan for the participating cities and school districts and document the process. The cities and school districts would meet regularly over a four to six month period as a learning community, and participate as panelists at the Children's Summit to report the results of the process.

The Summit aligns with the Commission's Business Plan to create or co-sponsor at least one conference to be held biannually on the state of young children.

### **STRATEGIC PLAN & FISCAL SUMMARY:**

The recommended action has been specifically reviewed in relation to the Commission's Strategic Plan and is consistent with the Early Learning goal. The addition of \$25,000 for technical assistance is included in the Fiscal Year 2015/16 Budget.

### **PRIOR COMMISSION ACTIONS:**

- September 2014 – Received Fiscal Year 2013/14 Early Development Index Results and State of Young Children in Orange County Summit Proposal
- January 2011 – Received EDI Business Plan for project expansion
- December 2010 – Received Early Development Index Project Update

- December 2009 – Authorized expansion of EDI
- December 2008 and April 2009 – Authorized Phase 2 of EDI project
- March 2008 – Authorized Phase 1 of EDI project
- April 2007 – Approved review of the feasibility/approach for implementing EDI locally

**RECOMMENDED ACTIONS:**

1. Receive the Fiscal Year 2014/15 Early Developmental Index (EDI) results.
2. Receive update on the Children’s Summit planning process.
3. Adopt resolution authorizing an amendment to agreement PS-92 with the UCLA Center for Healthier Children, Families and Communities for an amount not to exceed \$25,000 to provide technical assistance to support the 2016 Young Children’s Summit.

**ATTACHMENTS:**

1. Early Development Index Presentation
2. School District Participation in the EDI, 2015
3. Early Development Index Draft District Profile Report 2014-2015
4. Resolution with UCLA Center for Healthier Children, Families and Communities

**Contact:** Sharon Boles and Kelly Pijl

# Early Development Index



Children & Families Commission of Orange County

*September 2, 2015*

# What is EDI?



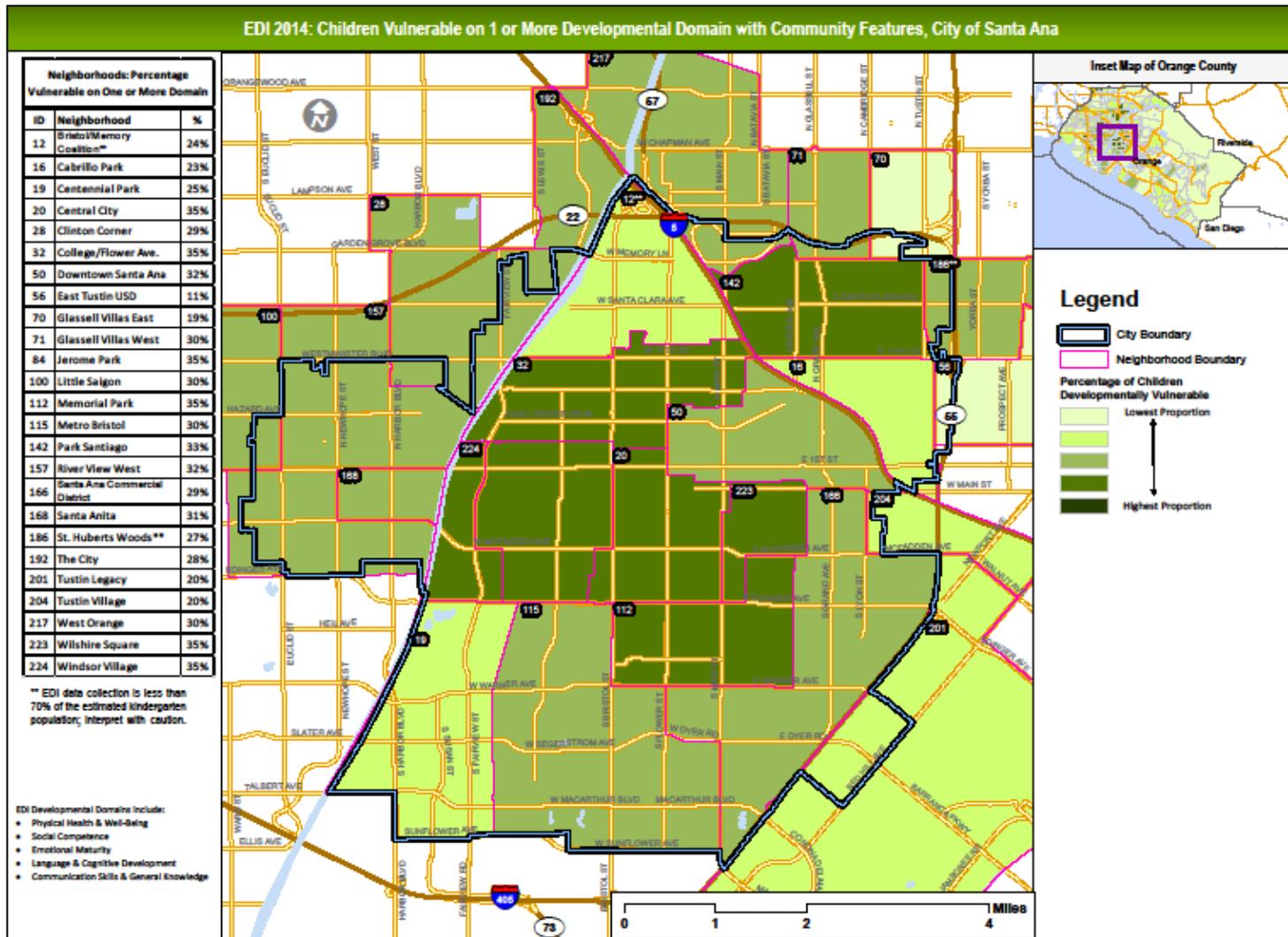
- Measure of school readiness at kindergarten
- Available countywide and by neighborhood
- Orange County leading this effort
- Why the Children & Families Commission is investing in EDI



## Five Developmental Areas:

1. Physical Health and Well-Being
2. Social Competence
3. Emotional Maturity
4. Language and Cognitive Development
5. Communication Skills and General Knowledge

# EDI Map Example

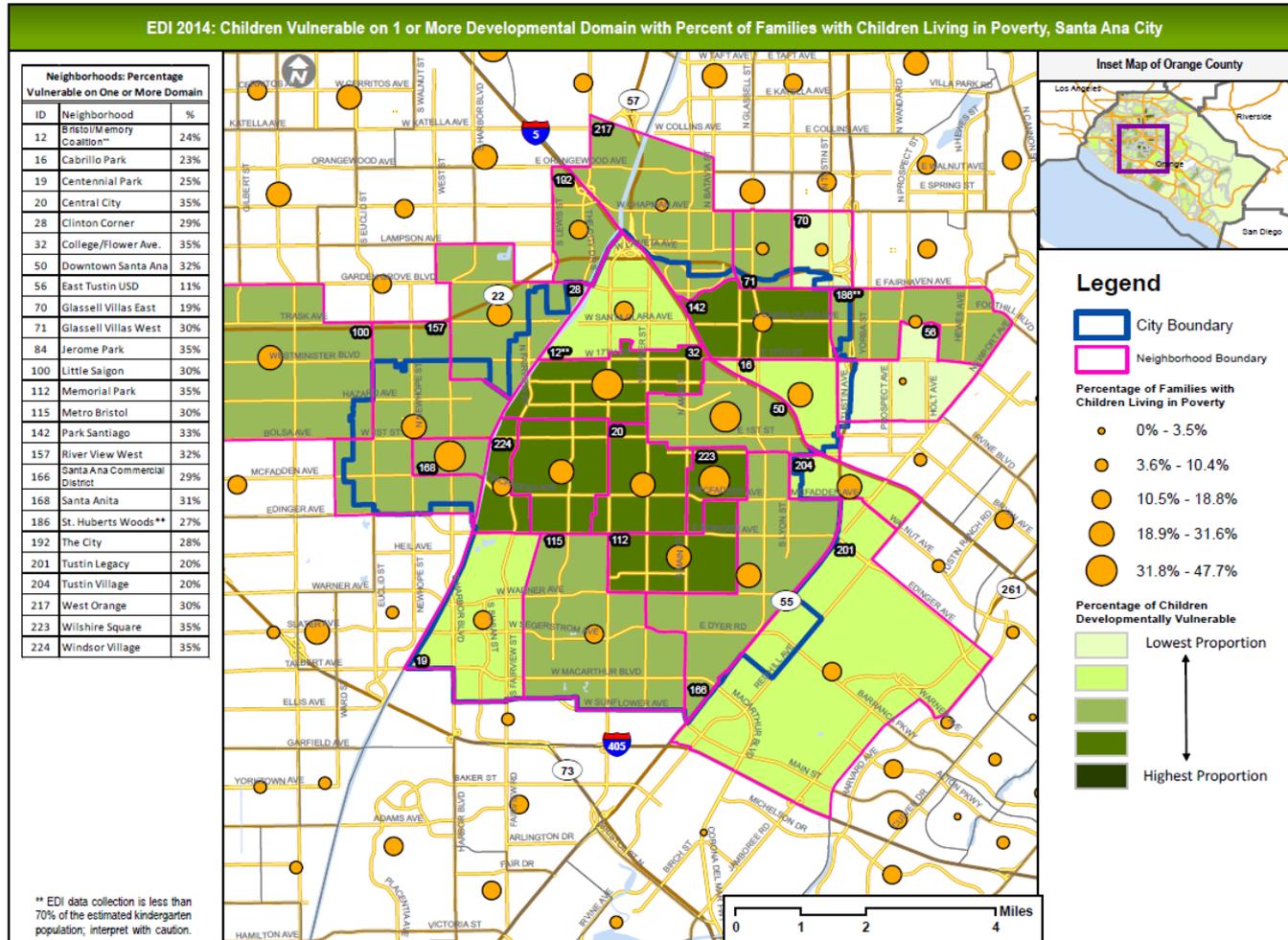


The Children & Families Commission of Orange County in partnership with the UCLA Center for Healthier Children, Families and Communities, under license from McMaster University, is implementing the Early Development Index with its sub-licenses in the U.S. The EDI is the copyright of McMaster University and must not be copied, distributed, or used in any way without the prior consent of the Commission, UCLA or McMaster.

# EDI Map: Santa Ana



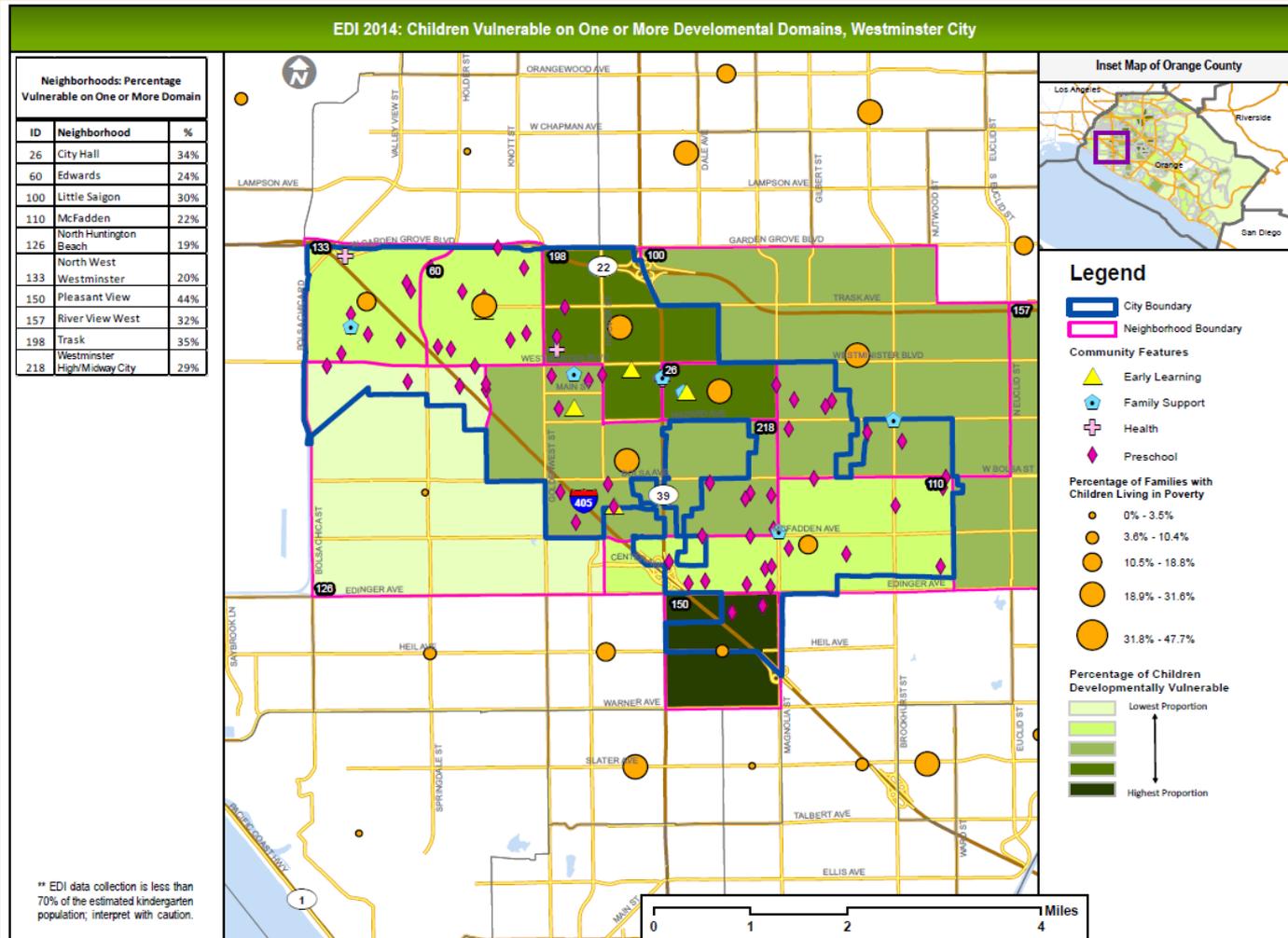
Vulnerable on one or more areas with percent of families in poverty



# EDI Map: Westminster



Vulnerable on one or more areas with percent of families in poverty and community assets

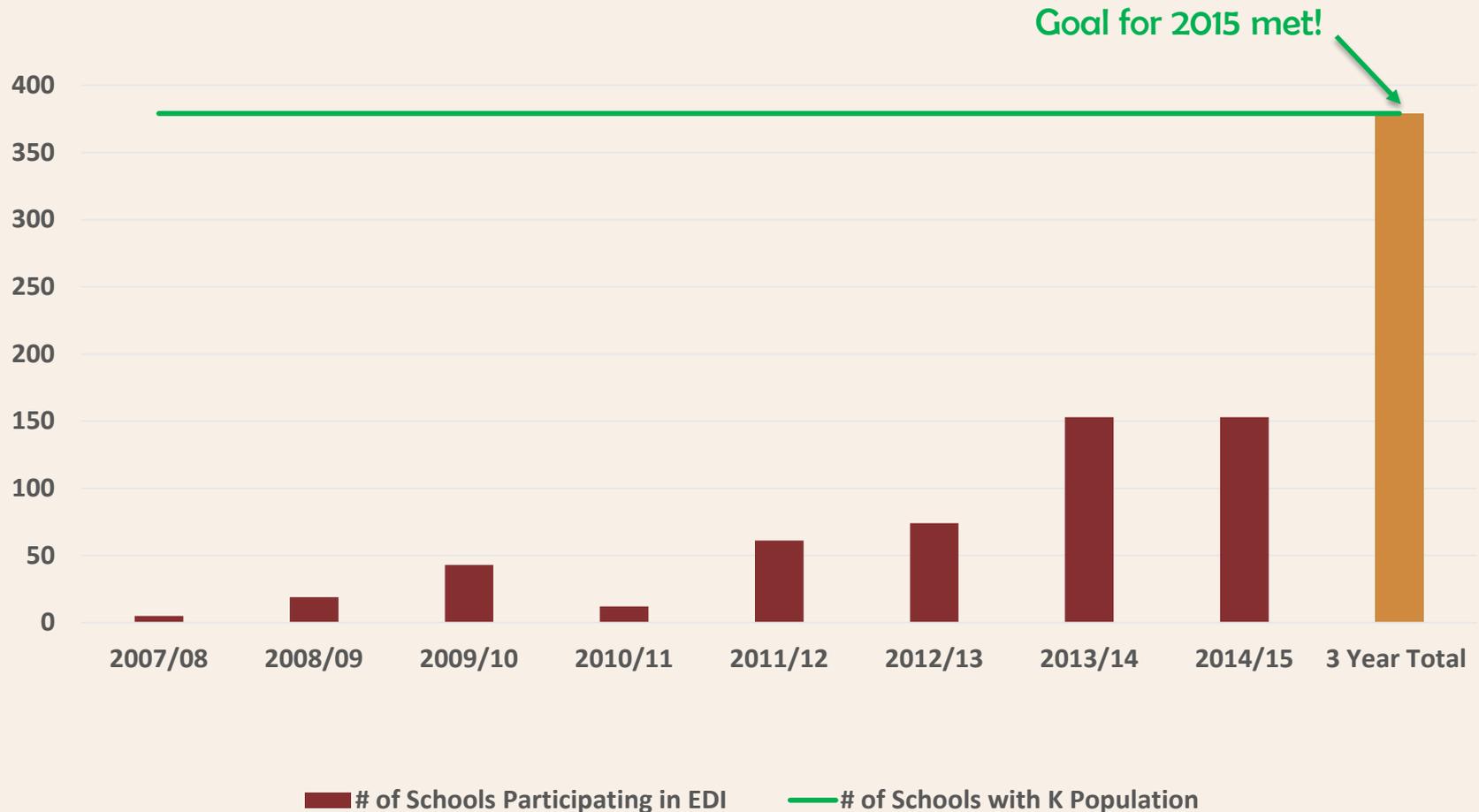




# Participating Schools



Number of Schools with Kindergarten Population, by Year  
Orange County, CA



# How EDI Is Implemented



## Orange County EDI Participation

	# of Cities	# of Elementary School Districts	# of Schools with K Students	# of K-Students in Public Schools
<b>Orange County</b>	34	25	379	37,945
<b>EDI Participants</b>	24	25	379	34,284
<b>% EDI Participation</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>90%</b>

# EDI Results by Area



	Vulnerable (Lowest 10 <sup>th</sup> percentile)	At risk (10 <sup>th</sup> -25 <sup>th</sup> percentile)	On track (25 <sup>th</sup> -100 <sup>th</sup> percentile)
Physical Health & Well-being	7.5%	12.7%	79.8%
Social Competence	8.8%	13.9%	77.3%
Emotional Maturity	7.4%	12.7%	79.6%
Language & Cognitive Development	11.6%	21.0%	67.4%
Communication Skills & General Knowledge	11.5%	16.8%	71.7%

<u>Developmentally Vulnerable</u> on 1+ Areas	8,296 (24.2%)
<u>Developmentally Very Ready</u> on all 5 Areas*	1,917 (5.6%)



## Percent of Children Vulnerable and Very Ready by Student Characteristics

	Vulnerable on 1 or More Areas	Very Ready on all 5 Areas
Current K- No TK Experience	23.8%	5.9%
Current K- Had TK Experience	15.1%	9.9%
Not ELL	18.5%	7.5%
ELL	31.0%	3.3%
Parent has Volunteered	16.5%	8.4%
Parent has not Volunteered	29.5%	3.6%
Free/Reduced Price Lunch	25.3%	4.7%
No Receive Free/Reduced Price Lunch	23.3%	6.7%
Hispanic, Latino/a	30.8%	3.0%
White	16.5%	7.4%
Asian	18.4%	8.9%
Other	22.3%	7.7%
<b>All</b>	<b>22.2%</b>	<b>6.4%</b>

# Physical Health & Well-Being



- Percentage of Children Developmentally **Vulnerable**: 7%
- Percentage of Children **Ready**: 80%

Sub-area	Status on EDI	Percent
Physical readiness for school day	Not Ready	2%
	Ready	98%
Physical independence	Not Ready	11%
	Ready	89%
Gross and fine motor skills	Not Ready	35%
	Somewhat Ready	17%
	Ready	49%

# Social Competence



- Percentage of Children Developmentally **Vulnerable**: 9%
- Percentage of Children **Ready**: 77%

Sub-area	Status on EDI	Percent
Overall social competence	Not Ready	11%
	Some-what Ready	44%
	Ready	45%
Responsibility and respect	Not Ready	7%
	Some-what Ready	18%
	Ready	75%
Approaches to learning	Not Ready	11%
	Some-what Ready	29%
	Ready	60%
Readiness to explore new things	Not Ready	3%
	Some-what Ready	18%
	Ready	79%

# Emotional Maturity



- Percentage of Children Developmentally **Vulnerable**: 8%
- Percentage of Children **Ready**: 80%

Sub-area	Status on EDI	Percent
Prosocial and helping behavior	Not Ready	32%
	Some-what Ready	31%
	Ready	37%
Anxious and fearful behavior	Not Ready	3%
	Some-what Ready	9%
	Ready	89%
Aggressive behavior	Not Ready	7%
	Some-what Ready	6%
	Ready	87%
Hyperactive and inattentive behavior	Not Ready	14%
	Somewhat Ready	14%
	Ready	72%

# Language & Cognitive Development



- Percentage of Children Developmentally **Vulnerable**: 12%
- Percentage of Children **Ready**: 67%

Sub-area	Status on EDI	Percent
Basic literacy skills	Not Ready	8%
	Some-what Ready	18%
	Ready	74%
Interest in literacy/numeracy and memory	Not Ready	13%
	Some-what Ready	11%
	Ready	76%
Advanced literary skills	Not Ready	17%
	Some-what Ready	7%
	Ready	76%
Basic numeracy skills	Not Ready	13%
	Somewhat Ready	9%
	Ready	78%

# Communication Skills & General Knowledge



- Percentage of Children Developmentally **Vulnerable**: 12%
- Percentage of Children **Ready**: 72%

Status on EDI	Percent
Not Ready	<b>41%</b>
Somewhat Ready	<b>23%</b>
Ready	<b>37%</b>



- Share Data with Partners
- Spring 2016 – Children’s Summit
- Questions

### Percent of Schools Participating in the EDI by School District, 2015

District Name	# of Participating Schools	Total # of Schools	% School Participation	# of EDI Records Valid for Analysis	% of EDIs Valid	2014/15 K Enrollment*	% of K Participating
Anaheim City School District	24	24	100%	2,380	98.3%	3,105	76.7%
Brea-Olinda Unified	6	6	100%	466	99.4%	463	100.6%**
Buena Park School District	6	6	100%	535	95.0%	603	88.7%
Capistrano School District	35	35	100%	3,258	98.3%	3,747	86.9%
Centralia School District	8	8	100%	634	98.1%	665	95.3%
Cypress School District	6	6	100%	506	98.1%	572	88.5%
Fountain Valley Elementary	7	7	100%	647	99.5%	682	94.9%
Fullerton School District	17	17	100%	1,391	98.3%	1,584	87.8%
Garden Grove Unified School District	43	43	100%	3,333	98.5%	3,529	94.4%
Huntington Beach City School District	7	7	100%	687	98.0%	707	97.2%
Irvine Unified School District	24	24	100%	2,273	97.5%	2,367	96.0%
La Habra City School District	4	4	100%	589	98.2%	609	96.7%
Laguna Beach Unified School District	2	2	100%	162	98.8%	176	92.0%
Los Alamitos Unified	6	6	100%	744	98.3%	795	93.6%
Magnolia School District	9	9	100%	1,028	98.9%	1,056	97.3%
Newport-Mesa Unified School District	21	21	100%	1,512	98.6%	1,698	89.0%
Ocean View	11	11	100%	917	98.3%	1,100	83.4%
Orange Unified School District	27	27	100%	2,310	99.0%	2,451	94.2%
Placentia Yorba Linda Unified School District	21	21	100%	2,030	98.4%	1,956	103.8%**
Saddleback Valley Unified School District	23	23	100%	1,753	98.7%	2,053	85.4%
Santa Ana Unified School District	37	37	100%	4,018	97.0%	4,705	85.4%
Savanna School District	4	4	100%	394	99.2%	422	93.4%
Tustin School District	18	18	100%	1,428	99.4%	1,657	86.2%
Westminster School District	13	13	100%	1,289	98.6%	1,243	103.7%**
<b>Total</b>	<b>379</b>	<b>379</b>	<b>100%</b>	<b>34,284</b>	<b>98.3%</b>	<b>37,945</b>	<b>90.4%</b>

\* Source: California Department of Education, DataQuest

\*\* % of K participating is based on total # of students and # of valid EDIs in districts. A student can attend one district but live outside of that district, hence the participation rate of more than 100%.

# A SNAPSHOT OF YOUNG CHILDREN'S DEVELOPMENT ORANGE COUNTY, CALIFORNIA

Thanks to the support of local teachers, Orange County recently completed a community school readiness assessment using the Early Development Index (EDI). This report summarizes findings from the EDI. We hope this report will serve as a catalyst for bringing together individuals, organizations and community leaders working to improve school readiness and create better environments for our children.

The EDI is a population measure of school readiness, which means that it collects information about kindergarten age children in participating geographic areas and then creates an overall snapshot of their developmental progress. The EDI does not label or identify individual children with specific problems. Instead, it looks at how experiences at home and in the community can help prepare children for the school environment.

The EDI provides local leaders with the information they need to evaluate school readiness, plan how to improve programs and supports, and better coordinate services

to help children develop and learn before and during their school years.

The EDI provides information about children in five developmental areas that are known to affect well-being and school performance:

- Physical health and well-being
- Social competence
- Emotional maturity
- Language and cognitive skills
- Communication skills and general knowledge

## UNDERSTANDING EDI RESULTS

EDI results are reported as the percentage of children who are developmentally “vulnerable”, “at risk” and “on track” in each of the five areas. Children who score at or below the 10th percentile of the national EDI population in each area are considered developmentally vulnerable, those who score in the 10<sup>th</sup>-25th percentile are considered at risk, and those who score above the 25<sup>th</sup> percentile in each area are considered on track.

## COMMUNITY USE OF THE EDI TO CREATE POSITIVE CHANGE FOR YOUNG CHILDREN

Communities are using EDI results in many creative ways, including:

- Identifying and/or increasing awareness of local needs, assets and other important indicators
- Providing baseline information on the readiness of children entering kindergarten to inform curriculum and program needs
- Improving or creating initiatives and programs
- Strengthening coordination and alignment of services
- Supporting applications for public and private funding opportunities
- Taking collective actions to meet the developmental needs of children
- Building a framework for understanding child development and the importance of investing in young children
- Engaging communities in mapping local assets
- Building networks of school readiness advocates and creating partnerships between organizations
- Improving professional development opportunities and supports for those caring for young children
- Assisting with strategic planning for organizations and community initiatives



The results in this Snapshot reflect data collection by participating kindergarten teachers during the 2014-2015 school year. In addition, data were combined with the prior two years for schools that did not collect data again in 2014-2015, if applicable. Lastly, this Snapshot reflects all valid records for children who live or go to school in the community.

**Figure 1** shows that EDI data were reported for 34,288 children in Orange County, representing about 90% of the total kindergarten population served by public schools in the county. Fully 100% of all Orange County public schools with a kindergarten population are included in this analysis. The figure also provides some additional background information about the children surveyed.

**Figure 1: Children’s Background Information – Orange County (2015)**

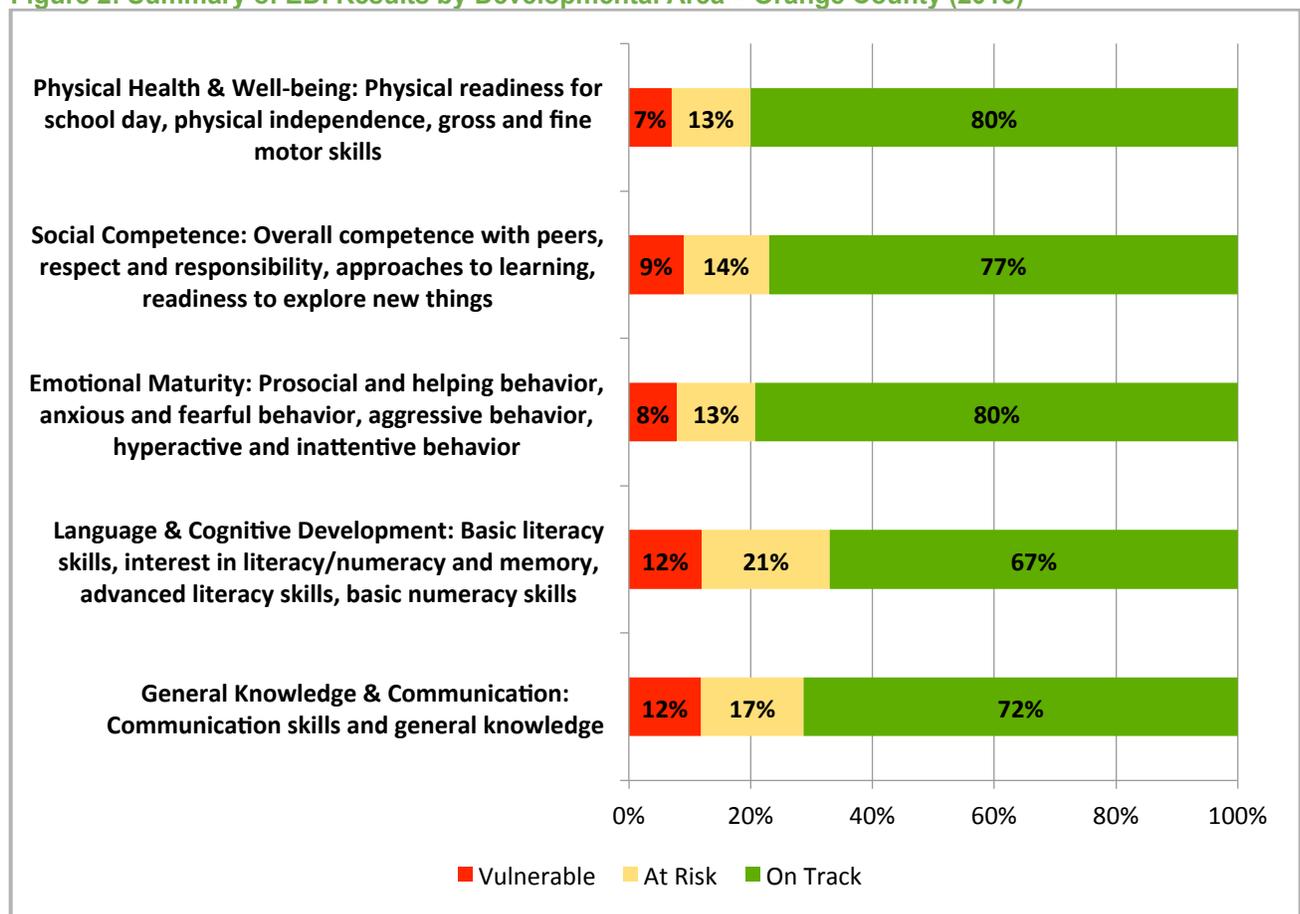
<b>School Information</b>	
<b>Participating school districts</b>	24
<b>Participating schools</b>	379
<b>Classrooms collecting EDI information</b>	1,447
<b>Community Information</b>	
<b>Children</b>	34,288
<b>Children who are English Language Learners (ELL)</b>	46%
<b>Children who have an Individualized Education Program (IEP) for children with disabilities</b>	6%
<b>Children in transitional kindergarten</b>	14%
<b>Kindergarten students who had transitional kindergarten experience</b>	10%
<b>Children with parents/guardians who volunteered in classroom at least once</b>	41%
<b>Race/Ethnicity:</b>	
<b>African-American, Black</b>	2%
<b>Asian, Native Hawaiian or other Pacific Islander</b>	17%
<b>Hispanic, Latino/a</b>	47%
<b>White</b>	26%
<b>Other</b>	9%

**Figure 2** summarizes results from the EDI. The figure describes each of the five developmental areas assessed by the EDI and, for each, displays the percentage of children who are developmentally vulnerable, at risk or on track.

- The red portion of the bar charts represents the percentage of children considered vulnerable in each of the five developmental areas. Children are categorized as “vulnerable” in a domain if the mean score of their EDI items for that domain falls at or below the 10<sup>th</sup> percentile population cutoff.
- The yellow portion of the bar charts represents the percentage of children considered developmentally at risk. Children are categorized as “at-risk” in a domain if the mean of their EDI items for that domain is above the 10<sup>th</sup> percentile cutoff but falls at or below the 25<sup>th</sup> percentile cutoff.
- The green portion of the bar charts represents percentage of children considered on track, those who fall above the 25<sup>th</sup> percentile. Children are categorized as “on track” in a domain if the mean of their EDI items for that domain falls above the 25<sup>th</sup> percentile cutoff.

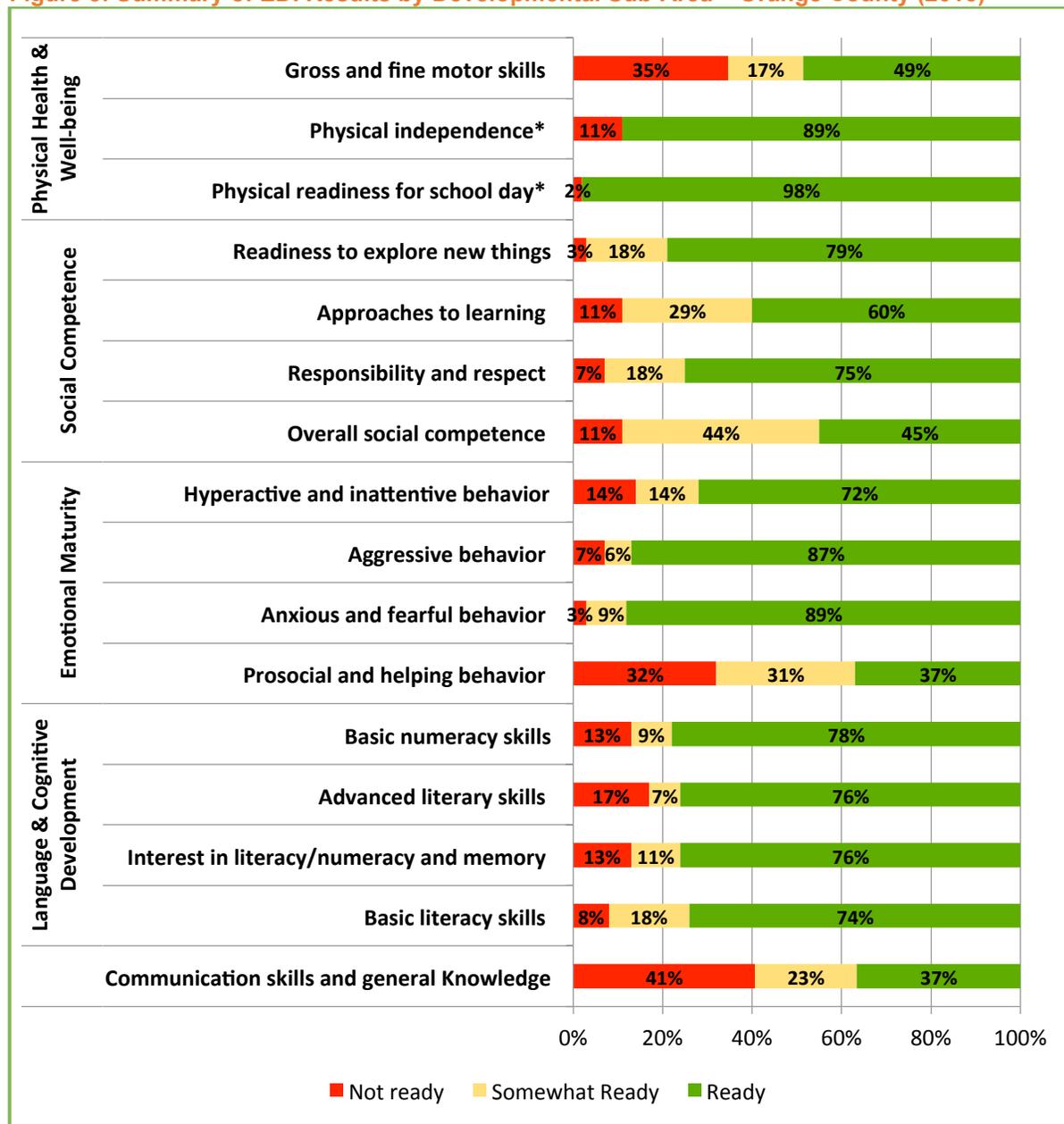
Small percentages are better in the red series and large percentages are better in the green series.

**Figure 2: Summary of EDI Results by Developmental Area – Orange County (2015)**



**Figure 3** summarizes results from the EDI developmental sub-areas. For the sub-area analysis, children are categorized as either "not ready," "somewhat ready," or "ready" for school based on how they compare to a criterion-referenced cutoff value that has been determined by the EDI publishers. This method contrasts with that used for the area level analysis (Figure 2), which categorizes children as "on track" and "not on track" based on how they compare to a cut off value that has been derived from a U.S. normative sample taken in 2009-2010.

**Figure 3: Summary of EDI Results by Developmental Sub-Area – Orange County (2015)**



\* The "somewhat ready" category does not apply because the response options on the EDI for these sub-areas were dichotomous (yes/no).

Data Source: Teacher Reported EDI. Totals of 99 percent and 101 percent are due to rounding.

**CHILDREN AND FAMILIES COMMISSION OF ORANGE COUNTY**

**RESOLUTION NO. \_\_\_-15-C&FC**

**September 2, 2015**

**A RESOLUTION OF THE CHILDREN AND FAMILIES COMMISSION OF ORANGE COUNTY DIRECTING THE EXECUTIVE DIRECTOR AND COMMISSION COUNSEL TO PREPARE AND NEGOTIATE THE FOURTH AMENDMENT TO AGREEMENT PS-93 WITH UCLA CENTER FOR HEALTHIER CHILDREN, FAMILIES AND COMMUNITIES TO PROVIDE TECHNICAL ASSISTANCE TO SUPPORT THE 2016 YOUNG CHILDREN'S SUMMIT; AND, AUTHORIZING APPROVAL AND EXECUTION OF SUCH AMENDMENTS ON BEHALF OF THE COMMISSION**

**WHEREAS**, in order to facilitate the creation and implementation of an integrated, comprehensive, and collaborative system of information and services to enhance optimal early childhood development, the legislature adopted legislation set forth in the California Children and Families Act of 1998, Health and Safety Code Section 130100, *et seq.* (as amended, the "Act") implementing the Children and Families First Initiative passed by the California electorate in November, 1998 and establishing the California Children and Families Commission and County Children and Families Commissions, including this Children and Families Commission of Orange County ("Commission"); and

**WHEREAS**, On January 5, 2011, Commission authorized the Executive Director or designee to prepare and negotiate Agreement with the UCLA Center for Healthier Children, Families and Communities for the Early Developmental Index (EDI) Implementation;

**WHEREAS**, The Commission desires to prepare and negotiate a Fourth Amendment to Agreement PS\_93 with the UCLA Center for Healthier Children, Families and Communities (hereinafter referred to as "Contractor") to provide technical assistance to support the 2016 Young Children's Summit for the terms and in the amount as described in September 2, 2015 staff report for this agenda item; and

**WHEREAS**, each Contractor desires to enter into the First Amendment to their respective agreements in furtherance of the purposes of the Act and the Strategic Plan on the terms and conditions set forth in the applicable Agreements; and

**WHEREAS**, Commission has reviewed the staff report for the September 2, 2015 Commission meeting relating to the scopes of services to be provided and hereby finds and determines that the proposed Fourth Amendment is in furtherance of and consistent with the Commission's Strategic Plan; and

**WHEREAS**, Commission desires to authorize the Commission Chair and Commission Clerk to execute the Fourth Amendment with Contractor for the terms and in the amount specified in the September 2, 2015 staff report for this Agenda Item.

**NOW, THEREFORE BE IT RESOLVED BY THE COMMISSIONERS OF THE CHILDREN AND FAMILIES COMMISSION OF ORANGE COUNTY AS FOLLOWS:**

**Section 1** Commission finds and determines the foregoing Recitals are true and correct and are a substantive part of this Resolution.

**Section 2** Commission authorizes the Executive Director, or designee, and Commission Counsel to prepare and negotiate a Fourth Amendment with the Contractor as described in the September 2, 2015 staff report for this Agenda Item to provide technical assistance to support the 2016 Young Children's Summit for the terms and in the amount consistent with the September 2, 2015 staff report and scope of services referenced therein.

**Section 3** The form of the Fourth Amendment with the Contractor, for the terms and in the amount specified the September 2, 2015 staff report for this Agenda Item shall be substantially similar to the form of the standard Amendment to a Professional Services Agreement, subject to minor, non-substantive revisions as reviewed and approved by the Executive Director or designee and Commission Counsel. The approval by the Executive Director or designee of the Amendment shall be conclusively evidenced by the execution of such Amendments by the Commission Chair and delivery thereof to the Commission Clerk.

**Section 4** Commission hereby approves the Fourth Amendment with Contractor as described in the September 2, 2015 staff report for this Agenda Item to provide technical assistance to support the 2016 Young Children's Summit for the terms and in the amount specified in the September 2, 2015 staff report for this Agenda Item.

**Section 5** The Commission Chair and the Clerk of the Commission are hereby authorized to execute and attest, respectively, the Agreements on behalf of the Commission.

**Section 6** A copy of the Amendment to Agreement when executed by the Commission Chair and attested by the Clerk of the Commission shall be appended hereto as a part of Exhibit A to this Resolution. Exhibit A is hereby fully incorporated as a part of this Resolution by this reference and made a part hereof. Each final executed Agreement shall be placed on file in the office of the Clerk of the Commission.

**Section 7** In addition to the authorization of Section 2 above, the Executive Director, or designee, is hereby authorized, on behalf of the Commission, (i) to sign all documents necessary and appropriate to carry out and implement the Amendments(s), (ii) to cause the issuance of warrants, (iii) to administer the Commission's obligations, responsibilities, and duties to be performed under such agreement(s), and (iv) during the term thereof to provide waivers, administrative interpretations, and minor modifications of the provisions of such agreement(s) in the furtherance thereof.

**Section 8** The Clerk of the Commission shall certify to the adoption of this Resolution.

The foregoing resolution was passed and adopted by the following vote of the Children and Families Commission of Orange County on September 2, 2015 to wit:

AYES Commissioners: \_\_\_\_\_

NOES Commissioner(s): \_\_\_\_\_

EXCUSED Commissioner(s): \_\_\_\_\_

ABSTAINED Commissioner(s): \_\_\_\_\_

\_\_\_\_\_  
CHAIR

STATE OF CALIFORNIA )  
 )  
COUNTY OF ORANGE )

I, ROBIN STIELER, Interim Clerk of the Commission of Orange County, California, hereby certify that a copy of this document has been delivered to the Chair of the Commission and that the above and foregoing Resolution was duly and regularly adopted by the Children and Families Commission of Orange County.

**IN WITNESS WHEREOF**, I have hereto set my hand and seal.

\_\_\_\_\_  
Robin Stieler  
Interim Clerk of the Commission, Children and Families Commission  
of Orange County, County of Orange, State of California

Resolution No: \_\_-15-C&FC

Agenda Date: September 2, 2015

Item No. \_\_



I certify that the foregoing is a true and correct copy of the Resolution adopted by the

ROBIN STIELER, Interim Clerk of the Commission

By: \_\_\_\_\_  
Deputy

**EXHIBIT A TO RESOLUTION OF COMMISSION**

(Attach copy(ies) of final executed Agreements)