

Answer the questions below, reflecting on your county or consortium's overall Quality Counts California (CA) (formerly CA-QRIS) system building and implementation progress, accomplishments, challenges, and lessons learned in FY 2016–17. Concise narrative responses are appreciated.

Please note that each county or regional consortia should provide only one response to this survey. For those counties or consortia with more than one agency administering the QRIS (Block Grant and First 5 IMPACT), please choose one representative to submit a coordinated response on behalf of both.

* 1. Contact Information for Consortium Submitter

Name	<input type="text"/>
Title	<input type="text"/>
E-mail	<input type="text"/>
County/Consortium	<input type="text"/>
Lead Agency	<input type="text"/>

* 2. Briefly describe your consortium's overall progress in implementing your approved First 5 IMPACT Action Plan for FY 2016–17 and/or California State Preschool Program Infant/Toddler (CSPP I/T) QRIS Block Grant Plan for FY 2016–17, including accomplishments, challenges, and lessons learned.

* 3. If you could tell the Legislature the most important difference CA-QRIS has made in your county/region, what would it be?

Section 1: System Functions

This section focuses on the seven system functions of QRIS. Please consider the development descriptors below to report local progress in developing the relationships, coordination, efficiencies, and infrastructure to support your local QRIS processes. For some questions, you will be asked to rate progress using the following scale:

Planning – Initial coordination to conceptualize implementation steps; or not yet implementing

Developing – Creating the foundation for the planned work to be accomplished, including establishing infrastructure and fostering relationships

Implementing – Working to accomplish tasks described in your QIS/QRIS plan

Revising – Making changes to existing or prior model/strategies

Maintaining – Ongoing application of successful strategies and tools to support QIS/QRIS

* 4. Which best describes your consortium’s status in the following areas?

	Planning	Developing	Implementing	Revising	Maintaining
Convening, engaging, and strengthening partnerships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing a local governance structure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing a vision, mission, principles, and outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 5. What strategies are being used to build your local consortium? (Building local consortium is defined as “defining and coordinating leadership, and convening and strengthening partnerships.”)

- Utilized local child care planning council
- Held direct outreach (including outreach by current consortium partners)
- Held collaboration meetings
- Other (Please specify.)

Section 2: Finance Strategically

Finance Strategically – Identify Funding Sources and Sustainability Strategies

* 6. Has your county/consortium identified any new funding strategies to support QRIS, including new state or other leveraged funding resources?

- No
- Yes (Please specify.)

Finance Strategically – Identify Funding Sources and Sustainability Strategies

* 7. Please describe the new funding strategies to support QRIS, including new state or other leveraged funding resources.

* 8. If applicable, please report QRIS Block Grant-leveraged funding sources in the box below. In your response, include the source of the funds, how the funds are used, and the amount.

Please note: These sources should **not** include those already identified in the consortium's First 5 IMPACT budget.

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Section 3: Enhance and Align Standards

Enhance and Align Standards – The Consortium’s Local QIS/QRIS Model

* 9. Which best describes the overall status of your consortium’s local quality improvement activities?

	Planning	Developing	Implementing	Revising	Maintaining
Aligning with other local quality improvement efforts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supporting continuous quality improvement across all site types	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 10. Please indicate the status of alignment and coordination between First 5 IMPACT and the State Preschool, Migrant, and Infant/Toddler QRIS Block Grants. Check all that apply.

- No QRIS Block Grants
- Same Lead Agency
- Same consortium for all funding streams (joint meetings, decision-making, etc.)
- Seamless system of supports from provider perspective (coaching, incentives, etc.)
- Shared local/regional system administration

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Section 3: Enhance and Align Standards

Enhance and Align Standards – The Consortium’s Local QIS/QRIS Model

* 11. Please select applicable shared resources between First 5 IMPACT and the CSPP, CMIG, and I/T QRIS Block Grants. Check all that apply.

- Rating staff
- Assessors
- Coaches
- Technical assistance staff
- QRIS administration
- Evaluator/data entry staff
- Site engagement staff
- Communication strategies
- Data system, collection, and/or entry
- Still working on/having some challenges with alignment
- N/A
- Other (Please specify.)

* 12. Is your consortium experiencing challenges in aligning and sharing resources between the different state funding streams?

- No
- Yes (Please describe.)

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Section 4: Recruit and Engage Participants

Recruit and Engage Participants – Early Learning Setting Outreach

* 13. Which best describes the overall status of your consortium's efforts to recruit and engage diverse early learning sites to participate in your local QIS/QRIS model?

Planning	Developing	Implementing	Revising	Maintaining
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 14. Briefly describe progress in outreach and engagement of QIS/QRIS sites, including those serving special target or provider types in your consortium (including centers serving infants and toddlers and family child care homes) and sites in all applicable steps (1, 2, and/or 3).

* 15. What strategies are most effective in recruiting the following site types? Please select **no more than three strategies** for each setting type

	Public Centers (please select no more than three)	Private Centers (please select no more than three)	Family Childcare Centers (please select no more than three)	Family, Friend, and Neighbor (if applicable, please select no more than three)	Alternative Sites (if applicable, please select no more than three)
Various communication efforts (phone calls, emails, face to face meetings)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Marketing at community events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1:1 contact/meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Orientation meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Information sessions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Newsletter outreach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community connections	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Military liaisons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Outreach through current participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communications through Local Child Care and Development Planning Council	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Resource and Referral outreach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other (Please specify.)

* 16. In prioritizing which sites to engage/enroll in your QIS/QRIS, which of the following are most important? (Limit your selection to the top five priorities.)

	Ranking (Rank top 5)
First come-first served	<input type="checkbox"/>
Sites serving preschool-age children	<input type="checkbox"/>
Family child care homes	<input type="checkbox"/>
Family, friend, and neighbor care	<input type="checkbox"/>
Sites with greatest demonstrated need for quality improvement support	<input type="checkbox"/>
Sites' willingness/readiness to participate	<input type="checkbox"/>
Sites serving children with subsidies, including Head Start, Early Head Start, CSPP, Alternative Payment, and/or CalWORKs	<input type="checkbox"/>
Sites serving specific high-needs populations, including low-income, special needs, military, etc.	<input type="checkbox"/>
Sites serving a higher percentage of children with high needs	<input type="checkbox"/>
Sites in certain geographic areas	<input type="checkbox"/>
Sites affiliated with school districts	<input type="checkbox"/>

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Section 5: Create and Support Improvement Strategies

Create and Support Improvement Strategies – CQI Process

* 17. Which best describes the overall status of your consortium in providing continuous quality improvement support to participating sites?

Planning	Developing	Implementing	Revising	Maintaining
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Section 5: Create and Support Improvement Strategies – CQI Process

Create and Support Improvement Strategies – CQI Process

For questions 18 through 26, please indicate strategies employed locally to support participating sites' continuous quality improvement in each of the following areas. Select all applicable responses.

18. School Readiness

- Training on the California Foundations and Curriculum Frameworks
- Training on effective strategies for using child observations and assessment to inform curriculum planning
- Desired Results training
- Other (Please specify.)

19. Effective Teacher-Child Interactions (CLASS)

- Using Teachstone materials and training for coaching
- Incorporating effective strategies into college coursework
- Including reflective practice and supervision
- Including content in coaching
- Other (Please specify.)

20. Family Engagement

- Implementing Parents as Teachers
- Implementing Triple P
- Incorporating Strengthening Families framework into coaching, training, and leadership
- Implementing another family engagement model (please include description in "Other" box below)
- Raising awareness and knowledge of cultural and linguistic responsiveness in work with families through training and support to providers
- Prioritizing alternative settings that support families (e.g., family resource centers, home visiting programs)
- Other (Please specify.)

21. Social-Emotional Development

- Center on the Social and Emotional Foundations for Early Learning (CSEFEL) Teaching Pyramid training and/or coaching
- Reflective practice and supervision
- Including content in coaching
- Use of specific social-emotional curriculum
- Other (Please specify.)

22. Developmental Screening

- Offering ASQ training
- Offering ASQ-SE training
- Providing kits with materials for developmental screening
- Coordinating with local developmental screening programs (e.g., Help Me Grow)
- Implementing developmental screening at alternative settings (e.g., home visiting, libraries)
- Other (Please specify.)

23. Child Health

- Use of specific health curriculum
- Nutrition guidance using the USDA Child and Adult Food Program (CAFP) Guidelines
- Guidance and/or support for participation in the USDA CAFPP
- Breastfeeding support
- Physical activity curriculum
- Mental health consultation
- Oral health guidance
- Other (Please specify.)

24. Environment

- Peer support on the Environment Rating Scales (ERS)
- Coaching based on results of ERS self-assessment
- Coaching based on results of external ERS assessment
- Focus area for coaching
- Other (Please specify.)

25. Program Administration

- Peer support from similar sites rated at tiers 4 and 5
- Use of the Program Administrative Scale or the Business Administrative Scale by a CA Early Childhood Mentor Program (CECMP) Director Mentor
- Peer support from a CECMP Director Mentor
- Providing materials for the environment
- Other (Please specify.)

26. Ongoing professional development/educational attainment for early educators

- Development of Individual Professional Growth Plans
- Serving children with special needs and their families
- Supporting families whose home language is not English
- Reflective practice and supervision
- Peer Learning Communities of Practice
- Degree cohorts in Institutions of Higher Education (IHE)
- Support for IHEs offering additional classes for QRIS participants
- Priority college registration for QRIS participants
- CA-QRIS framework is incorporated into college coursework
- Professional development/career advising
- Coaching in small groups or with individual early educators
- Incorporating practice-based coaching into coursework
- General training aligned to California's Infant/Preschool Learning and Development Foundations and Curriculum Framework (California Early Childhood Online, etc.)
- California Early Care and Education Workforce Registry
- Child Development Training Consortium
- Other (Please specify.)

Section 5: Create and Support Improvement Strategies

Create and Support Improvement Strategies – CQI Process

**What strategies are most effective in supporting different types of early childhood settings?
For each question (27, 28, and 29), select the top three most effective strategies for each type of setting.**

* 27. Financial support to staff/providers

	Public Centers (Please select no more than three)	Private Centers (Please select no more than three)	Family Child Care (Please select no more than three)	Family, Friend, and Neighbor (If applicable, please select no more than three)	Alternative Settings (If applicable, please select no more than three)
Staff stipends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff fee reimbursement for training/professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff fee reimbursement for college coursework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff scholarships (for college coursework)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (Please specify.)	<input type="text"/>				

* 28. Financial support to sites

	Public Centers (Please select no more than three)	Private Centers (Please select no more than three)	Family Child Care (Please select no more than three)	Family Friend and Neighbor (If applicable, please select no more than three)	Alternative Settings (If applicable, please select no more than three)
Incentives for site QI	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Incentives for participation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Incentives for achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Local Block Grant awards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

* 29. Quality support funding

	Public Centers (Please select no more than three)	Private Centers (Please select no more than three)	Family Child Care (Please select no more than three)	Family, Friend, and Neighbor (If applicable, please select no more than three)	Alternative Settings (If applicable, please select no more than three)
Access to coaching/mentoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Access to QRIS data systems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Access to leadership development opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Access to ERS and/or CLASS assessment information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Access to sponsored college coursework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (Please specify.)	<input type="text"/>				

Section 6: Ensure Accountability

Ensure Accountability – Rating, Assessing, Monitoring, and Evaluating the Impacts on Child Outcomes

* 30. Please indicate the overall status of your consortium's data-related efforts.

	Planning	Developing	Implementing	Revising	Maintaining
Data collection efforts from sites	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instituting a local data monitoring process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use of a data system in your county or region	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Section 6: Ensure Accountability

Ensure Accountability – Rating, Assessing, Monitoring, and Evaluating the Impacts on Child Outcomes

* 31. How will you determine the effectiveness of your local model? If you have a formal local evaluation, please describe.

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Section 6: Ensure Accountability

Rating, Assessing, and Monitoring, and Evaluating the Impacts on Child Outcomes

* 32. Which best describes your consortium's progress on rating sites?

Planning	Developing	Implementing	Revising	Maintaining	Not Rating Sites
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 33. Indicate your capacity to assess classroom quality using the ERS and CLASS tools

	Sufficient capacity	Not yet at capacity	N/A
ITERS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ECERS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
FCCERS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Infant CLASS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Toddler CLASS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pre-K CLASS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 7: Outreach and Communication

Outreach and Communication: Disseminating Information to Parents and the Public about Program Quality

* 34. Is your consortium funded at Step 3?

- Yes
- No

Section 7: Outreach and Communication

Outreach and Communication: Disseminating Information to Parents and the Public about Program Quality

* 35. Please indicate the overall status of your consortium in the following areas:

	Planning	Developing	Implementing	Revising	Maintaining
Building public awareness of QRIS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Building parent/family demand for high-quality settings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Making ratings publicly available	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 36. Indicate current or planned methods to make ratings publicly available. (Check all that apply.)

- QRIS rating posted at participating site
- Ratings posted on website (e.g., Resource and Referral Agencies (R&Rs), QRIS website)
- Local Resource and Referral provides QRIS rating to parents seeking care
- Other (please specify)

* 37. Please select the top five promising strategies used to communicate QRIS objectives to the following populations. Select up to five per population.

	The Community	Providers	Families	Local Policymakers
R&Rs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Informational flyers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Website(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community information sessions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Radio or television commercials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bus ads	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Libraries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Embedding QRIS into other funded initiatives (family engagement, other focus areas within QRIS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1:1 meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Media outreach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social media	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Brochures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Videos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participation/discussion/presentation at local groups with stakeholder/community members (e.g., Local Planning Councils)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Family Resource Centers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Town hall meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Section 7: Outreach and Communication

* 38. Which best describes your consortium's progress in connecting the Talk. Read. Sing.® campaign to your local activities?

Planning	Developing	Implementing	Revising	Maintaining
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 39. To what degree has your participation in the Regional Hub affected your consortium's capacity to carry out the following activities that are part of a local QIS/QRIS? As a result of the Regional Hub work, my consortium is able to...

	Significantly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Significantly Disagree	N/A
Collect required data about early learning settings participating in the QIS/QRIS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide quality improvement services to alternative early learning settings such as libraries, home visiting programs, and resource centers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implement professional development activities such as training and coaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicate to families about the importance of high-quality early learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conduct Environment Rating Scale assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conduct CLASS observations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collect data required by the Common Data File	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implement high-quality family support and strengthening activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implement strategies to improve the quality of early learning settings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use data to inform quality improvement strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 40. To what degree have consortium Lead Agencies in your region reached agreement about activities related to building capacity and improving efficiency in the following key areas?

	Full agreement	Partial agreement	Little or no agreement	Have never discussed this
How to use data to inform regional strategies and regional investments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rating and monitoring strategies that reduce duplication of effort across the region	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How regional funds should be used to support, engage, and strengthen families	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regional training strategies that reduce duplication of effort throughout the region	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to build capacity and address needs of diverse counties in the region	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The value of ECE Workforce Registry to the local work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>