Objective 3: Trainer workforce is representative of the communities served

Outcome: Trainers' linguistic and cultural diversity reflects the diversity of providers that are served by the training program.

Measurable Action Steps *So and so does such and such*	Theories of Action *If we do …, then we expect we would see…*	Critical Issues & Design Challenges *A known challenge preventing success* *A reason we know we can do better*	What Better Looks Like *or where we agree we are going together*
1. Implement process for translation and interpretation of key documents.	If state-approved training program documents were translated into Spanish and Somali and interpretation services were available, trainers who's primary language is not English will be better able to navigate the program. If we provide individualized technical assistance in multiple languages to support non-English primary language applicants, we will increase the language diversity of the trainer workforce.	Most policy, procedure and process documents are available only in English. Trainer applicants whose primary language is not English often struggle with understanding and completing the application process.	Trainers' linguistic and cultural diversity reflects the diversity of providers that are served by the training program.
2. Develop recruitment toolkit.	If we created an information-sharing campaign about this role in different language, we would be able to reach a wider audience of potential candidates.	There are no existing strategies to recruit trainer applicants who represent culturally and linguistically diverse communities.	
3. Establish partnerships with organizations that would be able to support with recruitment of trainers.	If we partnered with organizations that engage in provider-level work in communities across the state, they would be able to identify strong candidates for the role.		

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