- Workforce assessment needs and the strategies to meet those needs (i.e. need to hire individuals from unserved/underrepresented groups, and strategies on how to recruit, select, and train them) were not included or clearly outlined.
- Clear details on how cultural competence would be integrated into program activities were minimal.
- Clear and measurable outcomes (WET, page 43) that are quantifiable, attainable/achievable, realistic/relevant were minimal or not included.
- Clearly identified racial/ethnic/multicultural groups represented during the Community Program Planning process (CCR Community Planning Process: Title 9, Article 3, §3300) was limited.
- Details on the steps taken to include racial/ethnic/multicultural groups into the CPP process (engagement strategies/interpreters/etc.) were minimal.
- Lack of inclusion of diverse stakeholders (to include TAYS, older adults, LGBTQ, CFM's)
- Details on how Threshold Language needs were met in the Community Program Planning process were not included.
- Details on how to "grow," hire, recruit, bilingual staff to meet the linguistic needs of the county demographics was limited or not included.
- Information as to hurdles/reasons certain vacancies are hard to fill and strategies/objectives/action items that address those hurdles were missing.
- Information on contracted staff/programs was minimal or not included in implementation strategies.
- Details on consumer participation and consumer positions were minimal.
- Inclusion of anticipated trends that inform decisions as to which strategies should be implemented were lacking or minimal.
- There was limited focus on long term mechanisms to grow their own bilingual staff. Typically action items focus on short-term, less preferred mechanisms for linguistic proficiency (such as holding a training to help staff who do not speak Spanish to learn how to communicate with their Spanish speaking clients) Action items minimally focused on the long term resolution for successful mechanisms that promote linguistic competencies (such as building a pool of community Spanish bilingual interpreters to include mentoring and training).
- Clear details/information on how cultural competence will be embedded into the training from design, implementation and evaluation (with racial/ethnic/multicultural groups as part of this process) were minimal.
- Specific details as to the racial/ethnic/cultural representation on committees, focus groups, training panels, etc. (how about consultants) were missing.