



### Topical Areas

Think about your state's training needs (for D.M.C. Coordinators, SAG members, D.M.C. Committees, etc.) over the next year. For each of the following potential topic areas, please indicate how important training in this topical area is for you and your state in the coming year.

	TOPICAL AREA	Critical	Important	Somewhat Important	Not Important	Doesn't Apply
1	The Historical Context of Disparities					
2	Defining D.M.C./R.E.D.					
4	Using OJJDP's D.M.C. - Reduction Model					
5	The History of the OJJDP D.M.C. Initiative					
6	Using Relative Rate Index (RRI) to Identify Disparities					
7	Obtaining Data for Missing Processing Points					
8	How to Complete the RRI Analysis and Tracking Sheet					
9	Identifying Factors That Contribute to D.M.C./R.E.D.					
10	Data Strategies to Go Deeper Into Specific Contributing Factors					
11	Understanding Structural Racism					
12	Obtaining a Useful D.M.C./R.E.D. Assessment Study					
13	Translating Assessment Recommendations Into Action Steps/Interventions					
14	Designing Effective Interventions to Reduce D.M.C./R.E.D.					
15	Case Studies of Jurisdictions That Have Reduced D.M.C./R.E.D.					
16	Writing Proposal Specifications and Requests for Proposals					
17	Managing the Relationships With Researchers					
18	Developing the D.M.C./R.E.D. Section of Your 3-Year Plan					
20	Evidence-Based Programs for Youths of Color					
21	Evaluation of D.M.C./R.E.D. - Reduction Interventions					
22	Modifying an Intervention Based on Evaluation Results					
23	Creating 'Safe' Opportunities to Talk About Race					
24	Engaging Communities With the Work of the SAG and D.M.C. Committee					
25	Community Engagement at the Local Level					
27	Methods to Encourage Local Action to Reduce D.M.C./R.E.D.					
28	Developing Methods to Track and Monitor D.M.C./R.E.D. Issues Over Time					
29	OJJDP's Process for Determining Compliance With the D.M.C. Core					

## Background

1. What state are you from (optional)? \_\_\_\_\_
2. What is your role?
  - a. D.M.C./R.E.D. Coordinator and Juvenile Justice Specialist
  - b. D.M.C./R.E.D. Coordinator
  - c. Juvenile Justice Specialist
  - d. State Advisory Group (SAG) member
  - e. Other \_\_\_\_\_
3. For D.M.C. / R.E.D. Coordinator: how much of your position is dedicated to disparity reduction work?
  - a. Less than 25 percent
  - b. 25 percent to 50 percent
  - c. 50 percent to 75 percent
  - d. 75 percent to 100 percent
  - e. I am NOT a D.M.C./R.E.D. Coordinator
4. How long have you been in this position? \_\_\_\_\_
5. Have you received training on R.E.D. or D.M.C. (circle one)?      Yes    No
  - a. If yes: When? Who conducted the training? How long was the training program?
  - b. If yes: What was the most useful thing you learned in the training?
  - c. If no: What sources of information do you use to define your approach to the job?
6. Are there other things we should know or take into account in designing a training program for D.M.C. Coordinators, SAG members, D.M.C. Committee members, and the like?

Please scan and email or send by regular mail to  
Elizabeth Spinney  
Development Services Group, Inc.  
7315 Wisconsin Avenue, Suite 800 East, Bethesda, MD 20814  
[espinney@dsgonline.com](mailto:espinney@dsgonline.com)  
Any questions? Please call 301.951.0056.