



*State of New Jersey
Commission of Investigation*

CRIMINAL STREET GANGS

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STATE OF NEW JERSEY

COMMISSION OF INVESTIGATION

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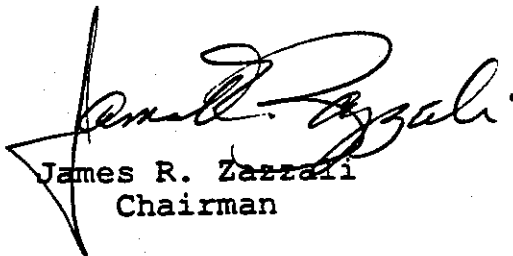
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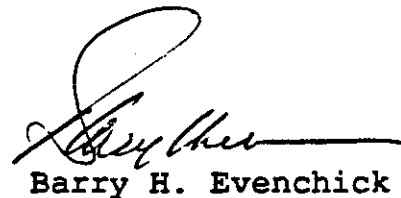
The Governor of the State of New Jersey
The President and Members of the Senate
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The State Commission of Investigation herewith formally submits, pursuant to N.J.S.A. 52:9M, a report and recommendations on its investigation into criminal street gangs, including its public hearing held on June 15 and 16, 1993.

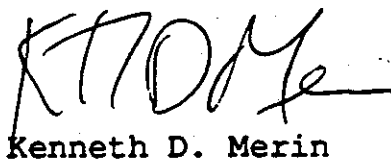
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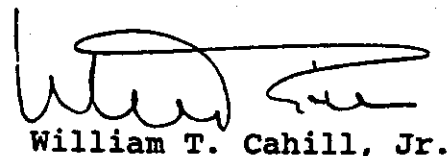
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INTRODUCTION

"It takes a whole village to raise a child." African proverb.

"We in America can come up with a plan to rescue the savings and loans, endangered wildlife and birds, but what about our children who are dying and killing each other?" Stella J. Horton, Ph.D., Executive Director, Juvenile Resource Center, Inc. of Camden.

"... [A] justice system that spends most of its resources at the 'back end' is a system that has things exactly backwards." Professor John DiIulio.

"Nothing is changed until it is faced." James Baldwin.

Criminal street gangs have become one of the most serious crime problems in New Jersey, as well as the rest of the nation. They endanger and disrupt urban, suburban and rural communities throughout the state. Equally important, they tragically waste young lives and deprive society of productive members.

The State Commission of Investigation has long regarded criminal street gangs as threats to public safety in their own right, as well as important recruiting grounds for more dangerous organized crime groups composed entirely of adults. These concerns prompted the Commission to hold a public hearing on gangs on June 15 and 16, 1993. This report summarizes the public hearing, expands our comprehension of the problem and presents final recommendations for solutions. It also serves as a resource document -- a compendium of knowledge about gangs and gang control efforts -- in order to overcome debilitating denial of the problem and promote greater awareness of helpful programs.

The report should facilitate networking by those interested in understanding and solving the gang dilemma.

Responses to Commission surveys conducted in the spring and summer of 1993 revealed that within the previous two years at least 717 criminal street gangs operated in New Jersey with a total membership of approximately 14,000. The Commission estimates that this amounts to just a simple majority of the gangs and members actually in existence in this state. Survey results are summarized in Appendix A.

The Commission has found that, although the gang threat is well-recognized in certain areas of New Jersey, other places are unaware of the problem or deny or minimize its existence. Ignorance, apathy or the desire to avoid blame or stigma prevent some communities from facing up to the peril of gangs and thereby hamper the implementation of effective solutions. Criminal street gangs recruit

THE HISTORY OF THE
CITY OF BOSTON

The first settlement in Boston was made in 1630 by a group of Puritan settlers from England. They came to the city in search of a place where they could practice their religion freely and establish a community based on their religious principles.

The city grew rapidly in the following years, and by 1639 it had become one of the largest and most important cities in the New England region. The settlers established a system of self-government, and the city became known for its strict adherence to religious and moral principles.

In 1688, the city was again the scene of a major event, as a group of settlers from the Massachusetts Bay Colony came to Boston to establish a new settlement. This group, known as the "Bostonians," brought with them a different set of religious and political ideas, which led to a period of tension and conflict with the established city government.

The city continued to grow and prosper, and by the mid-18th century it had become one of the most important centers of commerce and industry in the eastern United States. The city's population had increased significantly, and its influence on the surrounding region was growing.

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The city's growth was also reflected in its architecture and infrastructure. The city was built on a hillside, and the settlers constructed a series of fortifications to protect the city from attack. The city's streets were narrow and winding, and the buildings were made of wood and brick.

The city's economy was based on trade and commerce, and the city became known for its strict adherence to religious and moral principles. The city's government was a theocracy, and the city's laws were based on the Bible.

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disaffected youngsters. Society currently focuses too much attention on end-of-process delinquency dispositions to deal with them. As a result, too many youths remain directed toward negative activities, carry on pitiful and useless lives, and continue to menace and degrade our cities and towns. The recommendations in this report are intended to prevent the tragedy of unproductive lives, as well as safeguard society.

Exactly two months after the Commission's public hearing, the Attorney General announced a "1993 Youth Gang Initiative" to be coordinated as the top priority of a newly-created Office of Juvenile Justice in the Division of Criminal Justice. Citing the Commission's survey on criminal street gangs, the Attorney General noted that "while New Jersey does not have the gang problems such as Los Angeles, the problem is growing across the state." As long ago as April 22, 1968, the Report of the Joint Legislative Committee to Study Crime and the System of Criminal Justice in New Jersey (Forsythe Committee) recommended such an office to better "forestall and combat juvenile delinquency." The Attorney General appointed Bernice Manshel, a former Special Assistant to the Attorney General for juvenile justice matters and former Director of the Division of Youth and Family Services, to head the new Office.

The goals of the Youth Gang Initiative are to control gangs by disrupting their capacity to engage in criminal activity and prevent the expansion of gang culture and identification among young people. To accomplish these goals the Youth Gang Initiative will:

- increase awareness and recognition of the gang problem;
- accurately identify gangs' locations, membership and criminal activities;
- assess the characteristics of gangs in local jurisdictions;

- prioritize law enforcement response to the gang problem based on local community conditions and resources;
- develop gang action strategies tailored to local conditions and resources and using existing institutions;
- periodically evaluate the effects of local strategies; and
- mobilize law enforcement, education and community resources to counteract the negative influences of the gang culture.

The Youth Gang Initiative seeks to accomplish its performance benchmarks or objectives by recommending, guiding and providing training for strategies formulated and coordinated at the county prosecutor level. The Attorney General agreed with the Commission that the prosecutors in Camden and Monmouth counties have actively participated in comprehensive community efforts to control gangs. He described other prosecutors as recognizing the "growing" problem and "taking stock of the gangs in their counties and developing strategies such as working cooperatively with the schools to monitor gang activity, hiring investigators who can relate to the different ethnic groups which make up the gangs, and establishing countywide task forces to share information."

The Initiative also appears to recognize that law enforcement activity alone cannot begin to resolve the gang problem. The Attorney General pointed out that without "vigorous involvement and concerted effort of social service agencies, community-based groups and grass roots organizations" a high level of gang involvement will persist. Therefore, the Initiative suggests ways the state government can plan to accomplish the major goal of preventing the expansion of gang culture and identification.

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THE PROBLEM

MAKEUP OF GANGS

Throughout this inquiry, the Commission used the following definition of criminal street gang:

A somewhat organized and durable group of juveniles and adults -- socially allied by turf concerns, status, symbols, special dress, colors or the like -- that creates an atmosphere of fear, intimidation or moral decline within the community by sponsoring violent, destructive or income-producing delinquent or criminal activity.

The Commission has used the label "criminal street gang" to emphasize the criminal and delinquent nature of such organizations, as well as their propensity to take over the streets of neighborhoods to the dismay of law-abiding citizens. The appellation is roughly interchangeable with "youth gang," but the latter does not adequately convey the fact that adults -- however youthful they may be -- often belong to and lead criminal street gangs.

Although the Commission and other agencies call these groups "gangs," their members typically say they belong to "posses," "crews," "sets," "street organizations" or the like. Gang names often relate to territories or turf they control (28th Street Posse), illegal activities in which they engage (Knock-out Posse) or gang members' attitudes (Bitches With Attitudes).

Gang leadership is often not well-defined. In some cases a strong leader emerges. Other, more loose-knit organizations lack a pyramid structure, and leadership is shared by the more aggressive

and respected members. This sometimes disadvantages law enforcement, which may have a difficult time determining who in an emerging group should be targeted as the leader.

Most criminal street gangs have some adult members or affiliate with adult criminals. This works to the advantage of the adults involved in the gangs' predominant money-making activity: drug trafficking. Juveniles caught peddling illicit drugs have little to fear from the juvenile justice system, whereas the penalties for adults are severe.

The number of all-female gangs has risen in recent years. Instead of serving as adjuncts to the male gangs, women are asserting their independence and competing against their male counterparts in drug and weapon sales and the control of turf or territory. Some all-female gangs in New Jersey are MBI (Malicious Bitches In Effect), Latin Queens, WIS (Wise Intelligent Sisters) and RHS (Rolling Hard Sisters).

The Department of Corrections reported to the Commission that while street gangs "sometimes operate within juvenile facilities by the street gang name, it is uncommon to find a street gang operating within an adult facility." The Department explained that those sentenced to state prison terms tend to be scattered throughout the state correctional system. A street gang member then tends to lose his ties to his gang and may gravitate toward an existing "prison gang" or "security threat group."

The Department of Corrections related that security threat groups consider themselves to be

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“political prisoners” or “prisoners of war” against an oppressive government. The Department added that prison security threat groups have recently directed street gang members to commit criminal acts, such as armed robberies. It noted, “This phenomenon should be of paramount concern to all law enforcement.”

According to the Department of Corrections, younger inmates serving long mandatory sentences:

will band together in loose “gangs” within a facility. These gangs are identified only by a city name, which is where the gang’s members have originated from. These groups have no formal gang structure or leadership, and membership is automatic if you’re from the gang’s originating city. These loosely knit groups are involved in criminal activities within the prisons which is usually centered around CDS sales and distribution. Problems arise over competition, and these disputes are usually settled by violent means, whereby the Jersey City boys will attack the Newark boys, etc.

In juvenile and county correctional facilities incarcerated youth cling to their street gang identifications. Thus, it is even more important for staff of those facilities to become aware of gang affiliations of detainees.

Gangs of juveniles and young adults generally associate along ethnic or racial lines, although many gangs have members with a mixture of ethnic backgrounds.

Asian Criminal Street Gangs

Gangs whose members have Asian ties or backgrounds and operate in New Jersey include the Chinese Ghost Shadows, Flying Dragons and Fuk Ching; the Vietnamese Born To Kill (a group which splintered from the Flying Dragons); Korean Power; and the Japanese Boryokudan (“violent ones”),

commonly referred to as Yakuza (after a worthless hand in a card game).

New Jersey has the sixth highest concentration of peoples with Asian backgrounds among all the states. Bergen County Prosecutor John J. Fahy testified at the Commission’s public hearing that Bergen County, the most populous in New Jersey with about 825,000 people, has an Asian population of almost 6 1/2 percent of the total (more than the nearly five percent figure for African-Americans in the county) based on the 1990 census. Moreover, on June 30, 1997, Great Britain will turn over Hong Kong to the People’s Republic of China. By then, the ranks of Chinese immigrants, legal and illegal, law-abiding and criminal, will have swollen dramatically.

At the Commission’s public hearing, Detective Sergeant Charles Smith of the Intelligence Services Section of the New Jersey State Police described several factors which account for the presence of Asian gangs in New Jersey, including proximity to Chinatowns in New York City and Philadelphia, legalized gambling in Atlantic City (a popular Asian pastime) and the popularity of New Jersey suburbs as places where successful Asian businesspeople -- the victims of choice for Asian street gangs -- often opt to raise their families.

Chinese street gangs affiliate with traditional Chinese organized crime groups composed entirely of adults and rooted deeply in Chinese and American history. Triads originated in secret societies founded in the mid-17th century by Taoist monks to overthrow the Manchu-Ching Dynasty then in power. After the Republic of China was formed in 1912, Triad societies degenerated into criminal organizations, which are now based in Hong Kong and Taiwan. Triads engage in extortion, heroin trafficking, illegal gambling, loan sharking, promotion of prostitution and pornography. The FBI estimates that there are 60,000 Triad members in Hong Kong alone, compared to a mere 2,000 La Cosa Nostra (American Mafia) members in the United States.

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Many are already liquidating their assets in Hong Kong in anticipation of the Communist takeover.

Tongs began as benevolent and protective associations on the United States west coast during the gold rush era. Tongs exist openly and are based on business affiliations. They are influenced, but not necessarily controlled, by Triads. The Hip Sing Tong, Tung On Association and On Leong Merchants Association are involved in illegal gambling, which is confined to their lodges. Tongs use Chinese street gangs to protect their illegal activities. The Ghost Shadows affiliate with the On Leong and the Flying Dragons with the Hip Sing. Despite the Chinese heritage of many of its members, the Vietnamese Born to Kill gang has not pledged allegiance to any particular Tong or Triad, according to Detective Sergeant Smith.

Asian street gang members are highly transient, which makes it difficult for law enforcement to track them. The gangs also have a number of "safe houses" in New Jersey within easy commuting distance to New York City and Philadelphia. These serve as bases of operations for far-flung criminal enterprises, places of refuge, and storage points for weapons and narcotics. Detective Sergeant Smith testified why Asian gang safe houses are encroaching on New Jersey suburbia:

Q [COMMISSIONER BARRY H. EVENCHICK]. Do these safe houses tend to be located in the inner cities, or are they beyond the inner cities, out into the suburbs, or where are they if you could tell us?

A. Originally, they would have been located in the inner cities, but as they become more affluent and more successful just as the businessmen do, they would rather escape out of the area in which they're known. An example is in New York City; Chinatown is small. The detectives there on the street know basically these kids on sight. And for that reason they'd rather avoid that scrutiny by moving into a suburb, and particularly

out of an Asian community and into a community other than Asian where police perhaps aren't so familiar with the inner workings of gang activity.

Police face other unique problems in coping with the threat of Asian gangs. Asian-American victims are often reluctant to report crimes because of well-founded fears of gang reprisals, as well as embarrassment ("loss of face") for having to go outside of the immediate circle of family or neighbors for assistance. Asian communities in the United States also harbor a lingering fear of the police stemming from unpleasant experiences in their countries of origin. In addition, a culturally instilled resignation to fate -- Fang Shu (whatever happens to you in this lifetime is meant to happen) -- also diminishes crime reporting to the authorities. Also, many Asian victims keep large amounts of cash in their homes because they distrust financial institutions. Finally, there are few law enforcement personnel trained in oriental languages and customs. This makes it particularly difficult to conduct court-authorized electronic surveillance or to establish a rapport with Asian-American crime victims and tipsters.

As Asian-American communities have become more accustomed to U.S. society, there are some encouraging signs that more gang activity will be reported. At the public hearing, Detective Sergeant Smith described the changes that he has observed:

... [W]hat we in law enforcement are seeing, and happy about, is the fact that as the people are becoming Americanized, so-called, they're more comfortable in reporting [the] crimes now than they had been in the past, something that the gang members had always counted on, the anonymity that they'd be furnished through the lack of cooperation by victims with the police. ...

We've seen in New Jersey several of the bigger communities now have established

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police liaisons so that community leaders within the Asian areas have someplace to go to report their problems and someone they can trust within the police or other government entity.

Smith described the Vietnamese Born to Kill gang as one of the most violent operating in New Jersey:

Well, the Born to Kill are Vietnamese, of ethnic Chinese extract normally, speaking a Cantonese dialect, and they interact with other Chinese gangs. In fact, in the mid-'80s and earlier '80s the Vietnamese were adopted into the Chinese gangs. They were a separate entity and looked down upon by the Chinese, but their propensity for extreme violence and being so unpredictable made them very fearsome to their victims, and the Chinese gangs used them to a great degree.

After a period of time, around 1986, '87, we see David Thai splintering off from the Flying Dragons, taking his "little brothers" as he would refer to his fellow gang members, and actually beginning their own group [for] which they adopted the name Born to Kill, which is a slogan dating back to the Vietnam War and a little joke among the U.S. servicemen about their mission over there. ...

July 28 of '90, the funeral for a second-ranking member of the Born to Kill, Vinh Vu, was conducted at the Rosedale Cemetery in Linden, Union County, New Jersey. Vinh Vu had been gunned down in front of a gang headquarters on Canal Street in New York City. On July 28th, following the funeral service, which was surveilled by us in law enforcement and a number of pictures taken of the ongoings of that particular day, the funeral procession proceeded to the Rosedale Cemetery.

During the interment ceremonies, ... two individuals, disguised as mourners carrying bouquets of flowers, approached the main body of the Born to Kill, brandished long guns and began to fire indiscriminately into the crowd, which resulted in the serious injury of some 12 individuals present at the funeral. And what added to the confusion was the fact that a number of these Born to Kill members carrying their [own] weapons drew and fired at the attackers.

Special Agent Joseph Greco of the Federal Bureau of Alcohol, Tobacco and Firearms testified at the Commission's public hearing that David Thai was convicted of racketeering and is now serving a life term in the federal penitentiary at Leavenworth. He noted that there are a "couple of strong contenders" for head of the Born to Kill among several factions competing for control.

Jersey City Police Detective Frederick Papatteys testified at the public hearing that his department has catalogued between 200 and 250 Born to Kill members and associates operating out of approximately 15 private residences in Jersey City. He attributed their presence to Jersey City's proximity to New York City's Chinatown, its closeness to transportation hubs and the fact that Jersey City has the largest Vietnamese population in the state. Detective Papatteys described how some profits from Born to Kill enterprises, such as sales of counterfeit goods, are invested:

We observed the purchase of real estate both in this country and foreign countries, package liquor stores, investments in precious metals, financing of drug factories overseas and the financing of gang activities.

Detective Papatteys further related that the Born to Kill gang's activities are by no means confined to Jersey City:

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Although many of them are based in Jersey City, we've had contacts and incidents where they've been arrested in Scotch Plains, Plainfield, Nutley, West Orange, Atlantic City, and we've tried to assist all those agencies in identifying them and completing their cases.

White Criminal Street Gangs

White gangs, including some tapped as recruiting grounds for traditional organized crime groups, have existed in New Jersey for decades. Some early white gangs were oriented around outlaw motorcycle gangs. Modern outlaw motorcycle gangs are not considered street gangs but, rather, adult organized crime groups. Since the late 1980s, the Commission has regarded Skinhead groups as the primary source of white street gang violence in New Jersey.

For the most part Skinhead groups are racist gangs involved in hate and bias crimes. Their members often earn a living through drug and weapons trafficking or other unlawful activity, but profit-making crimes are not the main focus of the groups. By and large, Skinhead organization is loose and informal; however, there is some evidence that a few of the gangs have developed controlling structures.

The Office of Bias Crime and Community Relations in the Division of Criminal Justice reports that there are approximately 450 Skinhead group members in New Jersey. They gravitate toward suburban and rural areas, with the heaviest concentrations in the extreme southern part of the state, central New Jersey, the shore area and northwest New Jersey.

The Anti-Defamation League (ADL) of B'nai B'rith reports a similar number of Skinhead group members in New Jersey. The ADL's figures show New Jersey as having more Skinheads than any other state. Since New Jersey's intelligence structure tracks Skinhead membership and bias crimes better than systems in place in any other state, the

Commission does not believe that the ADL statistics accurately rank New Jersey in comparison to other states. Even so, New Jersey's figures are conservative, because the state must still overcome some local denial and continue to develop its bias and hate crime reporting mechanisms.

Skinhead gang members shave their heads, wear steel-toed Doc Marten boots and heavily coat their bodies with distinctive tattoos such as the Nazi swastika. A few now have short hair or have grown their hair long and cover their tattoos to conceal their gang membership. White shoelaces identify White Power Skinheads, red laces designate neo-Nazi Skinheads and blue laces stand for SHARPs (Skinheads Against Racial Prejudice). Other than their laces, SHARP members dress and look like white-supremacist Skinheads, but they oppose the white-supremacy philosophy.

A former New Jersey Skinhead gang member testified at the Commission's public hearing from a remote location. For his safety, his voice and appearance were electronically disguised. He testified that after a number of years in the so-called "White Power movement," he was recruited into the White Rights Union (WRU), which is affiliated with the Eastern Hammer Skins (EHS). He described the WRU as an "off-branch" of the EHS, which "has several thousand members in 46 states."

The witness said he joined the WRU after being released from a juvenile correctional institution about three years ago and quit about six months before the hearing. He testified about the mutual animosity between Skinheads and gangs prejudiced against whites:

... WRU was basically to equal out the, you know, relationship between the races. We found that many black groups, such as Five Percenters and Gods, you know, they had a lot of -- where I was from -- a lot of them around, so it's basically to even things out.

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Q [DEPUTY DIRECTOR ROBERT J. CLARK]. Were there any so-called Five Percenters or Gods in prison when you were there?

A. Yes, sir. There were many -- basically the Five Percenters run most of the jails around here.

Q. And what is your understanding of what the Five Percenters believe?

A. Five Percenters preach about, you know, hate the white devil, God doesn't like white people. Basically that, you know, ... they just don't like white people flat-out. They believe there's going to be a race war and all white people shall be their slaves one day.

In response to Chairman James R. Zazzali's question as to whether the number of Skinheads is growing in New Jersey, the witness replied that membership is growing in response to the rise in membership of groups regarded as rivals. He testified, "As I said, WRU was born to equal out the odds because of the Five Percenters in my area."

Black Criminal Street Gangs

Many criminal street gangs operate in inner-city ghettos and are composed primarily or entirely of African-American youth. Some have terrorized urban neighborhoods with rampant drug trafficking and frequent gunplay. Some prey, sometimes with extreme violence, upon rival gangs and innocent victims of such abhorrent crimes as carjacking.

African-American gangs are heavily involved in narcotics trafficking, particularly crack cocaine. They are very territorial and will resort to extreme violence in defense of their colors and neighborhoods.

African-American gangs often are as racist as their white counterparts, such as white power Skinheads. This is particularly true of the Five Percenters (sometimes called Five Percent Nation or Gods).

Behind the facade of a culture with religious overtones, elements of the Five Percenters engage in a variety of criminal activities, primarily narcotics distribution. Only a small percentage shun criminal conduct and lead a "pure righteous life."

The dogma underlying the Five Percenters originated in New York City in 1964 when the late Malcolm X expelled the late Clarence 13X from the Nation of Islam (better known as the Black Muslims) for adulterating the beliefs of that movement. While the Muslims believe that blacks should respect themselves and their fellow human beings and that blacks should take their rightful place in society, Clarence 13X postulated that black men (not women) are gods, that black men are the sole creators and controllers of the Earth and that whites are devils.

Clarence 13X's teachings included the notion that 85 percent of the world's population are blacks who, like cattle, have strayed away from "true teachings." Ten percent are the white "devils," who are not to be trusted. The remaining five percent are the "pure righteous teachers" or "originals," who must lead the cattle back to the "true way." Some Hispanics and Sicilians are allowed into Five Percenter groups because they may be considered to be "half-originals," tracing themselves to black ancestry or relations.

Several criminal street gangs in New Jersey are composed of young people of Jamaican ancestry. While internecine warfare and law enforcement efforts have decimated the ranks of some of the Jamaican posses operating in the United States and New Jersey, a younger generation is more interested in profits in this country than in political conflicts back in Jamaica. Several Jamaican gangs operate in Camden County, and they may also be found in Cumberland, Essex, Hudson, Mercer, Middlesex, Monmouth, Morris, Ocean, Passaic, Somerset and Union counties.

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Hispanic Criminal Street Gangs

Many gangs in New Jersey are entirely or primarily Hispanic. Sometimes rivalries form among groups of different Hispanic ethnicity. That is, a Puerto Rican gang may vie with a Dominican gang or a Mexican gang.

Hispanic gangs originate in the barrios (neighborhoods) in New Jersey where the same culture, customs and language prevail. They are very defensive of territory. Intricate graffiti (placa) clearly mark gangs' territorial boundaries and serve as a warning to rival gangs.

Since many inner-city and suburban neighborhoods in New Jersey are mixed Hispanic and African-American, a great many gangs have members from both groups. Thus, a wide range of common circumstances draws gang members together, and race and ethnicity do not always predominate.

LACK OF AWARENESS AND DENIAL

Despite the prevalence of criminal street gangs throughout New Jersey, the Commission frequently encountered municipal and school officials who were either unaware of gang activities in their communities or unwilling to acknowledge the seriousness of the problem. This contrasted dramatically with some officials who knew a lot about the gangs in their areas and instituted vigorous measures to control them.

Many local officials and community leaders wish to ignore or minimize gang activity so that they can attempt, usually without success, to preserve a false image of tranquility. However, denial or deliberate ignorance does a disservice to the community by allowing adverse conditions to grow. A high-ranking police official in northern New Jersey, in response to a Commission survey, echoed a common concern about how such attitudes hamper the police force's ability to respond to the gang menace:

At present, without specific training, patrol officers do not recognize gangs unless there is an obvious problem, and even then the administration wants it handled quickly and quietly. This leads many officers to just move the group along without learning about the signs or makeup of the gang.

Some officials contended that their areas did not have criminal street gangs because they had not witnessed the kind of activities common to the notorious Crips and Bloods street gangs in Los Angeles, Latin Kings in New York City and El Rukns in Chicago. Some who had not experienced gangs with rigid hierarchical structures or abundant gang-related murders and drive-by shootings contended that gangs were not a cause for special concern in their areas. That approach, however, fails to adequately focus on gangs' draining of society's resources and tragic wasting of their members' lives. It also fails to recognize that even incipient gang activity can disrupt schools, discourage business investment and frighten residents away from participation in rewarding and enjoyable community activities.

Three officers of the Concerned Officers Organization On Gang Activity (CO3GA) -- L. Louis Jordan, an Investigator with the Monmouth County Prosecutor's Office, Rashid M. Khan, a Lieutenant with the Asbury Park Police Department, and Christopher Hill, an Officer with the Howell Police Department -- testified at the Commission's public hearing about the malaise that results from denial of the gang problem. Clemmon O'Neal, CO3GA's President and an Officer at the Wagner Youth Correctional Facility in Bordentown, also attended the hearing.

A nonprofit organization, CO3GA was formed in 1980 by four police officers from Asbury Park and Neptune, who felt that the role of gangs in violence and drug trafficking was largely ignored. Now it has approximately 100 law enforcement and civilian members concentrated in Monmouth and

Ocean counties but also representing the other 19 counties in New Jersey and several other states. Its members operate in their private capacities to promote gang awareness in the community and law enforcement and to help those affiliated with gangs to turn from negative activities to positive pursuits. All CO3GA members have to demonstrate a strong commitment to youth in crisis.

If requested by concerned citizens or officials, CO3GA provides assessments of gang presence in communities. Its members have state and national reputations as gang experts. They are often invited to address official and civic organization meetings in areas that are concerned about how to recognize and cope with gang problems.

Paul Goldenberg, Chief of the Office of Bias Crime and Community Relations in the Division of Criminal Justice, testified at the Commission's public hearing that New Jersey leads the nation in the reliability of its bias crime reporting system. Municipal and state police report bias incidents on specialized forms which are forwarded to the State Police's Uniform Crime Reporting Section. A Bias Crime Executive Training Course was recently offered to every police chief in the state. Human Relations Commissions have been established in every county to work cooperatively with law enforcement. Seminars have been conducted to teach community and religious groups how to report bias incidents. Despite these efforts, however, Goldenberg emphasized that a denial problem still exists in many areas afflicted with bias and hate crime. He related an example of denial for the Commission:

We worked with the students creating peer groups in this particular community; we sent in several educational programs; we worked with the educators, raised their awareness with regard to gang issues and bias crime, and we also did programs for the police. And we were approached shortly thereafter by [a juvenile] officer who did relate to us that there's some misunder-

standing. They [didn't] quite understand why we [were] conducting these types of seminars because there really [was] not a problem of this nature within their community.

REASONS YOUTHS JOIN GANGS

There are reasons behind what kids do. One need only glance at the pages of the What's Happening newsletter (Appendix B), in which youths detained at the Camden County Youth Center record childhood experiences with terror and trauma, to realize that there are tremendous forces which must be overcome in order to save young lives from ruin. It is not too difficult to discern why youths are willing to risk joining criminal street gangs. Dr. Stella Horton, Executive Director of Juvenile Resource Center, Inc. of Camden, testified at the Commission's public hearing that "what we need to understand is that gangs evolve based upon a need and a deficit that occurred in the social order."

Too frequently youths' homes lack positive values or support. Households headed by a single parent are often cited as an important cause of youthful aimlessness; however, family courts in many areas face large numbers of cases in which no one wants the children, when neither parent is appropriate. Studies have shown a substance abuse problem in 85 percent of family court cases. Moreover, the phenomenon of "kids having kids by kids" is exposing younger and younger children to traumatic or deprived existences. Asian gang members are sometimes called "homeless boys" because they have no place to live outside of what the gang provides them. In such cases, gangs, despite all their antisocial values, substitute for the parental guidance that is absent because of death, divorce, abandonment, alcohol or other drug abuse, imprisonment, prostitution, disinterest or the demands of earning a living. Gangs offer an outlet to counter the effects of broken homes, unemployment, idleness, illiteracy, inadequate housing, racism, negative role models, dangerous and unclean neighborhoods, and

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poverty.

Unstructured and unfulfilled lives lead to low self-esteem. Young people crave recognition and acceptance, and gangs deliver those things when no one else does. Many youths adopt a “wannabe” style to signal their interest in being recruited and seek out gang members to express their interest in joining. To these youths gangs provide nurturing, power, status, security, camaraderie, a sense of belonging, and excitement. Gangs have even been known to send spending money to members who were away at college.

Some factors driving children to gangs are more important than others. For example, a youngster who is surrounded by values, structured living and love is not likely to turn to criminal gangs, despite the fact that he may have to endure the strains of poverty.

With drug trafficking and other illegal ventures, criminal street gangs also supply income for youths immersed in poverty yet bombarded each day with the message that flashy clothes, expensive cars and jewelry determine who has power and happiness. Media constantly tell a youngster that his importance is based solely on what he possesses, rather than his positive aspirations and constructive contributions to the community. Youths come to believe that in school, for example, they are more important for “profiling” (making a stunning appearance with “dangling materialism”) than for what they learn.

At the Commission’s public hearing, Gordon Sunkett -- then an Investigator with Community Relations in the Camden County Sheriff’s Office and now an Investigator with the Camden County Prosecutor’s Office -- testified about the frustration of exhorting gang members to abandon life on the streets to become doctors, lawyers and teachers, only to have the gang members point out that some of those suburban professionals are among their best cocaine customers. Even educated, employed and interested parents who are raising their children in

comfortable neighborhoods must constantly contend with peer pressure and cultural mixed messages casting doubt on positive parental values. We should not wonder why youths, with little to counter such negative influences, embrace gangs.

In some cases potential gang recruits come to believe that to survive in a hostile environment they must declare allegiance to a gang. In extreme instances gangs bully youths into joining in the belief that increasing their membership will increase their power.

The disguised former Skinhead witness testified at the Commission’s public hearing that he was raised by his grandparents after his parents divorced, his father abandoned all contact with him, and his mother died. He said his grandparents disapproved of his White Power and White Rights Union (WRU) activities but could not dissuade him. He noted that, “I didn’t live home for about a year and a half while I was involved in these organizations.” Under questioning by Commissioner William T. Cahill, Jr. the witness recounted the societal antagonisms and peer influences that led to his membership in such a violent and rebellious organization as the WRU:

Q. Can you tell us how you developed attitudes like this so early in life? Where did they come from?

A. Basically it’s where you grow up. If you grow up in a predominantly white neighborhood and not around, you know, certain races, you grow up not knowing how most of them are. I grew up in a neighborhood where there were mixed, and I was, you know, able to encounter a lot of racist black people, as I was saying, with the police and the white devils and everything. That’s when I started, you know, not really liking them that much. When I went to jail when I was 17, I saw how things were in there. It was predominantly black in there. If you’re white, you are a minority and you’re beat up

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and picked on basically just for being white.

Q. All right. So you joined the organization after you got out of jail?

A. That's when I became a full member, yes, sir.

Q. And you grew up in a predominantly mixed neighborhood of black and white. Is that correct?

A. Yes, sir.

Q. And would you say these attitudes were developed in your neighborhood from your peers and friends or in your family, from your parents and grandparents?

A. Definitely from my friends.

An 18-year-old former gang member, whose identity was not revealed by the Commission, testified at the public hearing that he belonged to the Muhammids, an African-American gang from the Venice Park area of Atlantic City, from age 14 to 17. Even so, he never dropped out of school and graduated with a good average. He testified that his mother's disapproval of his associating with the Muhammids led to her threatening to put him out of their house, "but I kept on going." He described how he got into the Muhammids:

It's just living in the area. You gain a trust of certain people, and automatically they put you in with them. No initiation needed.

...

Q. ... [D]id they expect you to be a person who had courage or heart or anything like that?

A. Yeah. They expected you to fight whenever necessary.

Q. So you had to be loyal to the gang?

A. Right.

Q. Now, why did you join a gang like the

Muhammids?

A. Just 'cause I was bored. There was nothing to do in the city. ...

Q. Did they provide a certain element of excitement and the like?

A. Yeah. It's always going to be excitement, and there's nothing else to do. All you're doing is sitting around the house, going to school. So obviously you're going to do something for excitement instead of watching television all day.

Roper Brown, a former gang member from Paterson -- currently Assistant Director of the Assembly Holy House of Prayer, Multi-Purpose Community Action Help Service Center in Paterson -- testified at the Commission's public hearing that when he was 12 years old he joined a group, calling itself the Chocolate City Group or CCG, that hung around the Christopher Columbus housing project in Paterson. At the time, his mother, now deceased, was an alcoholic, who "had no input in my life at all, except for having one [a life]." Brown noted that his father, who was separated from his mother and raised him, had a weak heart and died when Brown was 16. Brown added, "I was just sporadically in and out of the gangs, but when my pops died I went all out." He explained the attraction of belonging to the Chocolate City Group:

Well, at the time I was doing it, it was -- it was very much exuberant, fun. It was the type of enjoyment -- I got enjoyment out of it because -- I think more so because I was a lonely individual, so when I had -- those was my friends -- so when I was being accepted by people it was fun.

Brown testified that he left Chocolate City when he went to jail for robbery. When he got out of jail, he "got involved in another group of individuals then on North 6th Street in Paterson" for "many years."

The first part of the report discusses the current state of the world economy and the impact of the COVID-19 pandemic. It notes that the global economy has experienced a sharp decline, with many countries facing significant economic challenges. The report also discusses the impact of the pandemic on the labor market, with many people losing their jobs and others working in precarious conditions.

The second part of the report discusses the impact of the pandemic on the environment. It notes that the pandemic has led to a significant reduction in greenhouse gas emissions, which is a positive development for the environment. However, it also notes that the pandemic has led to an increase in air pollution in some areas, which is a negative development.

The third part of the report discusses the impact of the pandemic on society. It notes that the pandemic has led to a significant increase in mental health problems, with many people experiencing anxiety, depression, and other mental health issues. It also notes that the pandemic has led to a significant increase in social isolation, with many people feeling lonely and isolated.

The fourth part of the report discusses the impact of the pandemic on the global health system. It notes that the pandemic has exposed the weaknesses of the global health system, particularly in terms of the ability to respond to a global health crisis. It also notes that the pandemic has led to a significant increase in the demand for health services, which has put a significant strain on the health system.

The fifth part of the report discusses the impact of the pandemic on the global economy. It notes that the pandemic has led to a significant decline in global economic growth, with many countries experiencing a significant decrease in their GDP. It also notes that the pandemic has led to a significant increase in unemployment, with many people losing their jobs.

The sixth part of the report discusses the impact of the pandemic on the global environment. It notes that the pandemic has led to a significant reduction in greenhouse gas emissions, which is a positive development for the environment. However, it also notes that the pandemic has led to an increase in air pollution in some areas, which is a negative development.

The seventh part of the report discusses the impact of the pandemic on the global labor market. It notes that the pandemic has led to a significant increase in the demand for health services, which has put a significant strain on the labor market. It also notes that the pandemic has led to a significant increase in social isolation, with many people feeling lonely and isolated.

The eighth part of the report discusses the impact of the pandemic on the global health system. It notes that the pandemic has exposed the weaknesses of the global health system, particularly in terms of the ability to respond to a global health crisis. It also notes that the pandemic has led to a significant increase in the demand for health services, which has put a significant strain on the health system.

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Former Paterson graffiti gang member Juan J. (Mitch) Santiago testified at the Commission's public hearing that the attraction of the graffiti gangs is "fame." He said even some people with good jobs will risk what they have built up in return for establishing a well known graffiti "tag."

CRIMINAL ACTIVITY

Drug Trafficking

Gangs terrorize neighborhoods with a wide range of delinquent and criminal behavior, including murder, carjacking, auto theft, drug trafficking, assault, bias crime and vandalism. Drug trafficking, in particular, is an especially important method by which gangs achieve wealth and power. Chinese criminal groups, aided by street gangs whose members serve as couriers, now control almost 90 percent of the heroin entering the United States from the Golden Triangle area of Southeast Asia.

With drug money gangs can buy weapons and entice recruits into the fold. One of the great ironies of the drug and gang scene is that gang members who frequent blighted areas where legitimate jobs are scarce earn a living by selling narcotics, such as cocaine, marijuana and heroin, to customers with good jobs who drive to the sets (drug dealing corners) from middle class and upper crust neighborhoods.

The former Skinhead gang member testified at the Commission's public hearing how he made a lot of money -- but saved none of it -- while trafficking in cocaine and marijuana in the White Rights Union (WRU):

Q. Why did you do that?

A. To make money, you know. Being a Skin, it's hard to find a job with, you know, with the tattoos

Q. What would be the kind of money that you could make selling drugs?

A. I used to make between \$600 and \$2,000 a week. ...

Q. From your drug dealing days, did you save any money?

A. No, sir.

Q. What happened to it?

A. I spent foolishly. I should have saved, but you never think you're going to get into any trouble until it's too late. You think the money will always be there so there's always going to be money to be made.

The former member of the Muhammids in Atlantic City testified that, in addition to shooting dice, smoking marijuana and drinking, the Muhammids sold marijuana and cocaine. He said he sold drugs "just for money" and could make \$200 or \$300 a day. Although he was never arrested for drug dealing, he agreed that the odds favored his eventually getting arrested.

Roper Brown testified about the activities of the Chocolate City Group, the first Paterson gang that he joined:

Well, at the time I was in there it was basically just a bunch of ruffians running around, you know, beating up on people, you know, territorial rights, you know, drugs here and there, you know. The basic thing then was marijuana, you know, selling marijuana, having wild parties and stuff like that.

When he left Chocolate City after serving a jail term for robbery, Brown joined the North 6th Street group in Paterson. This gang sold "all kinds of drugs -- crack, marijuana, angel dust, heroin," according to Brown. He testified that when girls got involved in the gang around 1987 or 1988, they also sold drugs. Brown described the gang's relationship with its crack cocaine customers:

The first part of the book deals with the early years of the Republic, from the signing of the Constitution in 1787 to the end of the War of 1812. It covers the presidencies of George Washington, John Adams, and James Madison, and the development of the federal government and the states.

The second part of the book covers the period from 1812 to 1848, including the presidencies of James Monroe, James Madison, and James Monroe again. It discusses the War of 1812, the Monroe Doctrine, and the expansion of the United States into the West.

The third part of the book covers the period from 1848 to 1860, including the presidencies of Zachary Taylor, Millard Fillmore, and Fremont. It discusses the Mexican-American War and the growing tensions over slavery.

The fourth part of the book covers the period from 1860 to 1877, including the presidencies of Abraham Lincoln, Andrew Johnson, and Ulysses S. Grant. It discusses the Civil War and Reconstruction.

The fifth part of the book covers the period from 1877 to 1900, including the presidencies of Rutherford B. Hayes, James Garfield, and Chester A. Arthur. It discusses the Gilded Age and the rise of the industrial revolution.

The sixth part of the book covers the period from 1900 to 1917, including the presidencies of William McKinley, Theodore Roosevelt, and Woodrow Wilson. It discusses the Progressive Era and the United States' entry into World War I.

The seventh part of the book covers the period from 1917 to 1945, including the presidencies of Woodrow Wilson, Calvin Coolidge, Herbert Hoover, Franklin D. Roosevelt, and Harry S. Truman. It discusses World War II and the Cold War.

The eighth part of the book covers the period from 1945 to 1960, including the presidencies of Dwight D. Eisenhower, John F. Kennedy, and Lyndon B. Johnson. It discusses the Cold War and the Vietnam War.

The ninth part of the book covers the period from 1960 to 1980, including the presidencies of Lyndon B. Johnson, Richard Nixon, and Gerald R. Ford. It discusses the Vietnam War and the Watergate scandal.

... [O]ur customers basically were Caucasian people from other towns like Wayne, Haledon, you know, Lodi, stuff like that.

Q. They would just drive into Paterson and get their drugs --

A. And go back home.

Q. -- and drive back out again?

A. Yeah. That's exactly what they would do.

Q. Was that most of your customers?

A. Sure, because, I mean, it came to the point where you seen certain people coming, you knew who they were, you know. It was like you go to a store every day and they begin to know who you are, and that's how it was.

Brown testified that when he was with the North 6th Street group "any given person could make about \$1,000 in a week." He explained why he did not hang on to any of the money that he made from drug dealing:

... I got a saying about myself as an individual, that I was a buyer/seller/user. I used to buy the drugs, sell some and use some. So ... I was on the street known as "hustling backwards." I was my own best customer, so I never really made any money.

Extortion and Home Invasion Robberies

Perhaps the most odious organized criminal activity of all is extortion. Its victims have not involved themselves in illicit conduct, such as drug use, illegal gambling or soliciting prostitution. The fruits of their hard work are targeted by lazy, violent parasites. When our free enterprise system financially rewards a business person's honest efforts, he should not have to worry about a predatory gang demanding its cut under the threat of financial ruin or physical harm. Yet the Commission heard testimony at its public hearing that such depredations

occur all too frequently in New Jersey.

Sergeant Joseph Tamburelli of the Jersey City Police Department testified that it is commonplace for Vietnamese business owners to pay extortion money:

In our investigations we have found out that to own an Asian business in Jersey City or elsewhere, to open one or remain open, a fee must be paid to the local gang. And the fee usually is in the amount of 10 percent of the business and is paid monthly.

A "Mr. Nguyen" testified at the public hearing under a partial name, without photographs or videos permitted, in order to prevent retaliation against him or his family. A former officer in the South Vietnamese Army, Mr. Nguyen left Vietnam with his wife and five children in 1988 to endure a perilous journey which, he hoped, would lead to a better life in the United States.

After settling in Jersey City, Mr. Nguyen and some partners, also Vietnamese immigrants, established a business in New York City. While the company was still preparing to open its doors to do business, members of the Born to Kill street gang demanded and received from the fledgling businessmen \$150 per month in "protection" money. Three months later, the payments rose to \$300 a month. Mr. Nguyen explained why he and his partners paid:

Q [COUNSEL CAROL L. HOEKJE]. *Why did you and your partners pay money to these gang members?*

A. *Because we -- if we don't pay, we get -- we have a lot of people -- we have a lot of problem.*

Q. *What happens if you don't pay?*

A. *Nobody do that -- nobody refuse to pay, so every man have to pay them.*

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Q. Do all Vietnamese businesses pay protection money?

A. Yeah.

Finally, when the demands for money became too great, Mr. Nguyen and his partners reported the extortion to the police. Eventually, a top lieutenant in Born to Kill was prosecuted. Shortly thereafter, Mr. Nguyen answered the door at his Jersey City home, and several Vietnamese-speaking youths, whom he believed to be Born to Kill members, burst in with guns, tied up him and his family and stole cash, clothes, jewelry, cars and other items. Since reporting this home invasion robbery to the police, Mr. Nguyen received a telephone call in which he was advised to buy coffins. To avoid danger and further demands for money he stopped going into his business.

Under questioning by Commissioner Kenneth D. Merin, himself a Vietnam veteran, Mr. Nguyen related that as a soldier he had fought for several years and been wounded several times. For over eight years he was a prisoner in North Vietnam after Saigon fell to the Communists, including a period when he had to be relocated because China had attacked North Vietnam. Mr. Nguyen contrasted his concern for his family during tribulations in Vietnam with his concern when confronted by a gang in New Jersey and New York:

Q. You spent many years in the [South] Vietnamese Army fighting; you're wounded many times. During all the time that you were in the Army, were you afraid for your family back in Saigon?

A. No.

Q. You felt your family would be okay you said?

A. Yeah.

Q. And then you went off to prison and you were in prison for eight or nine years in North Vietnam. And did you have fear?

Were you worried for your family?

A. No.

Q. You felt that even under Communist rule in Saigon they would still be okay? They would not be harmed?

A. Yeah. Not harmed.

Q. And now you come to the United States and you're living in New Jersey. Do you feel that your family is safe now?

A. I am worried about my family.

MR. MERIN: ... I don't editorialize very often during these hearings, but as someone who spent a year in Vietnam and is familiar with some of the units, the Vietnamese units with which this gentleman had served, he's wounded seven times, he was in heavy combat, served in a prison camp, indoctrination camp for eight or nine years. During all that time, he was not worried about his family, and I think it says something about our society now in New Jersey and in the United States, which is supposed to be the harbor for freedom, [that] for the first time in decades he has to fear for his family's safety. And it takes a great deal of courage for this gentleman to speak out about what has happened, because most victims of the type of blackmail and intimidation that has occurred do not speak out. So I salute you for coming forward.

State Police Detective Sergeant Charles Smith testified that extortion and home invasion robberies are typical activities for Asian street gangs. In addition, they are involved in promotion and protection of prostitution, narcotics trafficking, murder for hire, weapons trafficking, counterfeiting of brand name products, loan sharking, bookmaking, credit card fraud and money laundering. Detective Sergeant Smith detailed the modus operandi for home invasion robberies and extortion as practiced by Asian criminal gangs:

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Home invasion robbery is a phrase that was coined regarding the Asian criminal in that, unlike a normal robbery or a burglary, the targets of the home invasion by the gang members are surveilled and it's always emphatic that the people be at home when [the perpetrators] enter the residence. The reason for that is so that these people can be tied up and interrogated, intimidated so that their chattels or their property can be located. It's pretty well known that the Asian immigrant is fearful of the banks in this country because of what they experienced back in their homelands. For that reason a lot of their cash, which they [acquire] in their cash-type businesses, is kept in the home. ...

[The] extortionist [normally] makes his first appearance in a rather nondescript fashion as almost, to coin a phrase, a loan from the businessman. If that's turned down, he'll come back a few days later, maybe with a fellow gang member, and make ... more of a demand, rather than a request, and normally that also will be turned down. These businessmen, I find, are not easily intimidated; however, after about the third try, it's when acts of violence will be perpetrated on the business itself. Windows will be broken, Krazy Glue injected into the keyways, vehicles vandalized. I've seen even instances where fire bombs were actually thrown at the fronts of these businesses. And at about that point, the businessman has a choice to make, and it's normally easier -- and businessmen have told me -- it's much easier to pay their 100 or 200 a month than it is to have to have a locksmith in every week to replace locks in their businesses. ...

Once a [restaurant] is identified as being ... cooperative with the gang, a particular gang that controls that particular territory, they feel they own that business and go there

when the need arises or when the feeling strikes, and they'll eat for free.

Alien Smuggling

Detective Sergeant Smith also described alien smuggling activity by the Chinese Fuk Ching gang and other groups:

The aliens themselves are normally sponsored by affluent businessmen here in this country, who post a \$30,000 fee for the importation of the laborer. Once in this country, these peasants actually become indentured servants, who, because they're so honorable and feel obliging for the money that was posted for them, have to work off that fee. And that's something the businessman will capitalize on by providing maybe a straw mat and a bowl of noodles a day for [the laborer's] subsistence. And [he'll] spend another ten years of his life to work off this \$30,000 debt he feels he owes to this businessman who sponsored him.

Q [COUNSEL HOEKJE]. Would it be common to find the Fuk Ching gang using smuggled aliens to work as their [heroin] couriers?

A. As I said, these indentured servants are there to do the bidding for the people they feel obliged to, and that would go along with any number of criminal enterprises.

Jersey City Police Detective Frederick Paparteys related how four illegal immigrant members of the Fuk Ching gang were discovered in control of 57 illegal aliens from China on May 21, 1993. The four guarded their charges in a locked garage in Jersey City.

Strongarming Gamblers, Loansharking and Other Vice

Detective Sergeant Smith described how Asian

THE UNIVERSITY OF CHICAGO
PHYSICS DEPARTMENT

PHYSICS 354

LECTURE 10

THE HARMONIC OSCILLATOR

1. THE CLASSICAL HARMONIC OSCILLATOR

2. QUANTIZATION

3. THE QUANTUM HARMONIC OSCILLATOR

4. THE WKB APPROXIMATION

5. THE QUANTUM HARMONIC OSCILLATOR

6. THE QUANTUM HARMONIC OSCILLATOR

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15. THE QUANTUM HARMONIC OSCILLATOR

gangs have taken advantage of the Asian affinity for gambling at Atlantic City casinos:

Where you have a high-roller member of the Asian community with a lot of money, you're going to find gang members coming down to capitalize on that. We've had robberies occur at the service areas on the Parkway. On the Atlantic City Expressway, guns brandished, knifings occurring, where the Asian businessmen are being ripped off for their money. We've had rival gangs confront one another on the floors of the casinos. Most recently, in April [1993], we had a Vietnamese dance, which I got involved in, where a Gum Sing gang member attempted to start a riot on the floor and had to be forcibly removed from that particular dance. ...

There was a Korean businessman from Virginia, who gambled rather frequently in Atlantic City and lost a whole lot of money. We have information to indicate that he went to Korean loansharks to fund his habit, and he fell into debt rather heavily. And we feel that probably was the reason for his strangulation, murder, and his body being dumped not too far outside of Atlantic City.

Smith elaborated on the criminal activities of the Korean Power gang:

The Koreans, once again, are a group who shun from publicity. They don't want the attention. The Korean Power are very much involved in electronic gaming machines that you'll see in Asian bars. They've established a number of these different types of sing-song bars that probably started karaoke long ago before it became a popular form of entertainment for us now. They're very much involved in the prostitution business, the -- these massage parlor fronts which we've been involved with. We've closed down a number of Korean-operated

massage parlors that have been fronting for prostitutes.

Q [CHAIRMAN JAMES R. ZAZZALI]. *Whereabouts?*

A. *They've been, sir, located in Atlantic City, probably four of them there. Mount Ephraim, New Jersey, we closed one down. Bergen County, there's a number of massage parlors there, and in Hudson County and to a lesser degree in other areas of Burlington and Camden counties.*

Murder

Bergen County Prosecutor John Fahy summarized a multiple murder in Teaneck involving an internal struggle within the Chinese Fuk Ching gang:

On May 24th, [1993] an internecine battle erupted within the Fuk Ching in Teaneck. On that evening, five people were arrested for the murder of four people and for the shooting at point-blank range in the head of a fifth individual. ...

We have had a lot of contact with New York. We deal frequently with the FBI and also with the taskforce out of New York City, who are experts in Asian crime, because that is not an area that the Bergen County Prosecutor's Office has up to this time had an expertise in. And we were informed by them that a gang battle is going on within the Fuk Ching and that it was based upon a retaliation for a double homicide that had occurred in Manhattan in the early part of the year.

Q [COMMISSIONER EVENCHICK]. *... Did that incident in Teaneck occur at a so-called safe house?*

A. *It occurred at a safe house. It occurred -- Teaneck is a very diverse community. It*

The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that proper record-keeping is essential for transparency and accountability, particularly in the context of public administration and financial management. The text outlines various methods for collecting and organizing data, including the use of standardized forms and digital databases. It also highlights the need for regular audits and reviews to ensure the integrity and reliability of the information.

The second section focuses on the role of communication and collaboration in achieving organizational goals. It stresses that effective communication is the foundation of any successful team or organization. This involves not only conveying information clearly and concisely but also listening actively to the concerns and ideas of others. The text provides practical advice on how to facilitate open dialogue, resolve conflicts, and foster a culture of mutual respect and cooperation. It also discusses the importance of maintaining clear lines of communication and ensuring that all team members are kept informed of relevant developments.

The final part of the document addresses the challenges of managing resources and optimizing performance. It notes that organizations often face limited budgets, competing priorities, and changing market conditions. To overcome these challenges, it is crucial to develop a strategic plan that identifies key areas for investment and innovation. The text offers several strategies for resource allocation, such as prioritizing projects based on their potential impact and return on investment. It also discusses the importance of monitoring performance metrics and making data-driven decisions to continuously improve efficiency and effectiveness.

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occurred in the wealthy section of Teaneck, in the Orthodox Jewish section of Teaneck. And the house had been rented about two months previous to the incident by a group of Chinese. ... Neighbors had seen people going to and from that house but were not able to identify with specificity who the particular individuals were. That was -- we've labeled that as a safe house and that -- the definition according to the way I'm using it is a place where gang members go to feel safe. It was almost like an oasis. We had no indication that any criminal activity was going on inside the safe house.

After the murders occurred, naturally, we were in the house. And as we searched through the house ... there was no illegal loot, there was no drugs. ... We found weapons. Basically, the weapons that we believed those people brought over with them were not very many. We had five firearms and a number of knives.

In going through the house, it was set up like a normal house might be. ... It appeared to be a place where people would go after they did whatever they wanted to do. They would come over and basically they would rest for a few days there and then go back into New York. We had had information that they have done this at least two or three other times in Teaneck and in the neighboring town of Hackensack where they would rent a house for two months, maybe three months, then just get out and move to another place not too far away. ...

From what I have been told, two of the victims in the Teaneck incident, two of the dead people, were the brother of the head of Fuk Ching and the person that was responsible for that freighter that sank or collapsed off of Breezy Point.

Bias and Hate Crimes

Several gangs of a variety of ethnic and racial backgrounds concentrate on bias and hate crimes. Paul Goldenberg, the Bias Crime Office Chief, testified at the public hearing that 1992 data show 1303 bias incidents, up 34 percent from 976 for 1991. As an egregious example of such activities, he elaborated on the conduct of a gang called the Lost Boys:

The Lost Boys case was a situation where we had an area that was not doing very well in the late '80s' economy. It was a three-square-block area on Oak Tree Road in Woodbridge (Iselin), and actually went into Edison, New Jersey -- a lot of vacant stores. People from India ... moved into this area and moved into some of the surrounding housing ... and purchased businesses.

Q. So you had some "outsiders," so-called, coming in?

A. Exactly, and these folks purchased businesses, and within a year to a year and a half an area that really was not doing very well, that was decaying in some ways, literally came to life. People weren't walking on the street back in '86, '87 too much. Now the whole area came to life -- color and food and thriving businesses, literally came to life, predominantly Indian.

Slowly, in the late 1980s, we started to hear reports from very very hurt and frustrated citizens there that their windows were being broken and ultimately dead animals were being laid at their doorsteps, which were their welcoming mats from the existing community.

These types of incidences went from one or two here and there a month to over 45, 50 in a year. There were several incidences involving the blowing out literally of small explosive devices, so-called M-14s or what-

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ever, where windows were blown out. High-powered water cannons were blown into the faces of Indian women and children. There were several assaults, and probably the assault that brought it all together was ... an assault in the summer of 1990 involving a young Indian man who was beaten and received in excess of 50 stitches around his head from a gang or a group that were known ... in the area as the Lost Boys. ... Their graffiti not only included ... the Lost Boys symbol but also laid out a "Dot bust-ers" and "Dots die" and "Dots go home" and "Indians out," as well as a host of other things.

This group ultimately was not only involved in repeated and multiple bias incidents but they were also involved in some sophisticated insurance scams involving their own vehicles. ... [S]ome of them were involved in narcotics, but they were not the usual narcotics in the street. They were steroids. Some of the vehicles driven were ... luxury vehicles that were used ... to further some of their criminal activity.

This group ultimately was arrested six months later, [after] an intensive investigation ... by Edison Police, Woodbridge Police and the Middlesex County Prosecutor's Office. ... [M]ost of these young people were under the age of 18. The Lost Boys gang admitted to perpetrating these acts, and the gang was made up basically of almost every religion and every color of the rainbow.

Q [CHAIRMAN ZAZZALI]. ... [A]s I understand it -- and this was shocking to me -- the Lost Boys were made up of black, Jewish, Italian, Greek, Filipino, et cetera. Am I right on that?

A. Yes, sir. ... [A]nd they came together collectively to send a message to "the newcomers." ... The Indian community.

Q [DEPUTY DIRECTOR CLARK]. Were these upper middle-class youths?

A. Yes, yes predominantly -- some of them in school, some of them in college. ...

Q. Was the Lost Boys gang an aberration?

A. No, no. Unfortunately, throughout the state we have had several other Lost Boys types of groups that come together and send a very unwelcome mat to some of New Jersey's diverse communities, New Jersey being one of the most diverse places in the United States of America. Unfortunately, even within some of our own school systems, we're still very much polarized.

WEAPONS AND VIOLENCE

Today's criminal street gangs are more apt than the gangs of previous decades to resort to deadly force to settle grievances. A gang member's feeling that someone has "dissed" (disrespected) him can, by itself, lead to violent death and a cycle of equally violent retaliation during which the original affront is forgotten.

An important distinction between today's gangs and those of the 1950s and 1960s is the array of weaponry readily available to modern gangs. For example, present-day gang members can easily acquire MAC 10s (9mm Ingram Model 10 submachine gun originally manufactured by Military Armaments Corp. and now manufactured by Cobray); TEC 9s (Intratec Tec-9 auto pistol with 9mm ammunition in a 32-shot magazine); magnum revolvers of diverse manufacture and calibre; "Streetsweeper" semi-automatic shotguns with 12-round drum magazines and folding stocks; 9mm Uzi pistols with magazines holding up to 32 rounds; and AK 47 and Uzi assault rifles. These now supplement the knives, baseball bats and brass knuckles which predominated in milder times.

The senseless violence committed by street gangs especially contributes to negative images of many

THE STATE OF TEXAS, COUNTY OF DALLAS, ss. I, the undersigned, a Notary Public in and for said County and State, do hereby certify that the within and foregoing is a true and correct copy of the original of the same, as the same appears from the records of said County.

Witness my hand and the seal of said County, this _____ day of _____, 19__.

Notary Public in and for the County of Dallas, State of Texas.

My commission expires _____ day of _____, 19__.

Attest my hand and the seal of said County, this _____ day of _____, 19__.

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locales in New Jersey and thwarts their revitalization efforts. The Camden Police Department's Youth Task Force (Appendix D-11) reported to the Commission that approximately 10 of the 51 homicides committed in Camden in 1992 were gang-related. Of these 10 murders, approximately nine could be attributed to a single gang, the Sons of Malcolm X, a group of mixed ethnic background (African-American, Puerto Rican and Dominican). Three of the nine killings were committed in a single night in March 1992. This was the infamous "test night," when innocent victims were gunned down as part of an initiation ritual. On October 29, 1993, a Camden County grand jury, with evidence provided by a task force of local, county, state and federal law enforcement agencies, indicted 20 members of the Sons of Malcolm X for racketeering, drug distribution and conspiracy in connection with seven of the 1992 murders.

In 1991, approximately four of the 37 homicides committed in Camden were gang-related. Although at their worst Camden gangs were responsible for fewer than one in five of Camden's homicides, the gangs' combative demeanor, fascination with weaponry and notoriety have left many in the community, much of the media and most outsiders with the erroneous impression that several out-of-control street gangs are solely responsible for the high homicide rate in Camden.

State Police Detective Sergeant Smith told the Commissioners at the public hearing that he was impressed that a sophisticated machine tool had obviously been used by Vietnamese Born to Kill gang members to obliterate serial numbers on a number of automatic weapons discovered in 1990 in a safe house in Jersey City. He explained that the weapons help the gang to cultivate a violent image -- the better to intimidate its victims.

The former Skinhead gang member testified how violence was a big part of the lives of Skinheads:

Q. Now, to occupy your time what did you and the other WRU [White Rights Union] members do?

A. We used to rally together, try to recruit people and teach them to take pride in their race. We used to go to a lot of shows and cause trouble, fight a lot.

Q. So causing trouble was fights?

A. Yes, sir.

Q. Did you say that you hurt people --

A. Yes, sir.

Q. -- in those fights?

A. Yes, sir.

Q. And when you say shows, that would be things like rock concerts and such?

A. Yes, sir.

Q. Did people get hurt in those fights?

A. Most of the time, you know, a lot of people carried weapons. I was stabbed, I had my teeth shattered with brass knuckles before. As I said, a lot of people carried weapons.

Q. Did you ever get jumped at any of those rallies?

A. Yeah. I've been jumped. I've had guns pulled on me.

Q. Did you do any hurting yourself?

A. Yes, sir.

Q. Serious kind of hurting?

A. Not really. I wasn't really into the violence aspect of the organization. I was more into political.

Q. What kind of people would the WRU members jump?

A. We would basically go out after, you know, long-hairs, black people with attitudes, you know, people that we had to take

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2. The second part of the document appears to be a list of items or topics, possibly related to a meeting agenda or a list of concerns. The items are listed in a column and include various phrases and words.

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care of. SHARPS (Skinheads Against Racism and Prejudice). ...

Q. What's a "slag"?

A. Slag is a person that justifies, you know, the black movement, saying black people got a bum deal, they deserve to be taken care of by the government, they deserve to be given things. They approve of the quotas that are out today about hiring a black person no matter what their qualifications are for a job. As long as they're black, they get it.

Q. Those would be people that you would jump also?

A. Yes, sir.

The witness testified that the violence was motivated by religious animosity, as well as racism:

Q. What about Jews? Were they among the victims?

A. Sometimes. I wasn't into the Jewish aspect of it either.

Q. Not you yourself?

A. No, sir, but I did know people that would attack Jewish people. ...

Q [CHAIRMAN ZAZZALI]. Do [Skinheads] consider themselves as Nazis?

A. Yes, sir.

Q. And in order to identify themselves as Nazis they wear red laces?

A. Yes, sir.

Q. And red suspenders?

A. Yes, sir.

Q. And although you -- correct me if I'm wrong -- you did not do it, but you said that these Skinheads actually beat up Jewish people?

A. Yes, sir. I've seen it happen.

Q. In New Jersey?

A. Yes, sir.

The witness described a particularly nasty Skinhead practice:

Q. Do you know a term called "sidewalk cracking"?

A. Yes, sir. That's when you knock someone to the ground and stomp on their head until a bone in their skull cracks.

Q. And then what happens when you hear a bone crack?

A. Usually your job is done. You walk away.

Q. Did you ever do that yourself?

A. No, sir.

Paul Goldenberg testified that in working with prosecutors' offices and the State Police, officials have confiscated "some pretty serious weaponry from the houses of young people who were, in fact, involved in Skinhead" or other similar hate groups. The former Skinhead member matter-of-factly talked about the ready availability of weapons to back up violent Skinhead activity:

Q. Did you carry weapons while you were in the WRU?

A. Yes, sir. I carried several guns, several knives, you know, different weapons; had to.

Q. Why did you carry them?

A. Usually, as I was saying before, everybody carries either a gun or a weapon of some sort. If you didn't, you're usually a victim. Also, you get respect.

Q. What kind of guns did you have?

A. Had 9 millimeters, sawed-off shotgun, several semi-automatic weapons.

Q. Did you actually own automatic weapons?

PHYSICS 311, FALL 2008

PROBLEM SET 10

Due: Friday, November 14, 2008

1. (10 points)

A particle of mass m moves in a circular path of radius R in the xy -plane. The position vector \mathbf{r} is given by

$$\mathbf{r}(t) = R \cos(\omega t) \hat{x} + R \sin(\omega t) \hat{y}$$

where ω is a constant. Find the velocity \mathbf{v} and acceleration \mathbf{a} as functions of time.

2. (10 points)

A particle moves in a circular path of radius R in the xy -plane. The position vector \mathbf{r} is given by

$$\mathbf{r}(t) = R \cos(\omega t) \hat{x} + R \sin(\omega t) \hat{y}$$

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4. (10 points)

A particle moves in a circular path of radius R in the xy -plane. The position vector \mathbf{r} is given by

A. *No, but I handled and came to know people who had them themselves.*

Q. *What are some of those automatic weapons that you handled?*

A. *Tec 9s, Mac 10s, AKs --*

Q. *That's AK-47?*

A. *Yes, sir. Streetsweepers, which is semi-automatic.*

Q. *What's a streetsweeper?*

A. *It's an automatic shotgun that fires as fast as you pull the trigger.*

Q. *What about brass knuckles? Did you have those too?*

A. *Yes.*

The witness testified how he avoided violent retaliation when he left the White Rights Union at the behest of his pregnant fiancée, who was concerned that he would wind up dead or in jail:

Q. *Was there any retaliation against you when you announced that you were going to get out of the WRU?*

A. *No, sir. I did it the right way. I talked to people. I explained to them that I still believed as they did. I wasn't trying to go against them. I wasn't turning into a SHARP; that I just had to, you know -- as I said, I have a child on the way. I wanted to just straighten my act out, get a job, you know; just not be involved with that crowd any more.*

Q. *What happens to people who don't leave in the right way?*

A. *They're usually beat up severely. It also depends if you're going to become a SHARP. Usually you can -- you're thought of as a traitor if you leave.*

Q. *And what happens if you're a traitor?*

A. *You get beat up or killed.*

The former member of the Muhammids street gang in the Venice Park area of Atlantic City testified that the gang's fighting with the rival Hit Squad "from Bucklow Park in the Courts area" ended because a member of the Muhammids had some family members in the Hit Squad "and they just peaced it up between families." He testified that, although he never carried a gun himself, it was "not hard" to get guns in Atlantic City. Finally, he recounted how loyalties would cause him to risk the positive changes in his life should a rival gang threaten his neighborhood or family:

Q. *Now, if there was another gang in Atlantic City that came into Venice Park and was starting to cause trouble, what do you think would happen at that point?*

A. *At that point we probably get back together and have to fight. It's protection of territory.*

Q. *You'd be protecting your home turf?*

A. *That's right -- protection of territory. If anybody came in our territory, we would have to protect our territory.*

Q. *Now, you have a lot of positive things going for you: your high school diploma, the fact that you work, the fact that you're going to go to tech school and the like. Are you saying that under those circumstances you would run the risk of throwing that all away?*

A. *If -- if necessary, I probably would.*

Q. *And why would you run those kinds of risks?*

A. *For protection. If somebody messed with my family or come and mess with my territory -- well, what I consider my neighborhood, mess up my neighborhood, I would have to protect my neighborhood and my family.*

Roper Brown, the former gang member from Paterson, testified at the Commission's public hearing that the first gang he belonged to, Chocolate City, fought with other groups "all the time." He added, "I think we fought just to fight." He also described his experiences with guns and violence as a member of the North 6th Street group in Paterson when he was older:

Q. Did you ever have a gun yourself?

A. Sure.

Q. Did you ever use it?

A. No, ... I never shot anybody.

Q. When did you wind up deciding not to carry a gun?

A. Well, I got the gun from New York and ... brought it to Paterson to a young lady's house I was coming down there to attempt to use it on somebody. And I had got highed up and went to sleep in her house. And she took the bullets out of the gun ... and dumped them in the sewer. And when I woke up, I was going to the store. I was going to shoot the gun in her backyard, and I went to shoot it and nothing came out, so I was wondering what [went] on. She called the cops, told them I had a gun. But I had hid the gun. And she put the bullets in the sewer. And being it was raining that night, the bullets got washed down, and the police couldn't find them. From that day, I never touched another gun.

Q. Did you have access to whatever guns you wanted?

A. Oh, sure, sure. Without question, you know, any time.

Q. What kind of guns are we talking about?

A. 9 millimeters, AK, Mac 10s, .32s, .45s. Any type of gun you basically could want you could get -- I could get.

Q. Now, you were involved in gangs for more than a decade?

A. Sure.

Q. Did you find that as time went on more and more guns became available?

A. Oh, yeah. Even to this point. It's more prevalent now than ever.

Q. Were you ever shot at?

A. I've been -- yeah, sure.

Q. Were you ever hit?

A. No.

Q. Did you ever see people hit with a bullet from a gun?

A. Sure.

Q. Did you ever shoot at anybody yourself?

A. No.

Q. Your girlfriend sort of helped you with that one?

A. Yeah, yeah.

Q. Were you ever in fights with other weapons?

A. Sure; bats, knives, you know.

Q. And those fights were about territory?

A. Basically territorial, you know, at parties and stuff, one group against another group.

Brown testified that he hears gunfire on his street in Paterson "every single day." He related that drug traffickers, including drug-dealing gangs, have made guns more prevalent as they seek to protect their sources of income from rivals. He explained why innocent people are being hurt, and even killed, by gang gunfire:

Innocent people [are] getting killed. These drug members aren't just shooting at each other. Whoever [is] in the path is getting

The first part of the document discusses the current state of affairs in the region, highlighting the challenges faced by the population. It mentions the impact of the economic crisis and the need for immediate action to address these issues. The text emphasizes the importance of cooperation and dialogue between all stakeholders to find a sustainable solution.

In the second part, the author outlines the proposed measures and reforms. It includes a list of key areas for improvement, such as education, healthcare, and infrastructure. The document also discusses the need for a comprehensive reform of the legal system and the judicial process to ensure transparency and accountability.

The final part of the document provides a conclusion and a call to action. It reiterates the commitment to the principles of democracy and the rule of law, and urges the government and the public to work together to build a stronger and more resilient society. The author expresses confidence that these efforts will lead to a brighter future for all.

The second part of the document provides a detailed analysis of the proposed measures and reforms. It discusses the potential benefits and challenges of each initiative and offers recommendations on how to implement them effectively. The author also addresses the concerns of the public and provides reassurance that the reforms will be carried out in a fair and equitable manner.

In the third part, the author discusses the need for a comprehensive reform of the legal system and the judicial process. It highlights the current state of the legal system, which is plagued by delays, corruption, and lack of transparency. The proposed reforms aim to address these issues by introducing new procedures, improving the selection process for judges, and strengthening the independence of the judiciary.

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shot. You have these young men out here, young ladies who have these weapons. You can go out here and get coffee. They can get guns just like that. And they're using these weapons at -- with no mercy on no one, no mercy. And I think that they don't have the sense of what's happening when they kill an innocent person or shoot an innocent person, not only to that person but to their family.

Q [COMMISSIONER EVENCHICK]. No regard for human life?

A. No regard for human life. And I don't think they want to regard it. They just don't understand it.

Former Paterson graffiti gang member Mitch Santiago testified at the Commission's public hearing that graffiti can lead to violence as much as any other gang activity:

If you get disrespected, like somebody writes over your name, that's called disrespect. The guy will walk up to you, punch you in the face or beat you with aluminum bats. [In one incident] 23 guys beat up one guy. I believe they fractured his side ribs.

Q [CHAIRMAN ZAZZALI]. Why?

A. Because the guy disrespected another graffiti member.

Q. How do you know?

A. Because he came to cross his name out. He went to the other side of town, crossed the guy's name out. The guys came back. They made up a meeting like as they were going to have a challenge, and the guys came out with bats and beat him down.

Santiago, who testified at the hearing with a black eye, told of a graffiti gang member's physical animosity toward him because of his attempts to turn people away from the vandalism side of graf-

fiti:

... [A] guy just came over to my house about four, five days ago, and he said that I was a sell-out because I was giving too much information to the press and I was no longer considered a graffiti vandal, which I wasn't part of the clique any more. So I told him that was my business. "What is it to you." So the guy came and swung and hit me in the eye. Next thing I know, I said, "Well, you want to fight, we'll have it out." Even though you try to get out of these groups, it's like it was a mob. Sometimes you try to get out of these groups. It's so hard because they still come after you.

Santiago described an incident that happened 11 years ago, when he was just 16 years old, to illustrate how close graffiti gang violence came to ruining, or even ending, his life. In a dispute between rival groups, the leader of one told Santiago to stay out of his area. When Santiago appeared there anyway, he was chased away by a mob ranging from "ladies with pans" to people with bats and brass knuckles. He described what happened when he got some help from members of his own gang:

I got up a couple of guys. I went through the block and I beat up ... a couple of kids, but I didn't get the member that I wanted to get. Finally, I caught up to him the same night, but he had his kid with him. I didn't want to hit him because he had his son with him. So I told him, "I give you respect because you [have] your kid with you." I couldn't sleep because it was bothering me because I have to take this kid out. So one guy went, got a gun, got a .22. The guy handed it over to the other kid. He was supposed to give me the gun because I was supposed to shoot him. In a way it was a set-up. He was supposed to walk by right in the area of the alleyway. I was going to shoot him in the head. I wasn't going to miss.

What happened, the guy was playing with the gun. The gun fires. We looking around for the bullet, where the bullet went out. But the bullet hit me. It came in and came out of my right-hand side.

Alonzo Moody, Director of Paterson's Youth Services Bureau, testified that he has to be careful where he sends youths to do rehabilitation work as part of the Total Lifestyle and Support Program for delinquents. He noted that certain work sites are in neighborhoods that are off-limits to members of rival street gangs that are assigned to his program by the courts. Youths who balk at working at certain sites "for fear of being shot" are accommodated with job sites in other parts of Paterson, according to Moody, "because it is very dangerous out there."

Initiation into a gang can be violent. Howell Township Police Officer Christopher Hill, an officer in the Concerned Officers Organization On Gang Activity (CO3GA), described during the Commission's public hearing the initiation process that is followed by some gangs:

"Jumping in" is -- if I want to become a member of your organization, I would get in the middle of this square here, and you guys would beat me down, jump on me, assault me, attack me for a minute or two. And when it was done, if I was still standing, could hold my own, I would be allowed in. "Walking the line" would be to form a line on both sides and walk down the middle, and everybody gets a shot. And if I make it to the end, I'm allowed in. The same type of things are done with "blending" or "forming" [knowing someone]. You heard Investigator [Louis] Jordan mention before about [young men] raping a young lady in order to become part of this gang. That goes on just to get in in some cases. There's things out there that we hear and we think about, and we say, "How could this be done?" It's being done every day.

Violence in the schools, much of it gang-related, is on the rise in New Jersey. A March 1993 Education Department report, Violence, Vandalism & Substance Abuse in New Jersey Schools, 1991-92, depicted an alarming 95 percent increase over two years in the number of violent incidents reported by school districts. The Public School Safety Law of 1982, N.J.S.A. 18A:17-46 to 48, requires the Commissioner of Education to report to the Education Committees of the Senate and General Assembly on the extent of violence and vandalism in the state's public schools. The Department added a reporting requirement for incidents of substance abuse in 1984. While statewide public school vandalism remained generally stable and drug sales and possession declined slightly over the previous two years, the number of reported violent acts rose steadily from 4,932 in the 1989-90 school year to 9,603 for the 1991-92 year. There were 187 reports of assault with a weapon in 1989-90, 278 in 1990-91, and 602 in 1991-92. Possession of weapon reports increased from 299 in 1989-90 to 597 in 1991-92. Some districts do a much better job than others in recognizing and reporting incidents of violence, even though the reports are required by state law. The cumulative report therefore understates the total level of violence in public schools.

The same month in which the Commission held its public hearing on criminal street gangs, and in response to the March report, the Commissioner of Education appointed a 34-member Violence and Vandalism Prevention Task Force to study ways to protect students and faculty while at the same time rehabilitating disruptive students. The Task Force submitted its final report to the Commissioner and State Board of Education on January 5, 1994. The Department also plans to direct certain state aid to develop programs for disruptive students and collect examples of successful actions taken by districts that others might copy.

At every turn youths encounter deliberate and subliminal influences desensitizing them to the effects of violence, hate and promiscuity. From music

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lyrics proclaiming that rape or cop-killing is okay ("gangster" rap and punk rock), to videos depicting people of certain religious or cultural backgrounds as inferior, to graphically violent martial arts home video games, to big-screen portrayals of wanton, violent death, youths are bombarded with the message that degrading and violent acts are inconsequential. Videos, publications and computer "bulletin boards" espousing pornography and satanism further degrade the value of life and human dignity in the eyes of impressionable youth.

Asbury Park Police Lt. Rashid Khan, also CO3GA's 2nd Vice President, related at the Commission's public hearing the extreme impact of some music on impressionable youth:

I've investigated at least seven or eight suicides [O]ne of the first things that I go and look for is I go to the child's room and I inspect the music right away. And -- seven or eight may not be a big number, but it's a big number for me -- in the investigations I've done. And in each instance, the parents have related to me, "He listens or she listens to this music all day long," the Walkman in the ear, the car radio, MTV and such as that.

One of the most powerful influences on young people today is music. Sergeant Ron Stallworth of the Utah Division of Investigation's Salt Lake Area Gang Project has extensively studied the music genre known as "gangster" rap, which should be distinguished from the more benign mainstream rap music. In his monograph, "Gangster" Rap Music (in its sixth edition as of June 1993), Stallworth notes that the music revels in hatred of police, profanity, obscenity and resolution of conflicts through violence. Its messages can have a particularly negative impact on impressionable youth.

Stallworth includes in his list of popular artists in the "gangster" rap field NWA (Niggers With Attitude), Eazy-E, Ice Cube, D.J. Quik, Ice-T, Compton's Most Wanted and Above the Law.

Gangster rap sells well -- with several platinum albums on the market. It appeals to mainstream middle class white youths, as well as youngsters in the inner cities.

Stallworth lists seven central themes of "gangster" rap: glorification of the gang lifestyle and mentality, violence against society and police, racism, nonchalant disregard for life and societal norms, sexual prowess, indifference towards women, and female counterattacks against male sexism. In "Gangster" Rap Music he describes the definite influence of the musicians on young, developing minds seeking to emulate them:

"Gangster" rappers, with their tales of the death, destruction, and depravity of the inner city environment -- made it fashionable to be a gang member. Their macabre glamorization of this lifestyle set nationwide trends among young people. In terms of attitude and dress (baggy pants worn in the sagging style of gang members, Los Angeles Raiders hats and jackets, and high tech athletic footwear, with a red or blue rag hanging from the hip pocket or wrapped around the head), young people throughout the country eagerly embraced the image portrayed on stage and in music videos by the "gangster" rappers. Their language and demeanor took on the bold nose-in-the-air, expanded chest thumping, defiant visage of the L.A. style gang member

That image, as seen by thousands of impressionable young people throughout the country in live concerts, on nationally televised music programs ... and teen music magazines ..., glorifies the violence of the gang environment and challenges the audience to defy and rebel against authority -- usually personified by the police. The portrayers of this image do not see (or perhaps do not want to accept) themselves as role models to these youths. As a result, their verbal and

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visual stage antics are avidly copied by young people. This adopted image is often pursued in real situations.

The Bias Crime Office's Paul Goldenberg testified how Skinhead groups disseminate their hate messages through music, called "Oi!" (also a greeting and a graffiti symbol) and magazines, called "skinzines." Through these two very prolific methods, disenchanting and disaffected young people are primed with bigotry and hate. They come to derive self-esteem from a twisted ideology -- a culture of separatism and violence.

GRAFFITI

At the Commission's public hearing, Investigator Louis Jordan, CO3GA's 1st Vice President, called graffiti "the newspaper of the street." He described the value of this "newspaper" to law enforcement:

It changes every day. It tells us intelligence [such as] what colors the gang identifies [with]. It is informing us as to the size of the group, whether the group is male or female, who are the members of this group, who ... the rival gangs ... are, the gangs that they are in union with. It is yielding us a wealth of intelligence.

Some gangs exist primarily for graffiti vandalism. Former Paterson graffiti gang member Mitch Santiago testified at the Commission's public hearing that graffiti gangs establish a competition "to go for top fame" as the boldest sprayers and the best artists. He described the graffiti gangs as "very dangerous":

It's hitting in the dark when everybody's sleeping -- very vindictive. They spray your house or spray up your cars. They'll spray your aluminum siding, your brick house. Whatever they can get their hands on, they'll do it. They also get involved with drugs.

Drugs is also a motive, and guns also -- it's the same thing.

LANGUAGE, SYMBOLS, TATTOOS AND CLOTHING

Whether speaking English or a foreign tongue, gangs have developed a language all their own. Hispanic gangs, of course, often speak Spanish, and Asian gangs speak a variety of oriental languages; those of Chinese heritage may speak Mandarin, Cantonese or Fukienese. Gangs whose primary language is English have adopted a variation which CO3GA calls "streetology" (Appendix C). In his public hearing testimony, Christopher Hill, CO3GA's 3rd Vice President, recounted a gang member's description of a crime to Hill and his supervisor:

... [I] remember the gang member saying something to the [effect] that "I was just chilling out with some of my home boys, kicking it, and I seen this rumbutt come past and stick a deuce out the window, and I did an Audi 5000." Well the [supervisor] was doing fine until it came time to ask questions of this individual and one of the questions, amusing to me, was, "What color was the Audi." [This] clearly indicated that he didn't have a clue as to what this gentleman had been saying all along. ... [The gang member] was referring to the fact that he was just sitting out in front of his home, minding his business, when he saw a girl ride past in a Volkswagen and stick a gun out the window. He got up and started running [Audi 5000]. ...

MR. CLARK: If I were a police officer and I had a couple of gang members pulled over and I heard one of them say to the other, "Get the Roscoe out the hoopty and 187 the C-Cypher Power," would I have to worry?

MR. [LOUIS] JORDAN: Absolutely.

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MR. CLARK: Why would I have to?

MR. HILL: Yes. What he said is that -- the gang member was talking to another gang member in their own terms -- and he said, "Get the gun out of the car and let's kill the cop, hurt him."

To communicate effectively with and gain the confidence of victims who do not speak English, forward-thinking law enforcement agencies have begun to hire officers and investigators fluent in foreign tongues. Bergen County Prosecutor John Fahy told the Commissioners at the public hearing that in the previous several months his office had hired investigators fluent in Korean, Cantonese and Japanese. He described how these investigators contact the leaders of the various Asian immigrant communities to "build bridges" so that when a problem occurs they will "feel less reluctant to come forward to law enforcement."

Speech is not the only method of transmitting messages among gang members. Some have developed elaborate sign languages; others communicate with symbols. For example, sneakers thrown over a telephone line may indicate that drugs are sold on the street in that location. Workboots hanging on the line may designate a spot where drugs are being sold indoors.

State Police Detective Sergeant Smith testified at the Commission's public hearing about tattoos and clothing characteristic of the Vietnamese Born to Kill gang:

The Born to Kill brandish tattoos, which are used as a form of intimidation of their victims. They normally sport rather outlandish hairstyles, sunglasses to give them a sinister look, which is [also a] reason why they normally wear black clothing. They have a rather jaunty gait, pretty devil-may-care type of attitude and act as real tough guys. ...

The Born to Kill normally brandishes the eagle with the outstretched talons and blood dripping from them. That's a normal Born to Kill tattoo. Another is a black panther, which they normally sport on their backs.

Most gang members wear some distinctive clothing or style in order to identify with their groups. Certain types of shoes or shoelaces, brands of jackets or trade name hats signify one gang or another. Some gangs' members wear sweatshirts with the hoods up, pants beltless and low around the buttocks, and shoes laceless or untied. Some of the clothing is worn in imitation of prison garb.

INTRODUCTION TO RECOMMENDATIONS

New Jersey must put into place or expand effective programs to control the spread of criminal street gang activity. Society must be protected from violent and repetitive offenders, even those who are juveniles; but a protective effort by itself would prove too costly and ineffective. To curtail successfully gangs, all segments of society must develop the collective will to provide hope, training and opportunity for troubled young people, as well as their parents and guardians. Otherwise, we will lose our children and ourselves to violence, indifference and degradation.

We cannot afford to allow a large portion of any generation to lose self-esteem, give up on the future and adopt the code of the gun and easy, illicit money. Great misery awaits not only youths who have no stake in a tranquil, productive society, but also the rest of us, who will face rising social costs, economic decline and increasing crime. Failure to act decisively will jeopardize our efforts to revitalize urban areas and maintain tranquility in suburbs and rural areas.

Although implementing the recommendations in this report would involve some additional investment of public funds, it would primarily shift available money and effort to programs and approaches with the most promise of success. Volunteer and private resources, an important part of nearly every suggested solution, would also be focused in the most productive areas. Given enough support, these worthwhile approaches would eventually guide youth away from expensive juvenile justice alternatives. This would, in turn, free more public funds to aid successful "front-end" interventions.

Most of the programs described in the following pages derive from ideas that have existed for years or even decades. The Commission has found a seemingly endless variety of programs claiming some ability to counter the negative influences of violence, drugs and criminal street gangs. Some approaches lead to more positive results than others. However, there has been little constructive criticism or assessment of their effects. With inadequate oversight and only haphazard coordination, it is not surprising that we are not necessarily aware of nor emphasizing proven methods to diminish negative gang activity.

Limited public resources should be devoted to the most helpful programs. Although programs are not equally effective, each may have its place in the continuum of services that will control negative gang activity. Therefore, it is of paramount importance that the state develop assessment strategies to determine which programs are helpful and which are not. The state must also develop coordination strategies to discover the right mix of programs for each troubled youth and his family. With a small staff, the New Jersey Juvenile Delinquency Commission (Appendix D-221) has assisted some programs in evaluating their outcomes, but much more needs to be done in this area.

There are no overnight solutions for the problems of gangs and disaffected youth. Bandage solutions, such as merely building and maintaining more and more expensive detention facilities, will not do the job. We must put resources into coordinated programs that will identify troubled youths early in their lives and guide them away from negative activities to skills, jobs and constructive values. At the Commission's public hearing, Mon-

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mouth County Investigator Louis Jordan testified that society's present focus should be reversed:

My position has been that we are conducting major surgery at the top with these adult gang members and placing a bandaid on our juveniles. I say we need to reverse that and conduct major surgery at the bottom We need to go back to basics with respect to our juveniles, with respect to education and so forth.

Mary T. Previte, Administrator of the Camden County Youth Center at Lakeland, compared society's present primary focus -- prisons and detention centers to deal with the multi-offenders -- to the well-known folk parable depicting a couple of fishermen trying desperately to rescue ever-increasing numbers of children in jeopardy of drowning in a river. She noted that at some point in the parable one fisherman wisely abandons the effort to retrieve the children from the waters and announces his intention to go upstream and find out how all those children came to be in the river in the first place. Similarly, society should find out what is troubling its children and deal with that, rather than focusing most of its efforts on how to respond when the children enter the juvenile justice system.

Several effective programs are already in place. Scores of programs are described in the appendices to this report. They are merely a representative sample of those in existence in New Jersey and elsewhere. Considerable effort should be invested to determine which ones are successful. The Juvenile Resource Center's Dr. Stella Horton testified that when certain programs are proven to work for young people, they "need to be replicated throughout this State ... [and] the country" She expressed the frustration of running programs proven to turn youths to positive lives but receiving inadequate funding. Meanwhile, she noted, major public institutions are continuously refunded with more and more tax dollars yet continue to fail a substantial segment of our youth. She pointed out an obvious

course that seems, nonetheless, to have largely eluded us: "Somebody needs to start holding certain programs accountable."

The State Bias Crime Office Chief, Paul Goldenberg, testified that society must give a higher priority to turning its youth into productive citizens:

I think society, first and foremost, has to explore its own baggage or its own feelings. We spend a tremendous amount of effort -- and I say this with all due respect to the environment -- saving the whales and the rain forests and the beaches and the sand and all that, and I think it's great, and I commend our people for doing that. But I go back to our most precious natural resource, which is the kids, the children.

SUMMARY OF RECOMMENDATIONS

- Reserve incarceration for serious and repetitive juvenile delinquents. Provide for speedy trials and custody without bail for juveniles and adults deemed dangerous to the community.
- Create and expand community partnerships dedicated to curtailing negative gang activity, youth violence and drug trafficking; improving neighborhoods; and offering constructive activities for youth.
- Provide state-level leadership and guidance for community partnerships centering around Youth Services Commissions, School-Based Youth Services, grass roots organizations, Municipal Alliance Committees, Human Relations Commissions, the business community, religious organizations and media campaigns.
- Establish and expand outreach efforts to identify at-risk youth early and to guide them and their families to suitable programs.
- Increase employment opportunities for youth and

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affirmative action to assist minority-owned businesses.

- Increase job training, placement and entrepreneurship programs.
- Increase, organize and coordinate mentoring programs.
- Expand havens (safe harbors with late afternoon, evening and week-end hours) in schools, housing projects, community centers and religious institutions for recreation, outreach and help programs.
- Establish strong school board policies to promote safe school environments.
- Begin in the early grades preventative education to counter negative gang activity, violence, drugs and bigotry. Expand such programs in the upper grades.
- Expand alternative education programs for school dropouts, kickouts and truants.
- Expand programs that help parents raise their children effectively and preserve families.
- Increase child care, literacy, education, vocational training, employment and child support programs that help adults become better parents.
- Expand adult-supervised, peer-guided conflict resolution programs in schools and elsewhere.
- Expand community-oriented policing.
- Expand recruitment of minority and bilingual police, teachers, social service workers and civil servants who live in the communities they serve.
- Increase the intensity of supervision of juveniles in the early stages of delinquent behavior.
- Create disciplined and structured alternative incarceration, such as boot camp-style programs focused

on work, job training and education.

- Review the effectiveness of mandatory minimum incarceration for juvenile and adult offenders.
- Automatically make public the adjudication records and names of those determined guilty of serious or violent delinquencies.
- Spell out in more detail in the law the proper use and retention of delinquency records by school administrators.
- Establish a statewide gang database with coordinators in each county to ensure the collection and sharing of intelligence about the activities and membership of criminal street gangs.
- Track gang-related incidents and crimes in a centralized system.
- Establish gang and bias crime units or specialists in each county prosecutor's office.
- Enact national gun control legislation at least as stringent as that in New Jersey.
- Seek civil injunctions against nuisances conducted by gangs.
- Encourage programs that counter hate, violence, pornography and satanism in television, videos, video games and music.
- Adopt curfews in appropriate areas.
- Draft delinquents into programs that clean up graffiti and neighborhoods and channel their negative energy into creative pursuits.
- Consider a statewide statutory ban on the sale of spray paint and heavy-duty indelible markers to minors.

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COMMUNITY PARTNERSHIPS

Criminal street gangs are not so much a police problem as they are a community problem. Time and again during this inquiry, experts who successfully help troubled youth reminded the Commission of the African proverb, "It takes a whole village to raise a child." Government (including public schools), private foundations and grass-roots civic organizations must all work together in partnership successfully in order to turn street gang members from negative to positive activities. In combination, these community efforts should produce several highly structured, successful alternative programs for disaffected youth. A multi-disciplinary, collaborative, holistic approach holds the best promise of success. Law enforcement, the juvenile justice system, schools, the health care system, community-based civic and religious organizations, the business community and the media should all participate.

Youth Services Commissions (Appendix D-223), created in each county during the 1980s, already serve an important role in coordinating community partnerships that plan and implement services for court-involved and at-risk youth. Their efforts directly and indirectly help to control gangs and youth violence. Each county commission must revise its Youth Services Plan, mandated by the Code of Juvenile Justice, every three years. The commissions' members include the chief administrators and department heads of various county departments, presiding officials of the court, directors of both public and private agencies dealing with adolescents and their families, educators, law enforcement officials, business leaders and representatives of municipal youth services commissions.

The Somerset County Youth Services Commission (SCYSC) has been described by the State Coordinator as a model for other counties. It was the first to develop a form to capture from all youth agencies confidential computerized information about the service and juvenile justice history of each

juvenile referred to the courts. SCYSC's governmental and private needs and resources assessments led to the creation of a variety of innovative programs to help guide troubled youths and their families to constructive lives. Cedar House was New Jersey's first halfway house for recovering male adolescent alcoholics. Passages is a residential facility for runaway, homeless or throwaway children. Pathways teaches those children independent living skills. Twilight Program is a job training program, which uses extended hours at the Somerset County Vocational Technical High School. Other programs include Family Crisis Intervention, Pre-parole Planning, Family Adolescent Alcohol Comprehensive Education Treatment and Comprehensive Adolescent Suicide Awareness, Prevention and Treatment. The SCYSC also publishes a Service Directory and a Directory of Counseling Resources for Children and Their Families.

In September 1993, Bergen County Executive William Schuber established the Bergen County Task Force on Youth Violence, composed of law enforcement personnel, educators, community and religious leaders, social service professionals, and elected county and municipal officials. The Task Force's efforts will be administered by the Bergen County Youth Services Commission. The Task Force will collect and review data on youth gangs, bias crime and sex offenders. After 18 months, it will submit a plan to the County Executive recommending school curricula and other programs and services to address the three subjects.

The Rutgers University Center for Social and Community Development in Piscataway guides communities that desire to establish community partnerships to solve local problems. Under a Center-assisted "Plan for Families and Neighborhoods," which began in Perth Amboy in early 1993, representatives of religious groups, local government, law enforcement agencies, social and human service organizations, and health and educational institutions pledged to work together to empower local residents to resolve neighborhood problems.

The first section of the document discusses the importance of maintaining accurate records and the role of the auditor in ensuring the integrity of the financial statements. It highlights the need for transparency and the potential consequences of misreporting.

The second section details the specific procedures and controls implemented by the company to prevent fraud and errors. It includes a discussion on the internal control system and the involvement of management in monitoring these processes.

The third section provides an overview of the audit findings, including the scope of the audit and the results of the various tests performed. It identifies areas where the company's financial statements may not fully conform to the applicable accounting standards.

The fourth section discusses the auditor's recommendations for improving the company's financial reporting practices. It suggests specific actions to be taken to address the identified weaknesses and to enhance the overall reliability of the financial information.

The fifth section concludes the report by summarizing the overall opinion of the auditor and providing a clear statement of the audit's purpose and the responsibilities of the management and the auditor.

The document also includes a list of the auditors' names and their respective roles, as well as the date and location of the audit. It is signed and dated by the lead auditor, providing a formal acknowledgment of the audit's completion.

The final section of the document contains the auditor's contact information and a statement of the company's acceptance of the audit findings and recommendations. This section is crucial for establishing the final outcome of the audit process.

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Newark Fighting Back is a grass roots campaign funded by a five-year grant from the Robert Wood Johnson Foundation, the Office of Substance Abuse Programs, U.S. Department of Health and Human Services, and other foundations. It establishes a partnership among concerned residents, local businesses, churches, civic organizations and city and state agencies dedicated to reducing the demand for illicit drugs and alcohol. Coordinated by the Boys and Girls Clubs of Newark, Fighting Back's activities include youth councils, intensive community supervision for delinquents, weekend canteens at a local church for 13 to 16-year-olds, late-night basketball leagues, support groups for single parents and substance abusers, clean-ups, community gardens, field trips for children, making better use of local recreation centers, safe routes, health awareness workshops, job fairs, and development of a resource directory of after-school programs available in schools and other facilities.

Other groups in Newark have formed partnerships with the School District to provide tutoring and mentoring for the city's children. The School Partnership Program is a joint venture of the District and the Metro-Newark Chamber of Commerce, which establishes official channels for businesses, nonprofit corporations and other groups to work with the School District. The Newark Education Council is a group of parents, educators, business leaders and others. It seeks to improve the quality of public education in Newark, in part by providing role models for the children. Under the Downtown Education Enrichment Program, run by the Protestant Community Centers, Inc., employees from several companies volunteer to tutor a student once a week. Children are picked up at their schools, taken to the companies for tutoring and dropped off at home after the sessions. New Jersey Bell runs a drop-out prevention program called Choices, which targets high school freshmen. In all of the programs, corporate volunteers also go into the schools on career days and other occasions to talk about their jobs. Sometimes these contacts lead to jobs for the students.

Municipal Alliance Committees (MACs) (see appendices D-121, D-139 and D-228) receive technical assistance, information, training and funding from the Governor's Council on Alcoholism and Drug Abuse. They acquire federal funding from the Drug Free School and Community Act and state money from mandatory penalties assessed against drug offenders (including juveniles) under the Drug Enforcement Demand Reduction (DEDR) Program. MACs, in turn, fund drug abuse prevention and public awareness programs and networks in their communities. They sponsor after-school homework clubs, supervised dances, field trips, safe home programs, family communication projects, parenting programs and the like.

In 1990, the Attorney General asked all county prosecutors in New Jersey to serve as catalysts in the creation of Human Relations Commissions in their respective counties. Among other tasks, the commissions foster educational programs regarding violence, gangs and bias crime with the assistance of the Office of Bias Crime and Community Relations (Appendix D-248) and the National Conference of Christians and Jews. They also draw together private and government community leaders to shed light on community frictions and work to defuse tensions among groups in order to prevent confrontation and violence.

Schools should play a key role in community partnerships to identify troubled youths and assist help programs. Schools with community service programs can participate in keeping youngsters occupied productively. Schools may participate in mentoring programs. They are also a natural setting for peer mediation and counseling. School-based programs are now implementing violence prevention education, discussion groups and drama programs to relieve intergroup tension.

Many examples of school-based partnerships exist in New Jersey. The School-Based Youth Services Program (Appendix D-246) began in 1988. Administered by the state Department of Human

Services, the Program provides annual grants of approximately \$200,000 per year to communities that have formed broad coalitions to assist troubled children with their educational and human services needs. At 30 sites in urban, suburban and rural areas (at least one in each county), at-risk adolescents, ages 13 to 19, can receive comprehensive assistance on a "one-stop shopping" basis. Services include crisis intervention; drug and alcohol abuse counseling; job counseling, training and placement; recreation, and referrals to health and social services. Some sites offer day care, teen parenting, special vocational programs, family planning, transportation and hotlines. The sites are located in or near schools and are available during and after school hours, on weekends and during summer months. Host communities contribute 25 percent of the cost in dollars or in-kind services, such as facilities or materials.

Fort Lee has for a long time devoted attention to school-based partnerships. Recently, school and law enforcement officials in Fort Lee reported to the Commission that their community has successfully established a "caring school culture" resulting in "the kind of climate that disallows the gang phenomenon."

In January 1993, the School District, Police Department and African-American Parents Support Group participated in the formation of the Plainsboro and West Windsor Fathers Coalition in response to fights, vandalism and bias incidents at the regional high school. The Coalition sponsored basketball games, a Super Bowl party, a goal-setting program, field trips to sporting events, and a program on "Growing Into Manhood." The adults serve as role models to promote leadership, a sense of family and positive values among youth.

In order to stay in school and become productive members of society, youth need so-called "school-to-work opportunities." Partnerships among business, labor and schools are necessary to the success of such programs. In October 1993, the At-Risk

Youth Task Force of the State Employment and Training Commission called for wide-ranging educational reform, both in New Jersey and the nation, to establish a "one-track education system" designed to better qualify young workers for high-wage, high-skill employment. Specific Task Force recommendations included:

- *Development of an "employment-oriented program" to provide opportunities for career exploration, employment experiences and transition to the workforce for at-risk youth, both in-school and out-of-school.*
- *Creation of "youth apprenticeship opportunities" by expanding successful aspects of traditional apprenticeship programs;*
- *Development of a joint strategy between the Departments of Education and Higher Education to link cooperative education programs between secondary and post secondary institutions and to improve their quality;*
- *Expansion of summer work experiences through partnerships between businesses and schools and through programs such as structured employment training, job tryout and shadowing;*
- *Making pre-college academic programs, such as College Bound, available to more students;*
- *Expansion of the school-based Youth Services Program in the Department of Human Services, including an "employment component," job tryouts, community service work experience and job shadowing; and*
- *Expansion of the New Jersey Youth Corps Program to include an explicit vocational education component.*

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With nearly \$4 million in grants from the federal Commission on National and Community Service, New Jersey's community service program (known as "One New Jersey") created an Urban Schools Service Corps (USSC) in the summer of 1993. The USSC was created by the Departments of Higher Education, Human Services, and Education and the Governor's Office of Volunteerism in partnership with 12 urban schools in Newark, Paterson, Elizabeth, Roselle, Red Bank, Trenton, Atlantic City and Camden. Half of the 220 USSC members, trained at the National Guard Training Center in Sea Girt, will work full-time and half will work part-time tutoring students, helping to provide recreational programs, assisting parents and improving buildings and grounds. Full-time members, drawn from parents of children attending the schools, residents in surrounding neighborhoods and recent college graduates, will each receive an annual living allowance, health insurance, training, career counseling and a post-service benefit of at least \$5,000 to continue their education. Part-time members, drawn from college students, the business community and youth in transition, will each receive training and a post-service benefit of at least \$2,000 for each year served to continue their educations.

The Summer of Service (SOS) component involved college students working with police departments to disseminate anti-crime information, tutoring for at-risk children, housing restoration, rehabilitating parks and playgrounds, and assisting local health clinics with immunization and health education. The Newark SOS included a partnership among the New Jersey Institute of Technology, Essex County College, Rutgers University-Newark, the University of Medicine and Dentistry of New Jersey, nearly a score of community groups, several foundations and public officials. Program volunteers received a weekly stipend of \$170 and a \$1,000 scholarship.

The business community is a key participant in any partnership intending to put youth on the right track. In July 1993, the Community Partners for

Youth program, sponsored by Public Service Electric & Gas Co. (PSE&G), awarded two grants of \$125,000 each to consortiums serving at-risk children and their families in Newark and Trenton. One grant went to the Newark-based Community Agencies Corporation (CAC) of New Jersey for academic tutoring, literacy training, peer mentoring, job training and placement, family preservation and summer camp for about 200 youths, ages seven to 18, in the greater Newark area. CAC's partners in the project include Protestant Community Centers, Inc., Friendly Fuld Neighborhood Centers, Inc., Cross Counter, Inc., The Apostle's House, Newark Literacy Campaign, The House of Prayer Episcopal Church, The Volunteer Center of Greater Essex County and the Essex County Department of Citizen Services. PSE&G awarded the other grant to the Princeton Center for Leadership Training in Lawrenceville. With six other nonprofit organizations it will implement a program for approximately 200 students at the Martin Luther King, Jr. Middle School in Trenton.

Religious organizations are a tremendous asset for community partnerships attempting to control negative gang activity. In some instances wayward youth need only "get religion" in order to straighten out. Roper Brown, the former gang member from Paterson, told the Commission at its public hearing of religion's role in helping him to build a constructive existence:

Q. You're straight now, right?

A. Sure.

Q. What made you get straight?

A. I got tired of suffering, you know, for a long time in my life, you know. All I did -- lived for drugs, alcohol and partying and things of that nature, but I realized I was a lonely young man, and I just got tired of suffering. And one day I decided ... I wanted to do something in my life. And I ran into Reverend [Joseph] Robinson [Jr.] here. And he always used to say, "Come down to the

church and check me out," check ... out ... his program, Assembly Holy House of Prayer, Multi-Purpose Center. And I always used to say to myself, "I wish that Reverend would leave me alone." Today, I'm very thankful to the Reverend because I decided to go one day. I allowed Christ to come into my life. And today here I am [as Assistant Director of the Center], and that's been [since] 1990.

Q [CHAIRMAN ZAZZALI]. I understand you've been going to church every single day since?

A. I go to church every time the door opens. ...

Q [DEPUTY DIRECTOR CLARK]. What did the program provide you to help you to stay away from gangs?

A. Well, the program provides you with a sense of direction, you know. Unless you know people care for you, you know, unless you know that there is another way, you know, that you don't have to like all these jails and stuff, you don't have to go to jail to get your life together, you know. You don't have to be in trouble to be known to somebody, you know.

Today people say to me, "How you doing, Mr. Brown," you know, and I'm thankful for that because it's been times people didn't even speak to me, you know, because of the way I was living my life. So the program -- the structure of the program on a whole is to help people gain self-esteem and keep their life together on a daily basis, not only for a person like me but for a family unit on a whole, you know, the family -- the mothers and fathers and the kids, you know. And that's what the program is basically about. And I know the program is good because it worked for me and it worked for several other people.

Print and broadcast journalists can play an immensely important role in chronicling the gang problem and communities' responses to it. Where unwarranted denial of the problem reigns, the press can expose the true picture. This may require some soul-searching by publishers and editors. For example, if gangs are staking out turf at the local mall, downtown commercial district or seaside concession area, stories should expose the need for remedial action, even if advertisers from those locations may not welcome the attention.

In addition to covering the sensational negative activities of gangs, the media should give full coverage to the positive pursuits of the majority of youths, as well as the activities of remedial programs. Whether or not such coverage sells fewer newspapers, it would help to disabuse youngsters of the notion that the only way to gain recognition is to "act out" with gangs. For every article providing a map of "sets" (drug sale locations) there should be many others detailing the accomplishments of youthful achievers who rejected life on the streets. The media mislead impressionable youth when they glorify or pay inordinate attention to "gang bangers" without a countervailing exposure of the methods by which the majority become productive or excelling members of the community.

The media should also highlight youths who have overcome adversity to become successes, especially those who have turned from negative to positive pursuits. For example, in the spring of 1993 the Courier-Post of Camden and Coca Cola publicized twice-weekly awards of \$200 to scholar-athlete role models selected by a civic committee from a list of nominations.

Other programs containing community partnership elements are detailed in Appendix D of this report:

CCOP (Camden Churches Organized for People) [D-45];

The first part of the report deals with the general situation in the country. It is noted that the economy is in a state of stagnation and that the government has failed to implement the necessary reforms. The report also mentions that the population is suffering from a lack of basic services and that the government has failed to provide adequate social services.

The second part of the report deals with the political situation. It is noted that the government is corrupt and that there is a lack of transparency in its operations. The report also mentions that the opposition is weak and that the government has failed to hold any elections. The report also mentions that the population is suffering from a lack of basic services and that the government has failed to provide adequate social services.

The third part of the report deals with the social situation. It is noted that the population is suffering from a lack of basic services and that the government has failed to provide adequate social services. The report also mentions that the population is suffering from a lack of basic services and that the government has failed to provide adequate social services.

The fourth part of the report deals with the economic situation. It is noted that the economy is in a state of stagnation and that the government has failed to implement the necessary reforms. The report also mentions that the population is suffering from a lack of basic services and that the government has failed to provide adequate social services.

The fifth part of the report deals with the international situation. It is noted that the country is isolated and that it has failed to establish any diplomatic relations. The report also mentions that the population is suffering from a lack of basic services and that the government has failed to provide adequate social services.

The sixth part of the report deals with the military situation. It is noted that the military is corrupt and that there is a lack of transparency in its operations. The report also mentions that the opposition is weak and that the government has failed to hold any elections. The report also mentions that the population is suffering from a lack of basic services and that the government has failed to provide adequate social services.

The seventh part of the report deals with the environmental situation. It is noted that the environment is being destroyed and that the government has failed to implement the necessary reforms. The report also mentions that the population is suffering from a lack of basic services and that the government has failed to provide adequate social services.

The eighth part of the report deals with the human rights situation. It is noted that there is a widespread violation of human rights and that the government has failed to implement the necessary reforms. The report also mentions that the population is suffering from a lack of basic services and that the government has failed to provide adequate social services.

The ninth part of the report deals with the conclusion. It is noted that the country is in a state of stagnation and that the government has failed to implement the necessary reforms. The report also mentions that the population is suffering from a lack of basic services and that the government has failed to provide adequate social services.

Adolescent Task Force (Cape May Court House) [D-71];

Turn On Youth Coalition (Piscataway) [D-117];

Youth Development Program (Civic League of Greater New Brunswick) [D-130];

Long Branch Youth Concerns Coalition [D-137];

Unified Organizations for Paterson's Tomorrow [D-155];

Paterson Interfaith Communities Organization [D-156];

Association for Children of New Jersey (ACNJ) (Newark) [D-224]; and

Partnership for a Drug-Free New Jersey (Millburn) [D-229].

OUTREACH

As each community affected by gangs establishes and evaluates help programs, it should also coordinate the installation or expansion of community outreach mechanisms to identify "at-risk" youth in need of help. Coordination is essential so that youngsters and their families are guided to the most suitable programs for each individual. Outreach methods should ensure that those headed for trouble are identified well before they become delinquents in need of probation or detention.

Troubled youths can take a variety of paths toward more positive lives. Programs that work for some may have no chance of success for others. Those struggling to overcome negative influences must be made aware of all of the options afforded by government and private institutions and channeled into those programs that will work for them. This means that communities interested in salvaging

disaffected youths must coordinate all available programs. When one program fails to restore a wayward youth's self-esteem and self-respect, others must be brought in, or even created, so that as few youths as possible slip through the cracks and wind up lost to productive society.

Restorative programs should be available for youths who have had numerous encounters with law enforcement, as well as those displaying early signs of negative activity. If we successfully implement effective outreach and early help programs, the former group will diminish in size as time goes on. This will save society the phenomenal expense associated with the incarceration solution -- the customary, but often long-delayed, response to seemingly incorrigible delinquents. However, so many have never benefitted from effective early intervention that we cannot afford to neglect them in our efforts to return youths to productive society.

Programs have to be devised to turn around as many troubled youths as possible, even if some must be applied in detention facility settings where violent juveniles are isolated from society. We should avoid labels such as "hard-core" in referring to long-troubled youths because such labels allow us to classify too many as beyond help. As Dr. Stella Horton explained at the Commission's public hearing, labeling encourages children to become what others perceive them to be. They behave as prophesied by the labels. More important, such labeling discourages attempts to help those to whom the label is applied. The Rev. Larron D. Jackson, Assistant Director, Community Services Division, Cooper Hospital/University Medical Center, Camden, noted at the public hearing that those labeled "hard-core" are unfairly deemed "expendable," even if they are yet children and not responsible for the forces that placed them where they are. They remain a burden on and threat to society with no prospect of one day making a positive contribution.

The Targeted Outreach Program, sponsored by the Boys & Girls Clubs of America, "mainstreams"

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at-risk youth into existing community recreational and educational activities. Pilot projects around the nation, funded principally by the U.S. Department of Justice's Office of Juvenile Justice and Delinquency Prevention (Appendix D-222) and the U.S. Department of Health and Human Services, reported reduced risk factors for a substantial portion of participating youths. "Early intervention sites" are charged with reaching those, aged 12 to 18, who are already fringe gang members or "wannabes." "Gang prevention sites" are designated to reach youths, aged 7 to 11, who are at risk of gang involvement. Since the sites offer a variety of interesting recreational and cultural activities, a substantial number of participants -- approximately 23 percent -- are walk-ins. Schools provide nearly half of the referrals, and the program sites offer a wide variety of educational activities, such as tutoring, help with homework and computer instruction. The program produced a manual, "Gang Prevention Through Targeted Outreach," for use by prevention sites.

A victim of interpersonal violence may, on another day, become a perpetrator. Therefore, programs should go into emergency rooms to reach out to youths brought there by gang-related and other violence. Health care personnel should assist help organizations in making contact with youths caught up in the cycle of violence.

In June 1993, the New Brunswick Council for Youth, a coalition of about two dozen schools, churches, and civic and social service organizations, invited about 100 youths, ages 13 to 16, to a conference at Rutgers University's Continuing Education Center to help them develop leadership skills and to provide a forum for their concerns. In monthly meetings, sponsors planned to continue to work with the youths as a means of augmenting city programs that serve adolescents and continuing their long-term development. The counseling was also offered to younger teens so that they could receive positive influences earlier in life.

Other programs containing outreach, referral and counseling elements are detailed in Appendix D of this report:

Jewish Family Services (Atlantic City) [D-7];

Covenant House (Atlantic City) [D-12];

Atlantic Mental Health (Atlantic City Teen Center; Family Care Network Homes; Crisis Companions) [D-15, D-18];

Mizpah Inland Human Services (Mizpah) [D-16];

Family Services Association (Absecon) [D-17];

4th Ward Alliance (Paterson) [D-168];

Assembly Holy House of Prayer, Multi-Purpose Community Action Help Service Center (Paterson) [D-169];

Hispanic Multi-Purpose Service Center (Paterson) [D-171];

Paterson Task Force [D-172];

MAYDAY: Stop the Violence (Camden City) [D-41];

TOP (Teen Outreach Program) (Nigeria-America Institute on Substance Abuse, Inc., Camden) [D-43] [D-62];

CASA (Creating Alliances Supporting Adolescents) (Superior Court, Camden County, Family Part) [D-49];

CASA (Creating Alternatives Supporting Adolescents) (Family Counseling Service, Camden) [D-54];

1. The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that every entry should be supported by a valid receipt or invoice. This ensures transparency and allows for easy auditing of the accounts.

2. The second part covers the process of reconciling bank statements with the company's internal records. It provides a step-by-step guide on how to identify discrepancies and investigate their causes. Regular reconciliation is crucial for preventing errors and detecting any unauthorized transactions.

3. The third section addresses the handling of cash payments and receipts. It outlines the proper procedures for issuing receipts, recording cash sales, and depositing funds into the company's bank account. This section also discusses the importance of keeping cash on hand to a minimum for security reasons.

4. The fourth part discusses the management of accounts payable and receivable. It provides strategies for negotiating payment terms with suppliers and customers, as well as methods for tracking and following up on outstanding invoices. Efficient management of these accounts is essential for maintaining healthy cash flow.

5. The fifth section covers the preparation and review of financial statements. It explains the components of the balance sheet, income statement, and cash flow statement, and provides guidance on how to analyze these statements to assess the company's financial performance. Regular reviews are necessary to identify trends and areas for improvement.

6. The sixth part discusses the importance of maintaining up-to-date financial records for tax purposes. It outlines the requirements for record-keeping and provides tips for organizing documents to facilitate the tax filing process. Accurate records are vital for ensuring compliance and maximizing tax deductions.

7. The seventh section addresses the role of internal controls in financial management. It discusses how to design and implement controls to prevent fraud, reduce errors, and ensure the integrity of the financial reporting process. Strong internal controls are a key indicator of a company's financial health.

8. The eighth part covers the use of technology in financial management. It discusses the benefits of using accounting software and provides an overview of popular options. Automation can significantly improve efficiency and accuracy in financial reporting.

9. The ninth section discusses the importance of financial forecasting and budgeting. It provides guidance on how to develop a realistic budget and use it as a tool for monitoring and controlling the company's financial performance. Forecasting helps in identifying potential risks and opportunities in advance.

10. The tenth and final part of the document provides a summary of the key points discussed and offers some concluding thoughts on the importance of sound financial management for the long-term success of any business.

11. The document concludes by emphasizing that financial management is an ongoing process that requires attention and expertise. It encourages businesses to seek professional advice when needed and to stay informed about the latest developments in financial reporting and accounting practices. By following the guidelines provided, businesses can ensure the accuracy and reliability of their financial records.

12. In addition, the document highlights the value of transparency and accountability in financial reporting. By providing clear and concise information to stakeholders, businesses can build trust and confidence in their financial performance. This is particularly important in today's competitive market where investors and creditors are increasingly focused on financial data.

13. Finally, the document stresses the importance of regular communication and collaboration between different departments within the organization. Financial management is not just the responsibility of the accounting department; it requires input from sales, operations, and management. By working together, businesses can optimize their financial performance and achieve their long-term goals.

14. Overall, this document serves as a comprehensive guide for businesses looking to improve their financial management practices. It covers a wide range of topics, from basic record-keeping to advanced forecasting and budgeting. By implementing the strategies and techniques discussed, businesses can enhance their financial reporting and ensure the stability and growth of their organization.

15. The document is intended for small to medium-sized businesses and is written in a clear and accessible style. It provides practical advice and examples that can be easily applied in a real-world setting. We hope that this information will be helpful and valuable to all readers who are interested in financial management.

16. If you have any questions or need further assistance, please do not hesitate to contact our support team. We are committed to providing excellent customer service and helping you achieve your financial goals.

17. Thank you for your interest in this document. We look forward to seeing the success of your business in the future.

Outreach Program (Group Homes of Camden County, Inc.) [D-56];

Peer Crisis Intervention Service -- Teen Hotline (Camden City Department of Community Services and Camden School District) [D-60];

Information Services Unit (Bergen County Division of Family Guidance, Hackensack) [D-27];

The Compass (Bergen County Division of Family Guidance, Paramus) [D-28];

Crossroads Programs, Inc. (Lumberton) [D-33];

Adolescent Coordinating Team (Cape Counseling Services, Inc., Cape May Court House) [D-67];

Cape Counseling Services, Inc. (Cape May Court House) [D-68];

Cape May County Youth Shelter (Cape May Court House) [D-69];

Contact Atlantic (Linwood) [D-70];

Vineland Counseling Service, Inc. (Vineland) [D-73];

Casa Prac, Inc. (Vineland) [D-75];

Youth Consultation Services (Newark) [D-78];

North Essex Development and Action Counsel, Inc. (Montclair, Livingston, Verona) [D-79];

*La Casa Youth Club (Newark) [D-80];
Irvington Youth Resources Center (Irvington) [D-81];*

The Leaguers, Inc. (Newark) [D-82];

Family & Children Services of North Essex (Caldwell, Montclair, Livingston) [D-83];

Newark Renaissance House, Inc. (Newark) [D-90];

First Call for Help (Delaware Valley United Way, Trenton) [D-111];

Youth Services Program, Mercer Street Friends (Children's Services Division, Trenton) [D-112];

Youth Services of New Brunswick (Paul Robeson Community School, New Brunswick) [D-122];

Center for Change (Piscataway) [D-126];

Youth Advocacy and Counseling Outreach (Metuchen-Edison YMCA, Metuchen) [D-129];

Center of Love (West Side Community Center, Asbury Park) [D-140];

Family Court Counseling Program: Ocean County (Toms River) [D-150];

Counseling and Referral Services of Brick (Bricktown) [D-151];

Youth Services Bureau (Paterson) [D-158];

YMCA Aging Out Youth Program (Paterson) [D-164];

Second Street Youth Center Teen Rap-port Program (Plainfield) [D-173];

Resolve Community Counseling Center, Inc. (Scotch Plains) [D-177];

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Supportive Friends, Inc. (Elizabeth) [D-178];

Youth and Family Counseling Service (Westfield) [D-179];

Urban League, Inc. (New York City) [D-198];

YMCA of the USA (Chicago, IL) [D-199];

YWCA (New York City) [D-200];

ASPIRA, Inc. of New Jersey (Trenton) [D-209]; and

Youth Violence Prevention Grants (New Jersey Department of Health, Trenton) [D-215].

YOUTH EMPLOYMENT

Society must increase job training and placement for youths, enhance support for entrepreneurship programs and expand affirmative action to assist minority-owned businesses. We all have a selfish interest in furthering this process because the general economy cannot thrive when a substantial segment of the population is idle and alienated.

Witnesses at the Commission's public hearing testified about the need for good jobs as an alternative to life on the streets. Saying "[t]he idea of having our youth participating in economic ventures is what I advocate daily," Dr. Stella Horton decried the "strain between our youth's aspirations and opportunities." She warned that if society does not provide legitimate economic opportunity for youths, including gang members, "our children are going to get a piece of the action anyway," probably in the form of profits from illicit and even violent activity.

In the summer of 1993, Essex County officials and representatives of United Way of Essex and West Hudson had to hold a lottery to select just 728

out of 2,500 eligible young people to participate in the summer youth employment training program administered under the federal Job Training Partnership Act (JTPA) (Appendix D-211). The applicants came from the Oranges, Irvington and Maplewood and fell within federal poverty and low-income guidelines. Federal funds supported many of the positions, which paid participants the minimum wage to either go to summer school or work approximately 30 hours per week. United Way employed more than 200 in 30 of its community-based agencies. Meanwhile, a U.S. Labor Department survey revealed that nearly 6,900 eligible Newark youngsters had registered for 2,700 federally funded summer positions. In Paterson, there were only 900 jobs available for 1,538 eligible young persons.

Instead of putting troubled kids into a system that leads to jail at a cost of up to \$30,000 per year per person, we should be putting them to work to tear down or renovate derelict abandoned buildings and to clean up and landscape communities. Those in the criminal justice system could do the work without compensation in order to pay their debts to society, and those from troubled backgrounds could receive compensation until they achieved sufficient skills to become independent.

More entrepreneurial programs for disadvantaged youths and their parents are needed. Community colleges in economically distressed areas should develop entrepreneurship curricula in order to train residents for self-employment. The Mercer County Community College Small Business Development Center (SBDC), which began operations in 1983, provides free professional business counseling and affordable training to owners and prospective owners of businesses throughout Central New Jersey. About 100 volunteer professionals, ranging from accountants to zoning officials, assist SBDC clients. Its Mobile Business Assistance Program and Trenton branch office bring assistance to Trenton-area minority businesses, including many members of the Mercer County Black Business Association

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(MCBBA) (Appendix D-109).

The federal and state governments should crack down on "red-lining" -- the practice of denying loans to credit-worthy applicants, including those seeking small business loans, based on their color or where they live. Governments and civic-minded corporations, foundations and associations should follow the lead of the American Bar Association (ABA). In 1991, the ABA adopted a policy committing itself to placing "its accounts in financial institutions that, consistent with financial and fiduciary prudence, have shown outstanding or satisfactory performance in helping to meet the credit needs of their entire communities, including low and moderate-income neighborhoods."

Inner city areas in particular need movie theatres, video stores, roller skating rinks and the like. Community development institutions should be created and encouraged to provide capital for inner-city development. An example of the success of such programs is the New Community Corporation in Newark, which has built more than \$160 million worth of projects in central Newark, including a shopping center, 2,500 housing units, a nursing home, transitional housing for homeless families, day care centers, a commercial building and a domestic violence center. Similarly, the Urban Enterprise Zone program should be expanded.

Residents of disadvantaged communities need to empower themselves by patronizing local entrepreneurs. If they prosper, these small businesses can become a major source of employment for minority youth, whose unemployment rates are consistently high. From May through September 1993, the Coalition of African-American Entrepreneurs, in the Greater Newark area, conducted a "Buy Black Campaign" to encourage people of all races and nationalities to patronize black-owned businesses. The Coalition sponsored a series of free, public seminars on how African-American business owners can improve their images and build bridges with consumers of other ethnic groups. It also held

workshops on community banking and provided leadership training to young adults. The Coalition received support from such groups as the Black Urban Alliance, a statewide commerce advocacy group comprised of 160 businesses.

It does not help for a job to be available if a prospective worker cannot get to it. Therefore, the federal and state governments should provide grants to local governments, nonprofit groups and transit agencies to help disadvantaged workers travel to entry-level positions in urban and suburban labor markets.

More affirmative action is necessary for public works projects and union membership. Relying on the final report of Governor Thomas H. Kean's Study Commission on Discrimination in Public Works Procurement and Construction Contracts, Governor James J. Florio signed Executive Order Number 84 on March 5, 1993, directing state agencies and instrumentalities to renew minority and female set-aside policies that had been suspended following the United States Supreme Court's 1989 decision in City of Richmond v. Croson. The Supreme Court had held that set-asides must be justified on the basis of evidence of actual discrimination and must be narrowly tailored to remedy such discrimination. Based on the Study Commission's evidence, the Executive Order required state contracting agencies' to make good faith efforts to award seven percent of public procurement and construction contracts and subcontracts to qualified businesses owned or operated by African-Americans, Latinos and Asian-Americans, and three percent to those owned or operated by women, provided such businesses are available to perform the services or supply the goods sought.

In June 1993, the Port Authority of New York and New Jersey re-established its practice of setting aside a portion of its contracts (over \$700 million annually) for businesses owned by African-Americans, Hispanics and women. The Port Authority had suspended set-asides under the Croson decision

The first part of the manuscript discusses the importance of maintaining accurate records of all transactions. It emphasizes that every entry, no matter how small, should be documented to ensure the integrity of the financial data. This section also covers the basic principles of double-entry bookkeeping, which is essential for balancing the books and identifying any discrepancies.

The second part of the manuscript delves into the various methods used to record and summarize financial information. It details the process of journalizing transactions, posting them to the general ledger, and then preparing trial balances to verify the accuracy of the entries. This section also discusses the use of T-accounts to visualize the flow of debits and credits for each account.

The third part of the manuscript focuses on the preparation of financial statements. It explains how the data from the ledger is used to create the balance sheet, income statement, and statement of retained earnings. This section also covers the importance of comparing these statements with the previous period to identify trends and potential areas of concern.

The fourth part of the manuscript discusses the various methods used to analyze and interpret financial data. It covers techniques such as ratio analysis, trend analysis, and break-even analysis, which are used to evaluate the company's financial performance and make informed decisions. This section also discusses the importance of understanding the limitations of these methods and the need for professional judgment.

The fifth part of the manuscript covers the various methods used to collect and analyze market data. It discusses the importance of understanding the market environment, including factors such as supply and demand, competition, and economic conditions. This section also covers the various methods used to collect data, such as surveys, interviews, and focus groups, and the importance of ensuring the accuracy and reliability of the data.

The sixth part of the manuscript discusses the various methods used to analyze and interpret market data. It covers techniques such as regression analysis, correlation analysis, and time series analysis, which are used to identify patterns and trends in the data. This section also discusses the importance of understanding the limitations of these methods and the need for professional judgment.

The seventh part of the manuscript covers the various methods used to collect and analyze market data. It discusses the importance of understanding the market environment, including factors such as supply and demand, competition, and economic conditions. This section also covers the various methods used to collect data, such as surveys, interviews, and focus groups, and the importance of ensuring the accuracy and reliability of the data.

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The tenth part of the manuscript discusses the various methods used to analyze and interpret market data. It covers techniques such as regression analysis, correlation analysis, and time series analysis, which are used to identify patterns and trends in the data. This section also discusses the importance of understanding the limitations of these methods and the need for professional judgment.

The eleventh part of the manuscript covers the various methods used to collect and analyze market data. It discusses the importance of understanding the market environment, including factors such as supply and demand, competition, and economic conditions. This section also covers the various methods used to collect data, such as surveys, interviews, and focus groups, and the importance of ensuring the accuracy and reliability of the data.

The twelfth part of the manuscript discusses the various methods used to analyze and interpret market data. It covers techniques such as regression analysis, correlation analysis, and time series analysis, which are used to identify patterns and trends in the data. This section also discusses the importance of understanding the limitations of these methods and the need for professional judgment.

The thirteenth part of the manuscript covers the various methods used to collect and analyze market data. It discusses the importance of understanding the market environment, including factors such as supply and demand, competition, and economic conditions. This section also covers the various methods used to collect data, such as surveys, interviews, and focus groups, and the importance of ensuring the accuracy and reliability of the data.

The fourteenth part of the manuscript discusses the various methods used to analyze and interpret market data. It covers techniques such as regression analysis, correlation analysis, and time series analysis, which are used to identify patterns and trends in the data. This section also discusses the importance of understanding the limitations of these methods and the need for professional judgment.

until it could complete its own study showing that such firms were being unfairly deprived of work despite being qualified and available. Now the Authority's goal is to award 12 percent of the contract work to firms owned by African-Americans, Hispanics and other minorities and five percent to companies owned by women. The Authority will also continue to sponsor training, education and mentoring programs for minority and women-owned businesses and assist them in gaining needed financing from private and public sources.

The business community should make a more significant contribution to the effort to provide training and jobs for young people. Youths do want to work. Job fairs experience an overwhelming response. Businesses have to learn to look through youthful transgressions and hire youngsters who have turned themselves around and have found responsible people willing to vouch for them. Employers should not ignore the applications that come from certain zip codes. They should establish relationships with structured mentoring programs and learn to rely on them to vouch for youths who deserve a chance for a job. Numerous people who work with youths reported to the Commission that employers who have taken a chance on youngsters with troubled backgrounds have seldom been disappointed. No more productive employees can be found than those who faced despair and then found opportunity.

Employment programs do not have to involve big money. Dr. Stella Horton related that Juvenile Resource Center, Inc. in Camden connects youths with Rutgers students, who act as mentors, and finds money to pay them the minimum wage for working after school at West Jersey Hospital, the New Jersey Department of Labor and the YMCA. She reported that every mentoring position is filled, and every youth works after school (see Appendix D-59). The youngsters avoid the streets because the program tells them they are worth something. Dr. Horton explained that the young people sit in classes with the college students and think to themselves, "I

don't have to be acting out at high school, because I am here at Rutgers University. I am at the Student Union eating with my mentor, and then in the afternoon I'm over at West Jersey Hospital working, receiving \$5.05 an hour."

Another effort to link local youth to available jobs in Camden involves the planned Medical Arts High School. The Camden School District, Our Lady of Lourdes Hospital and the University of Medicine and Dentistry of New Jersey have joined this specialty school venture.

Keeping youth constructively occupied can provide a host of ancillary benefits for the community. Princeton Youth Employment Service, Inc. (YES), a nonprofit organization founded 31 years ago, helps Princeton Borough and Township residents, aged 13 to 20, find temporary, part-time employment in the community. Foundation and individual donations fund a Job Roster Coordinator and an Intergenerational Program Director. Office space for the placement service is donated by a private charity. The Princeton High School provides an office for the Intergenerational Program. YES staff advise its young clients how to hunt for and hold jobs. The rate of pay for job placements is negotiated by the students and their employers. Under the Intergenerational Program young people perform meaningful jobs for seniors to help them maintain their independence. They also assist even younger students attending after-school programs. A third YES program, called Gleaners, involves students in collecting surplus food from area restaurants and stores and delivering it twice a week to the Trenton Area Soup Kitchen, which provides food for the needy and homeless.

In Atlantic City, casinos are beginning to work with area residents and the Casino Reinvestment Development Authority (CRDA) to provide opportunities for youth in connection with projects to beautify and renovate corridor neighborhoods leading to their facilities. In July, the Resorts casino proposed an \$18 million beautification project for

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North Carolina Avenue that would include the renovation and reopening of the Lafayette and Barclay hotels, the creation of a park, landscaping, and the creation of a low interest code compliance and facade improvement fund for residents. Much of the money would come from Resorts' CRDA funding obligations. A youth training program is part of the proposal, which was developed in conjunction with the Second Ward Civic Association and Councilwoman Rosalind Norrell-Nance. Officials and casino representatives were attempting to link the youth training program with a school or college that teaches landscaping.

Atlantic City's Gateway Corridor project, linking a new convention center hotel to the Boardwalk in partnership with Caesars and the CRDA, is expected to generate 2,500 permanent jobs and 6,000 construction jobs. The master developer for the public-private partnership, Rouse Co. of Baltimore, has committed to an affirmative action program to involve minorities, women and local residents in the development of the project and later as tenants in the various shops and activities that will operate there. The company has claimed it plans to establish job training programs and a job bank so merchants in the corridor can easily hire local, trained workers. Finally, Rouse committed to work with the city and the CRDA in establishing goals for purchasing goods and services from minority and female-owner businesses.

Despite this progress, the former Muhammad gang member from Atlantic City conveyed at the Commission's public hearing a common sense of bitterness about how hard it is for juveniles and young adults to obtain a job in Atlantic City, particularly in the casinos:

Q. You looked for jobs around Atlantic City?

A. Yeah.

Q. Do you find that there's some stereotyping or anything like that?

A. Yeah, because employers look at you

regardless -- even if you don't have a police record ... -- if they see you on the street, oh, you're a gang member regardless. You could come from a neighborhood. Just because you're from that area they'll call you a gang member.

Q. Did you try to find work in Atlantic City itself?

A. Yes, I did.

Q. And you weren't successful?

A. I wasn't successful. I had to go [outside].

...

Q [CHAIRMAN ZAZZALI]. Now, by way of emphasis, you say that you had problems, or people have problems, in Atlantic City getting jobs with the casinos?

A. Right.

Q. You're talking about African-Americans?

A. Right.

Q. Is that your direct experience? Did you try to get jobs in casinos?

A. Mr. Chairman, if you come down to Atlantic City High School and ask the students whoever applied for a job in the casinos, less than five percent of them will tell you that they got jobs.

Q. And you think these kids tried?

A. All of them tried. Everybody in the senior class has tried the casinos already -- put applications in and everything.

Q. And, you know, I want you to continue to be open with us. This is very helpful. Tell us about the foreigners. You say that the casinos will hire a foreigner before an African-American?

A. ... [S]ay it's a job like ... bus person. ... That's what I do at [a] restaurant. Now, a

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casino will hire a ... Puerto Rican or a Chinese person, who doesn't even know what he's doing. All they teach you one time [is] to lift up a tray and carry it out. Instead of, say, like me, for instance. I have three months' experience as a busboy. If I went to the casinos and asked for a job as a bus person and said, "I will take minimum wage for a bus person," and put my application in, they will take him over me, regardless of anything.

Q. And why do you think they would do that?

A. I don't know why the casinos would do that. ...

Q [COMMISSIONER EVENCHICK]. It just occurred to me, although I don't know for sure, perhaps the reason the kids in high schools can't get jobs in the casinos, there might be an age limit in the law that you have to be 18.

A. You have to be 18. ... [E]very senior I know has applied for a job, and less than five percent of us has been hired.

Q. Meaning the seniors who are at least age 18?

A. Most of us are 18 and 19.

In her testimony at the public hearing, Paterson Councilwoman Vera Ames complained about parole officers who schedule appointments with parolees during hours when their employers expect them to be at work, thus jeopardizing their jobs. She also criticized how hard it is for African-Americans with criminal records to get and retain legitimate jobs in Passaic County:

Mainly when [the applicant goes] there if you have a record they ... tell you immediately, "I'll get back to you." And most of the time they do not get back to them. So, therefore, if you have to pay the parole officer the fine that you've been charged for

the crime that you committed and you have to pay child support and you can't get a job, what else are you to do but go sell drugs to make ends meet to keep you out of jail

Other programs containing job training, self-esteem, job readiness and job placement elements are detailed in Appendix D of this report:

"Bridge to Success" (FLC International, Atlantic City) [D-3];

REACH (Atlantic City) [D-6];

Project Pride (Atlantic City Youth Services) [D-13];

Atlantic County Welfare Department (Remedial Education Program; Basic Employment Skills Program; Career Opportunity Center) [D-14];

Operation New Look/Attitude (4th Ward Alliance, Paterson) [D-168];

Operation Fresh Start (4th Ward Alliance, Paterson) [D-168];

We Care Program (4th Ward Alliance, Paterson) [D-168];

Project Self-Awareness (4th Ward Alliance, Paterson) [D-168];

Saturday Cultural Exchange (4th Ward Alliance, Paterson) [D-168];

Law Internship Program (Camden County Bar Foundation, Camden) [D-37];

FOCUS (Camden County Division of Health, Camden) [D-38];

City of Camden Youth Commission, Inc. [D-39];

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Youth Employment Service and PRIME (Personally Reaching Inward Mentally and Emotionally)(Juvenile Resource Center, Inc., Camden) [D-59];

Summer Internship/Summer Job Career Fair (Camden City Department of Community Services and The Greater Camden Movement) [D-60];

Summer Youth Program (Rio Grande) [D-65];

Newark Skills Center [D-86];

Essex County Division of Employment Training/Private Industry Council (East Orange) [D-87];

Minority Male Home Health Aide Program (Visiting Homemaker Service of Hudson County, Inc., Jersey City) [D-99];

Teen Enrichment Program (Mt. Carmel Guild Family Resource Centers, Bayonne and Jersey City) [D-102];

Mercer County Hispanic Association (MECHA) (Trenton) [D-108];

Minority Males Entrepreneurial Program (Trenton School-Based Youth Services Program, Trenton) [D-109];

Job Training Program (Private Industry Council, Inc., Asbury Park) [D-133];

Youth Club (Lakewood) [D-154];

Edison Job Corps Center [D-212]; and

New Jersey State Employment Service (Trenton) [D-213].

MENTORING

Youths may benefit from mentoring programs whether they have entered the juvenile justice system or are experiencing problems in school or elsewhere that might lead them to run afoul of the law. However, mentoring programs need more support and participants. As expressed by Dr. Stella Horton at the Commission's public hearing, "It only takes one positive adult in the life of a child or any gang member to make a difference, only one."

The Rev. Larron Jackson of Cooper Hospital testified at the Commission's public hearing that when he was growing up in a gang-involved environment in St. Louis "[t]here were folks in my neighborhood who took bets that I wouldn't live to be 21." He noted that his life was put on a positive track (toward professional football, advanced education, the ministry and an executive position) "when I found someone who thought my life was worth saving." He added:

This person, he was one man, but he had 29 boys in what you all would call a gang, you know. ... [O]ut of 29 of us [with backgrounds that included incarceration], 27 of us never went back because he cared enough to let us know he cared. So that's what made the difference, that one person.

The former Muhammids street gang member from Atlantic City testified at the Commission's public hearing that his stepfather "brought me to reality" by explaining "some of the things that his sons went through" because of being in a gang. His mother then put him into the Rites of Passage program sponsored by the Drug-Free Schools program in the Atlantic City School District, which helped to turn him around. He explained how, by helping him, the program indirectly made the entire Muhammids gang become inactive:

Q. When you decided to leave the Muhammids, did anybody try to prevent you from

The first part of the text discusses the general situation of the country. It mentions that the country is a large one, with a population of over a billion people. It also talks about the government and the political system. The text then goes on to describe the economic situation, mentioning that the country is a developing one and that there is a need for reform and opening up. The text also talks about the cultural heritage of the country and the importance of preserving it. The final part of the text discusses the international relations of the country and its role in the world.

The second part of the text discusses the specific details of the country's situation. It mentions the current government and its policies. It also talks about the challenges that the country is facing, such as economic growth and social stability. The text then goes on to describe the progress that has been made in various areas, such as education and healthcare. The text also mentions the country's achievements in science and technology. The final part of the text discusses the country's future prospects and its role in the world.

leaving?

A. No.

Q. And why do you think that was?

A. 'Cause everybody in the group knew that ... if anybody made something out of themselves it would be me, so when I left they was kind of happy with it. And when I left, it was like afterwards the whole group just broke up together.

Q. After you left, the group broke up?

A. Yeah. It's just like now everybody's just friends.

Q. Now everybody's still friends. Are there some kind of positive groups that everybody's involved in at this point?

A. Yeah. It's three of them -- well, two or three, yeah.

Q. What are some of them?

A. One's called the Venice Park Boys; another's called the Lovers; and then we had one called Black Tribe, but not no more.

Q. What kind of things do those groups do?

A. They was just driving around going to parties and meeting girls.

Q. No drug dealing?

A. No drug dealing.

Q. No guns?

A. None of that.

The former Atlantic City gang member also explained how the mentoring program might prevent him from relapsing into gang activity if the Muhammids were to reactivate in order to protect their turf from intrusions by another gang:

Q. Do you think at that point your stepfather would help to keep you out of trouble?

A. He would talk to me again.

Q. How about the people with the Rights of Passage program?

A. They would come to talk to me also, try to keep me straight.

Q. But they'd have to overcome that sense of defending your territory?

A. Right.

Q. Could you tell us a little bit about the Rights of Passage program, what it does?

A. It's a program where positive black men in the community take young children, a young boy, from off the street and try to show them the right way of life.

Q. Do you have a mentor in that program?

A. Yes, I do.

Q. Did any police officers help you to get turned around from negative to positive?

A. Yes. Jeff [Fauntleroy, an Officer with the Atlantic City Police Department, who accompanied the witness to the public hearing,] right here, he talked to me all the time, telling me certain things and what to do. And on the way up here he kind of gave me a kind of "Scared Straight" [Appendix D-230]. He showed me Trenton State Prison, which I never seen in my life. ...

Q. What do you think of Trenton State Prison?

A. I don't want to be there.

Recently, interest in mentoring programs has been rejuvenated. Most appear to achieve some positive outcomes for both the mentors and their protégés. Mentors develop leadership skills, a community service ethic and the feeling that they can change the world for the better. Youths become more aware that events in their lives are contingent on their actions. They receive greater exposure to cultural, social and recreational opportunities. They develop a sense that there is something positive to

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strive for in life. However, there needs to be more measurement of effects on the protégés' behavior and academic performance.

A great variety of individuals -- college students, police officers, business people and professionals, athletes, concerned citizens, etc. -- can effectively serve as mentors. Successful programs screen potential mentors to determine that they will be positive role models and will be able to devote sufficient time for beneficial interaction with their protégés. Successful programs also train mentors; supply professional staff support; orient protégés as to what to expect; match pairs by race, gender, personal interests and academic needs and skills; facilitate transportation; organize activities; provide guidance on available services; and set meeting times. Failure to properly manage these factors can leave youths feeling angry and abandoned. Mentors should identify their protégés' preferences and build a trusting relationship on fun activities before moving on to the more serious pursuits, such as imparting educational skills. Successful mentors can shift among a variety of roles: peer, coach, teacher, parent, older sibling and close friend.

Superior Court (Family Part) Judge Paul F. Chalet, who sits in Monmouth County, reported to the Commission in May 1993 how he helped to revitalize mentoring for delinquents:

When I was first assigned to the Juvenile Court, I was overwhelmed with the number of minority youngsters appearing before the Court. My concern grew when I was confronted with the statistic that 87% of the kids in juvenile correctional facilities were of minority background. I also found that most of the kids appearing before the Court had no father in the home, performed poorly in school and had little, if any, structure in their lives. I felt there was a need to get minority role models involved, but when I turned to Monmouth County, I found there was only one minority person in the previ-

ously existing Volunteers in Probation program.

With this recognized need, I met with various community leaders and over the last year we have trained 45 Community Mentors. A large percentage of that number have been assigned to juveniles. ...I believe that our program can make a difference in the long run.

The Volunteers in Probation Program streamlined its normal eight-week course into a single day's session to accommodate the Community Mentor Program's need to attract more minority males as role models for youngsters on probation. Mentors are recruited with assistance from a broad range of community groups, including the Westside Ministerium, an organization of eight black churches in the Red Bank area. After receiving training, mentors, under the supervision of probation personnel, work one-on-one with probationers who live in their own towns or neighboring communities and who have special needs the volunteers can meet. Assignments usually last up to 18 months with the mentors meeting with the probationers on a weekly basis and providing monthly progress reports. The mentors also establish rapport with the juveniles' parents or guardians. Goals are set, and the mentors keep in touch with school officials, help youngsters attend drug evaluations and seek jobs, offer friendship, and involve the youths in entertaining or enriching activities. Mentors also assist youngsters in organizing their finances to ensure that they make court-ordered restitution and penalty payments.

The Community Mentor Program's part-time Director, who must volunteer a good deal of his own time to supervise adequately the Program, told the Commission that many successes have been reported, but others continue to run afoul of the juvenile justice system. He added that the success rate could be substantially improved with enhanced trouble-shooting and supervision from probation staff devoted full-time to the Program. Officials are

presently seeking funding so that a full-time Director and a couple of assistants can be hired to enhance the Program. The annual cost would be recouped if just a handful of youths could be steered away from expensive detention each year. See Appendix D-131.

In East Orange, a program called Patch Up the Cracks, sponsored by the nonprofit Creative Spirits of the State of New Jersey organization, began connecting youngsters to volunteer mentors in 1993. The Family Court refers youths to Patch Up the Cracks, which structures activities that put the youngsters into contact with one or more caring adults who help them with education, jobs, positive recreation or church activities. These adults initial a schedule that becomes a daily "report card" to guide probation officers in determining whether the juvenile has abided by probation conditions set by the court. Schools and other institutions also refer youths in need of structured programs that reduce idleness and increase skills and self-esteem.

Other programs containing mentoring elements are detailed in Appendix D of this report:

Mentoring Program (Department of Law and Public Safety, Trenton) [D-206];

Project IMPACT (Atlantic City and Stockton State College) [D-1];

Atlantic County Alternative High School (Atlantic County College) [D-2];

Drug Free Schools Program (Atlantic City School District) [D-4];

Adolescent Family Life Teen Father Project (Covenant House, Atlantic City) [D-12];

Operation Give Back (4th Ward Alliance, Paterson) [D-168];

The Bridge (Collingswood) [D-34];

LIFE (Lawyers Involved for Education) Mentor Program (Camden County Bar Foundation, Camden) [D-35];

Attorney and Student "Shadowing" Program (Camden County Bar Foundation, Camden) [D-36];

Youth Mentoring Program (Juvenile Resource Center, Inc., Camden City) [D-59];

Rites of Passage Program (Nigeria-America Institute on Substance Abuse, Camden, and Camden City Department of Community Services) [D-60 and D-62];

The 678 Club (Ridgewood WMCA) [D-19];

Youth Organization USA (YOUUSA) (Englewood) [D-20];

Crossroads (Bergen County Division of Family Guidance, Paramus) [D-26];

Afri-Male Institute (Willingboro) [D-31];

Mentoring for Cumberland County At-Risk Minority Males (Martin Luther King Academy for Youth and Community Outreach Center, Vineland) [D-72];

Black Achievers (Trenton Area YMCA, Trenton) [D-115];

Black Fathers Association (New Brunswick) [D-125];

Long Branch Mentoring Program (Long Branch Board of Education, Long Branch) [D-132];

African-American Male Mentoring Program (Omega 13, Inc., Lakewood) [D-145];

Friends Program (DYFS, Toms River) [D-

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Natural Helpers (Comprehensive Health Education Foundation, Seattle, WA) [D-193];

Preventing Juvenile Delinquency: A Mentoring Approach (University of Medicine and Dentistry of New Jersey, Piscataway) [D-205];

Brothers: Black Youth Development Outreach Camp (Family Services of Burlington County, Mount Holly) [D-208]; and

Minority Males Community Challenge Grants (Department of Human Services, Trenton) [D-247].

HAVENS (Safe Harbors)

Youths need more havens (places of safety), with late afternoon, evening and week-end hours, in schools and community centers for recreation, outreach and help programs. Concerned adults need to rub elbows with kids in these places and learn to talk their language in order to be able to communicate with them and begin to build their abilities, self-esteem and self-respect. As a first step, society must increase the number of entertaining, interesting, challenging and safe environments that will attract those who need help.

Schools should be among the safest places in our society. In neighborhoods infested with gangs they may be the only places where youngsters can daily obtain a few hours of respite from the pressures of the streets.

Under the Comprehensive Drug Reform Act of 1986, New Jersey has employed a statutory Drug Free School Zone program. The Education and Law Enforcement Working Group, called for by the Attorney General's Statewide Action Plan for Narcotics Enforcement and established in 1988, devel-

oped a State Memorandum of Agreement, which defined the reciprocal rights and obligations of students, parents and guardians, school staff and law enforcement officials with respect to law enforcement drug activities on school property. In May 1993, the Agreement was expanded to include provisions for dealing with weapons in schools. Corresponding Department of Education regulations mandated that local school districts establish memoranda of understanding with local law enforcement. Also, the Agreement is in the process of being extended to provide for cooperation in the handling of bias incidents. Moreover, the Gun Free School Zones Act of 1990 makes bringing firearms onto school property a federal crime.

Current state statutes give school authorities broad powers to maintain school order, safety and discipline. For example, force may be used "as is reasonable and necessary ... to quell a disturbance, threatening physical injury to others; ... to obtain possession of weapons or other dangerous objects upon the person or within the control of a pupil; ... [and] for the protection of persons or property." N.J.S.A. 18A:6-1(1), (2) and (4). School officials also "may inspect lockers or other storage facilities provided for use by students so long as students are informed in writing at the beginning of each school year that inspections may occur." N.J.S.A. 18A:36-19.2. Students believed to be under the influence of contraband drugs may be subjected to an "immediate" medical examination. N.J.S.A. 18A:40A-12. Schools have the authority to suspend or expel a troublesome student, N.J.S.A. 18A:37-2 and 2.1, and, in the case of malicious damage to school property, to seek damages from the student's parents, N.J.S.A. 18A:37-3.

All school districts should announce that they will not tolerate weapons or contraband on school grounds or at school-sponsored field trips or extra-curricular activities. Some schools employ walk-through or hand-held metal detectors to check for weapons at school entrances. In extreme cases there should be unannounced sweeps of lockers to detect

guns and other weapons. Individual searches of clothing or handbags should occur only when school officials have a reasonable suspicion that a student possesses a weapon or drugs -- including suspicion based on reports by student informants concerned about their own physical safety. Some evidence suggests that individual searches may be more effective than sweep searches in identifying weapons.

In those communities where violence and intimidation are problems, school boards should establish strong policies to promote safe school environments. Most school districts are now signatories to a Model School Agreement creating uniform guidelines for law enforcement activity on school premises. School districts with dangerous conditions involving "outsiders" should consider requiring student and staff identification badges in high schools and junior highs. This would allow school, security and law enforcement personnel to better screen who enters or remains on school grounds and assist in the identification of troublemakers. In addition, security guards may be hired and security protocols developed with law enforcement agencies that respond to school incidents. Other security measures include student assemblies to support a safe school environment, staff training, stricter suspension policies for older students, district-paid transportation and babysitting to help parents attend back-to-school nights, providing walkie-talkies to school administrators, utilizing volunteer parent hall monitors, assigning teachers to stay after school to help students with homework, and dress codes or the wearing of school uniforms. Finally, students who have completed classes or extra curricular activities should not be allowed to loiter on school grounds.

Teachers should receive training on what constitutes assault against them and the legal limits to which they may go to protect themselves. In 1993, James Thornton, Senior Investigator in the Camden County Prosecutor's Office, conducted a survival skills program for teachers called "The Many Faces of Violence: Providing Safe, Secure Classrooms."

From small towns to large cities, more recreational opportunities should be provided for otherwise idle youth. Places with underutilized facilities must figure out ways to attract youngsters to them. "Open gym" programs should be established with volunteer staffers and facilities open on weekends and evenings.

Recognizing a youth gang and violence crisis, Camden City and County have become leaders in devising recreational programs. Some center around sports. A Midnight Basketball League is sponsored by the Camden Department of Community Services (Appendix D-60). A similar league, organized by public hearing witness Gordon Sunkett, exists at the other high school.

Recreational basketball programs, both summertime and after-school, exist in many other communities in New Jersey. In New Brunswick, a summer night basketball league was founded 13 years ago by a city patrolman. In 1993, corporate grants funded new surfaces and lighting for two courts in a park used by the league. Players range in age from 10 to 18 and over, and several female teams participate. The program provides a recreational outlet for city youths under the supervision of the Office of Police-Community Relations and the Recreation Department.

Since many young people cannot excel in sports, other recreational opportunities should be available. The Camden City Department of Community Services (Appendix D-60) sponsored a Debutante Ball on May 27, 1993. Girls, aged 13 to 17, who participated had practiced poise, public speaking and graciousness since the previous October. In speeches to families and friends assembled at the New Jersey State Aquarium, the debutantes highlighted their desire to rid Camden of drugs and violence. An annual All-City Fine and Performing Arts Program showcases student artists, musicians, choirs and dancers selected by teachers from across Camden City. Practices include after school and Saturday sessions.

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In the summer of 1993, the Puerto Rican Action Board of New Brunswick directed a music, art, drama and video program, Hispanic Youth in Progress, at the Suydam Street Reformed Church. Funded in part by a \$4,200 grant from New Brunswick Tomorrow, the program involved disadvantaged Hispanic teenagers in stage productions and rap songs about coping with drug dealing, violence, guns and a non-Spanish-speaking society. Youngsters also created and displayed art and sculpture, some made from trash found in surrounding neighborhoods. Finally, the youths recorded and displayed video interviews with people in the neighborhoods. Participants learned how to express themselves and solve problems without violence.

In June 1993, the Carteret Police Department Juvenile Aid Bureau and Community Relations Team published an 11-page proposal for a Carteret Comprehensive Youth Coordinating Committee that would use juvenile officers and adult volunteers to run evening drop-in centers for youngsters. The proposal contains an inventory of underutilized school, church and service organization facilities that could provide space for the program. Under the supervision of a Youth Coordinating Council, a broad range of services and activities would be made available to Carteret youths at places where they would be encouraged to congregate for positive purposes. Adults supervising the gathering places would have walkie-talkies to communicate any problems to police. The program would issue identification cards to participants. Sports activities would be provided for older youths no longer able to participate in Little League and Pop Warner. The proposal envisions theater trips, a theater company, choral and instrumental music groups, field trips and safe places to hang out. Youths would be elected by their peers to advise the adults on how to structure the program to appeal to young people. The program would pilot projects involving encounter groups, clean-ups, youth self-help, tutoring, High School Equivalency Test preparation, job counseling and cultural diversity. The Coordinating Committee was attempting to obtain a floating

insurance policy that would cover all of the sponsored activities. The proposal concluded:

This Borough stands on the edge of the formation of youth gangs to provide a social structure for an otherwise misguided youth population. The only recourse to combat this is to bring to the teenagers some of the outlets that they need as older children and young adults.

At the Commission's public hearing, Raheem Smallwood of Unified Organizations for Paterson's Tomorrow testified about the need for even one major facility in Paterson to attract young people and their parents to programs that can offer them the means to achieve better lives. Such a center, or a multitude of centers around the city, would run programs to improve parenting skills, lower school drop-out rates and provide youth recreation. Paterson Councilwoman Vera Ames described the paucity of recreation centers in the city, the third largest in New Jersey, with a population of about 142,000:

There are 33,000 young people in our 34 schools, public schools. There's 10,000 young people in our private and parochial schools. There is not one recreational center in Paterson. There is one public swimming pool. There are two private pools -- one in the YMCA and one in the Boys Club, and there is one pool in one of our local schools, Norman S. Weir School. So that's why we have so many youngsters who formulate these gangs because there is no facility for them to get together.

Ames related how the Paterson public schools had recently been enlisted in the effort to provide community centers. The City provided \$65,000 to fund a pilot program that offered city youth a range of recreational and educational programs (Appendix D-166). The School District provided 10 school buildings and some support staff such as custodians. This after school program kept youngsters off the

streets while stirring their interest in everything from computers to industrial arts. Ames noted that the effort would likely not continue through the summer:

Well, the City of Paterson has just come to sign a contract about two months ago with the Board of Education to open up the schools because with the 34 schools we felt as though if they opened up the schools after school it would [supplant] some of the pressures that were being felt in the community. And that program will expire June 30th when school closes so, you see, we're right back to ground zero. It only opened in March and it's closing again in June. So therefore we're right back where we started from.

In an example of how eagerly youths desire havens from the dangers and idleness of the streets, two Piscataway High School students drew architectural plans for an 11,000-square-foot youth center in that town. The plans were presented to the Township Council on September 14, 1993, by the Piscataway Turn On Youth Coalition. The Coalition's 1992 survey of high school students indicated that they were tired of depending on malls as places to socialize. Township officials are studying potential sources of funding for the center, which may have to be built in stages.

The former Muhammids gang member from Atlantic City testified why some youths avoid a couple of impressive recreational centers in Atlantic City:

Q. Now, how about recreation? I understand they have a couple of big facilities -- Martin Luther King Complex, Uptown Complex -- in Atlantic City. Is that enough?
A. No, it's not, because they get filled up every day? ... You go in there to play basketball, you got to wait for 20, 30 minutes just to play because everybody comes there. Need more facilities. People don't want to come

there. If they're full, you can't work out. Somebody's already on them. Can't play basketball. When you go swimming, you're winding up hitting somebody, and then fights start out. Nobody wants to fight in a pool if you don't swim.

Religious institutions have tremendous resources available to provide havens to guide youth from negative to positive pursuits. The Ewing After-School Experience (EASE) Program was started in the fall of 1993 by representatives of 10 religious congregations to provide a safe, positive environment, from 3:30-5:30 P.M. Monday through Friday, for at-risk children, ages 8 to 11 (grades 3-6). Housed in a church building, the EASE Program seeks to introduce values, ethics and responsibility to Ewing youngsters through tutoring, academic enrichment and organized programs. For a nominal fee enrollees receive help with homework, snacks, discussion groups (beginning with Bible study), arts and crafts periods, music instruction and field trips.

Unsafe housing jeopardizes children's ability to develop in a positive direction. New Jersey has conducted a model Drug-Free Housing Initiative (Appendix D-241) at the Seth Boyden Public Housing Project in Newark since 1990. Initially, a strong law enforcement presence was established in the project. Later, numerous agencies and existing programs have tried to empower residents to improve security and maintenance and to benefit from social service, school, training and jobs programs. Segments of the Initiative involve drug abuse education, a Youth Development Program and a recreational program. The Law Enforcement Coordination and Planning Section of the State Division of Criminal Justice acts as Project Director. Participating agencies include the Newark Housing Authority, Police Department and Administration; Seth Boyden Tenants' Council; state Departments of Corrections, Health, Education, Community Affairs and Law and Public Safety; Essex County Prosecutor's Office; and the U.S. Department of Housing and Urban Development.

1. The first part of the text discusses the importance of maintaining accurate records of all transactions. It emphasizes that proper record-keeping is essential for the success of any business or organization, particularly in the context of tax reporting and financial management. The text notes that detailed records allow for better oversight, transparency, and the ability to identify trends and areas for improvement over time.

2. The second part of the text explores various methods and tools used for record-keeping. It highlights the evolution from traditional paper-based ledgers to modern digital accounting software. The text discusses how digital solutions offer advantages such as automation, real-time data access, and enhanced security. It also touches upon the importance of data backup and the role of IT support in maintaining the integrity and availability of financial records.

3. The third part of the text focuses on the legal and regulatory aspects of record-keeping. It details the requirements set forth by tax authorities and other regulatory bodies regarding the retention and accessibility of financial records. The text explains the consequences of non-compliance, including potential penalties and legal actions. It also discusses the importance of staying updated on changing regulations to ensure that record-keeping practices remain compliant and effective in meeting the organization's needs and legal obligations.

4. The fourth part of the text addresses the challenges associated with record-keeping. It identifies common issues such as data fragmentation, inconsistent formats, and the difficulty of integrating data from multiple sources. The text discusses the impact of these challenges on the accuracy and reliability of financial information. It suggests strategies for overcoming these obstacles, such as implementing standardized data entry protocols, using data integration tools, and ensuring clear communication and training for staff involved in the process.

5. The fifth part of the text concludes by summarizing the key takeaways and reiterating the significance of robust record-keeping practices. It emphasizes that while the process may be demanding, the benefits of accurate and accessible records far outweigh the costs. The text encourages organizations to invest in the right tools, processes, and personnel to ensure that their record-keeping systems are not only compliant but also efficient and effective in supporting their overall business goals.

6. The final part of the text provides a brief overview of future trends in record-keeping technology. It mentions the increasing adoption of cloud-based solutions, artificial intelligence, and blockchain technology. The text suggests that these innovations will further streamline the record-keeping process, improve data security, and provide new insights into financial performance. It concludes by stating that as technology continues to evolve, organizations must remain agile and forward-thinking in their approach to record-keeping to stay competitive in a rapidly changing business landscape.

Other programs containing safe harbor and recreational or after school educational elements are detailed in Appendix D of this report:

Project Challenge (Northfield) [D-10];

Atlantic City Youth Services (Sports Recreational Program; Summer Camp) [D-13];

Recreational and Educational Getaway Program (4th Ward Alliance, Paterson) [D-168];

Youth Program (Paterson Housing Authority, Paterson) [D-170];

"Safe Haven" Summer and Winter Recreation and Athletic Programs (Camden City Department of Community Services) [D-60];

The Bridge (Collingswood) [D-34];

Drug Elimination Program (Camden City Housing Authority and elsewhere in New Jersey) [D-61 and D-201];

Drug Elimination Technical Assistance Program (U.S. Department of Housing and Urban Development, Washington, D.C.) [D-202];

Friendship House (Orange) [D-77];

Hunterdon Youth Services (Flemington) [D-104];

Camp High Point (CPC Mental Health Services, Morganville) [D-141];

Project Bright Future (Long Branch) [D-142];

Wall Youth Center (Wall) [D-144];

Dover Township Youth Center (Dover Township Youth Services, Toms River) [D-152];

Project Youth Haven (Paterson) [D-163];

Covenant House (New York City) [D-194];

Youth Sports in Public Housing Program (U.S. Department of Housing and Urban Development, Washington, D.C.) [D-195];

Operation Clean Sweep (Chicago Housing Authority, Chicago, IL) [D-197]; and

Neighborhood Watch (Division of Criminal Justice, Trenton) [D-218].

PREVENTATIVE EDUCATION

Schools, which are often recruiting grounds for criminal street gangs, can also play an important role in preventing youths from becoming involved in gangs. Several local schools have produced their own gang prevention curricula using materials gathered from various sources. State law should mandate that public school districts begin in the early grades curricula to counter negative gang activity, violence, drugs and bigotry. In some areas waiting until the fifth grade and beyond to implement these curricula is too late. Gang members of today are hardened, veteran criminals at much earlier ages than were their counterparts in previous decades. Indeed, the negative gang activity reflects a much wider breakdown of values in society at large. In response to a Commission survey, Bayonne Assistant School Superintendent Anthony J. Barone described what schools must cope with:

There is a total breakdown of the family structure and a disregard for moral standards. The current trend seems to be [to do] what one can get away with, and anything seems proper and acceptable if you are not caught. Parents are sending their children to school without the proper foundation in

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morals and respect. The schools are then forced to assume duties that should have been undertaken by the home.

Paterson Youth Services Bureau Director Alonzo Moody testified at the Commission's public hearing about the breakdown of values even among grammar school children:

As far as the situation with the street gangs, yes, the gangs ... that you've been hearing about are escalating, getting much more dangerous, much more violent. But what I'm concerned about is a new wave that's coming. At this point -- grammar school I'm talking about, sixth, seventh, eighth graders -- they're into marijuana like this country was into marijuana in the '60s in college You can't go into a school now, in a grammar school, where young folks are not smoking marijuana, drinking what they call "forties" [40 ounces of beer] and even hard liquor. ... In the urban areas, traditionally, alcohol was not as big a problem as [for] suburban youngsters. But now ... alcohol is a daily diet for many of the young people. And they're running in groups, what we might define as gangs.

Unfortunate as we may deem it that traditional "book learning" must make some room for values education, that seems to be the unavoidable consequence of certain negative trends in our society. Schools must stand shoulder-to-shoulder with other institutions to constantly promote positive values among today's youth. This includes implementing core values curricula that, among other things, emphasize the need to reject the negative values of gangs. And this education must occur before negative role models have a chance to convince youngsters to shun programs designed to counteract gang activities.

Values education is not radical or faddish. Health curricula that have been implemented for decades

have helped our children to reject smoking, avoid drugs, use seat belts and wear bicycle helmets. Those programs that connect the instruction to positive role models from outside the school environment have achieved the most success. With proper instruction and role models students can also learn to avoid violence, resolve disputes peacefully and reach out to agencies and individuals that can help them to lead positive lives. As directed by Governor Kean, the Department of Education's Advisory Council on Developing Character and Values in New Jersey Students reported in 1989 a set of common core values essential to our society, including civic responsibility, respect for others, respect for self and respect for the natural environment. On September 6, 1989, the State Board of Education adopted a resolution recommending that local boards of education establish citizens' advisory groups to develop and implement core values education in their local communities. The Department provided a statewide conference and local training for school districts and published two documents: Developing Character and Values in New Jersey Students: A Manual of Promising Programs and Practices (July 1992) and A Survey of District Activity in Character and Values Education (November 1992).

Especially in the school environment, adults have to set a proper example so that children develop the work ethic that leads to employment and away from gangs. It sets a bad example when youngsters see employed adults taking advantage of sick leave and school officials and teachers letting children move up to higher grade levels even if they did not come to classes. All segments of the community have to take responsibility for telling the children when they are doing wrong and showing them the right way to do things, by deed as well as word.

Straight Talk About Risks (STAR), a national safety program developed by the Center to Prevent Handgun Violence in Washington, D.C., is designed to prevent violence in schools by providing students with decision-making, refusal and conflict

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management skills. Curricula for grades pre-K through 12 teach children how to stay safe when encountering guns, resist peer pressure to carry or play with guns and distinguish between real life and television violence. In September 1992, the State Department of Education, in conjunction with the Attorney General's Office, provided 27 middle schools the opportunity to participate in the STAR program.

In 1993, the School-Based Youth Services Program (Appendix D-246) began the SAVVY (Students Against Violence and Victimization of Youth) Program (Appendix D-216) at 22 sites around the state. Students and staff learn alternative ways of dealing with potentially violent situations. Under this program, high school students visit middle school classes to perform skits about violence. A similar program, Kids Intervention with Kids in School (KIKS), is partially funded by United Way. The program tries to teach youngsters "life skills" useful in dealing with violence and racism.

The federal Drug-Free Schools and Communities Act of 1986 funds a Violence Prevention and Intervention Grant Program (Appendix D-214). Grants allow several New Jersey school districts to support projects that address the social and interpersonal conditions contributing to conflicts, including drug and alcohol abuse and racial and ethnic bias.

At a November 22, 1993, meeting of school board members from throughout Union County, Prosecutor Andrew K. Ruotolo, Jr. offered his office's assistance to any school that wishes to establish a violence prevention curriculum. Noting that high levels of teenage violence are not unique to Union County, he urged educators to help law enforcement officials to develop solutions.

One important source of information on gangs that operate within schools is the National School Safety Center (NSSC) at Pepperdine University. NSSC provides technical assistance to local school districts and has published a booklet entitled Gangs

in Schools: Breaking Up is Hard to Do, which outlines prevention and intervention strategies for schools and communities. The fall 1989 issue of NSSC's School Safety periodical was devoted entirely to the gang problem.

All communities should participate in the DARE (Drug Abuse Resistance Education) program (Appendix D-187). Directive 2.7 of the Attorney General's 1993 Statewide Narcotics Action Plan states that a DARE program "shall be introduced by local, county and state law enforcement agencies in every municipality." Juvenile and DARE officers should be assigned for their ability to communicate and concern for the wellbeing of youngsters.

In response to a Commission survey, Ronald F. Haskins, Chief of the Highland Park Police Department, recommended that DARE, now commonly provided to fifth-graders, be extended to both younger and older students. Chief Haskins described the reasons for the success of the DARE program:

DARE has been one of the most successful programs implemented which allows the positive interaction between police and children. The program encourages self-esteem. It offers an alternative life style and philosophy. It is refreshing to see police and young people working together seeing each other as human beings and not as natural antagonists.

Other substance abuse education programs target youngsters not yet ready for the DARE program. One that promotes positive relationships between police officers and students is the Trooper Youth Week Program, sponsored by the New Jersey State Police. The BABES (Beginning Alcohol and Addiction Basic Education Studies) reaches students at an earlier age than DARE. Sponsored by the National Council on Alcoholism and Drug Dependence, it provides children, from pre-school to third grade, with accurate, non-judgmental information about the use and abuse of alcohol and other drugs.

The program uses puppets, worksheets, songs and dramatic role-play to assist children to develop and practice positive living skills.

Defenders Against Drugs (DAD), sponsored by the Union County Prosecutor's Office and the New Jersey Narcotic Enforcement Officers Association, encourages kindergarten through fourth grade students to "say no" to drugs. The DAD program (Appendix D-174), which began in 1986, has been presented in 12 counties. It uses pledge cards, badges, patches, membership cards, book covers, certificates, radio shows and newspaper columns to spread the anti-drug abuse message.

Greater Ocean Opposes Drugs (GOOD) is funded by the Ocean County Prosecutor's Office to spread the anti-drug abuse message to schools, senior citizens, churches, service organizations and corporations. It uses television, billboards, bumper stickers, video tapes, in-person presentations, booths at fairs, coloring books, posters and restaurant place-mats to accomplish its drug demand reduction objectives.

Here's Looking at You 2000 (Appendix D-191) is a comprehensive K-12 drug prevention education curriculum designed to identify for students the risk factors associated with drug use. The program seeks to develop self-esteem and positive attitudes and choices, thus eliminating the desire to use drugs. It uses several educational approaches, such as cross-age teaching, worksheets, videos and parent newsletters.

The nonprofit National Crime Prevention Council, McGruff "Take a Bite Out of Crime" (Appendix D-189), has several drug abuse prevention programs that provide anti-drug abuse video messages, audio cassettes, computer software programs and educational materials. Much of its work is funded by the Bureau of Justice Assistance, Office of Justice Programs, U.S. Department of Justice.

In May 1993, the prosecutors of Essex and

Union counties paved the way for members of the Essex/Union County Auto Theft Task Force to conduct a series of "rap sessions" with students in grades 5 to 8 in schools in the greater Newark area about the consequences of stealing cars. After officers explain the dangers of death, serious injury, arrest, trial and imprisonment, Task Force members on duty have lunch with the students in their cafeterias.

All communities with actual or potential gang problems should participate in the Gang Resistance Education and Training (GREAT) program (Appendix D-185), which is similar in concept to the DARE program. In 1991, the U.S. Bureau of Alcohol, Tobacco and Firearms and the Phoenix Police Department funded and developed a pilot, gang-specific preventative education program for use in schools. The GREAT program trains police officers to conduct a comprehensive anti-gang education program for 7th graders. As with DARE, the objective of GREAT is to reach impressionable youngsters early, before they become heavily exposed to the demands of peers involved in street gangs, and to teach them skills to resist induction into gangs. The program teaches students how to set goals for themselves, resist pressures, resolve conflicts and understand how negative gangs adversely impact the quality of their lives.

The GREAT curriculum is presented by uniformed officers in one hour blocks for eight consecutive weeks. An additional curriculum is geared toward third and fourth grade students. A follow-up Summer Recreation Program, developed by the Phoenix Police and conducted in local schools, reinforces the lessons taught during the regular school year. Another anti-gang program which focuses on elementary school children is the Los Angeles Police Department's "Jeopardy" program. The Jeopardy program also functions like DARE.

The National Crime Prevention Council publishes a kit called "Tools To Involve Parents in Gang Prevention" (Appendix D-186), developed in coop-

eration with the Boys & Girls Clubs of America (headquartered in New York City) and the Police Executive Research Forum in Washington, D.C. Reproducible materials enlist parents in preventing children from joining gangs and addressing gang problems in the community. The kit provides activity sheets for children ages five to nine, word games for those ages eight to 12, mini-posters and informational materials for parents.

Many schools around the country have established chapters of Kids Against Crime, a group in which kids teach kids how to protect themselves and prevent crime. Funded by government and foundation grants, the group has a national teen hot line and promotes graffiti cleanups, child fingerprinting and crime prevention training. Participants wear special T-shirts, create posters, attend criminal trials, write newsletters, sponsor guest speakers, and perform dramatic sketches about gang pressure, drugs, smoking, bullying and molestation.

The National Youth Gang Information Center in Arlington, Virginia, provides a wealth of material about gangs, including lists of educational consultants who specialize in teaching gang prevention and educational videos on gangs. It also supplies information about ready-made gang prevention curricula.

Since bias thrives in many gangs, society should expand educational programs to help eliminate discrimination and prejudice on the basis of race, national origin, religion or gender. There should also be more multi-cultural education so that minority children can develop more self-esteem and not have to turn to pop cultures for an identity. Schools in particular should strive to reduce discrimination and prejudice by training teachers and other school personnel and introducing curricula that emphasize tolerance. With oversight from the State Education Department, teachers and school administrators should periodically examine whether they discipline minority students more harshly than whites accused of similar misconduct, expect less perform-

ance from minority students, disproportionately assign minority students to special education classes or steer them toward vocational education and away from college, expect poorer achievement by girls than boys in science and math classes, or tolerate sexually abusive or hostile learning environments.

Any anti-gang and anti-violence curriculum should have a component to discourage prejudice and hate activities. One of the functions of New Jersey's Office of Bias Crime and Community Relations (Appendix D-248) is to develop prototypical educational programs to reduce bias crime in the state. In addition, the Southern Poverty Law Center (Appendix D-204) distributes a Teaching Tolerance curriculum. The Anti-Defamation League of B'nai B'rith (Appendix D-203) distributes to schools a curriculum called A World of Difference, which teaches about tolerance and the evils of bigotry. Finally, the National Coalition Building Institute (NCBI), based in Washington, D.C., runs school and community anti-prejudice workshops.

In March 1993, approximately 120 teachers from the Paterson School District were required to attend a conference on multiculturalism at William Paterson College in Wayne. Seminars were held on changing demographics, curriculum development and racial and gender sensitivity. The teachers then assisted school district administrators to develop a multiculturalism curriculum. A committee of parents and community leaders recommended that the district focus on multiculturalism to improve student self-esteem. Several educators from suburban districts also attended the conference.

Anti-bias education should include more cultural exchanges among diverse school districts. The Positive Impact Ensemble (Faces of Reality), founded in 1992 at the Rosa Parks High School for the Performing Arts in Paterson, is an encouraging example of young people taking the initiative to demonstrate to society-at-large that contact and communication can overcome prejudice and negative stereotypes. This group of mostly African-

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American and Hispanic school children from Paterson is partly sponsored by New Jersey's Office of Bias Crime and Community Relations. The Ensemble stages dramatic presentations throughout the state to illustrate the senselessness of bigotry and stereotyping. A curriculum has been created to assist educators in the schools where the dramatic presentation takes place.

Other school districts have similar peer-based programs. In Elizabeth, for example, older students, including athletes and cheerleaders, get together with children in the lower grades to discuss and dispel racist attitudes. In 1992, students from the Lakeland Regional High School in Wanaque formed a community outreach program called ERASE (End Racism and Sexism Everywhere) to help educate others throughout the school system about the problems of racism and sexism and to offer solutions. With the assistance of a faculty advisor, the group invites guest speakers, sponsors sensitivity workshops and publishes an information booklet.

Other programs containing preventative educational elements are detailed in Appendix D of this report:

Drug Free Schools Program (Atlantic City School District) [D-4];

Camden City Youth Services [D-40];

MAYDAY: Stop the Violence (Camden City) [D-41];

Network 3 (Drug Free Schools, Camden City Board of Education) [D-42];

Juvenile Aid Officers Association (Avalon Police Department) [D-64];

New Jersey Federation for Drug-Free Communities (Livingston) [D-91];

TNT (Teens Networking Together) "In Ac-

tion" Program (Reality House, Inc., Williamstown and Cherry Hill) [D-95];

Students Anonymous (Reality House, Inc., Williamstown) [D-96];

Learning for Life (Boy Scouts of America, Pennington) [D-106];

Project Strive (Asbury Park Board of Education) [D-134];

CASA (Community Against Substance Abuse) (Toms River) [D-147];

GOOD (Greater Ocean Opposes Drugs) (Ocean County Prosecutor's Office, Toms River) [D-148];

Toms River Alcohol and Substance Abuse Program (Toms River Regional School District, Toms River) [D-149];

Community Responses to Drug Abuse (CRDA) (National Crime Prevention Council, Washington, D.C.) [D-188];

Just Say No Club Program (Washington, D.C.) [D-190];

Together We Can (Comprehensive Health Education Foundation, Seattle, WA) [D-192];

Regional Minority Male Youth Symposia (Department of Human Services, Trenton) [D-207];

Teen Institute of the Garden State (TIGS) (Montclair) [D-210];

Educational Services Unit (ESU) (Jersey Division of State Police, West Trenton) [D-217];

At the time of the first trial, the defendant was
found guilty of the crime of murder in the
first degree.

The defendant was sentenced to a term of
years to be served in the State Prison.

On appeal, the defendant contended that the
evidence was insufficient to support the
verdict.

The defendant also contended that the
prosecution failed to prove its case
beyond a reasonable doubt.

The defendant further contended that the
court erred in its ruling on the motion
for a new trial.

On review, the court found that the
evidence was sufficient to support the
verdict.

The court also found that the
prosecution had met its burden of
proof.

The court affirmed the judgment of the
trial court and the sentence of the
defendant.

The defendant's motion for a new trial
was denied. The defendant's motion for
reversal of the verdict was also denied.

The court found that the defendant's
arguments were without merit.

The court concluded that the defendant's
arguments were not supported by the
evidence.

The court found that the defendant's
arguments were not persuasive.

The court affirmed the judgment of the
trial court and the sentence of the
defendant.

The court found that the defendant's
arguments were not supported by the
evidence.

The court concluded that the defendant's
arguments were not persuasive.

The court affirmed the judgment of the
trial court and the sentence of the
defendant.

Commission to Deter Criminal Activity (Division of Criminal Justice, Trenton) [D-220];

NJ Council on Alcoholism and Drug Abuse, Inc. (Trenton) [D-227];

NJ Conference on Minority Males (Department of Human Services, Trenton) [D-231]; and

Division of Alcoholism, Drug Abuse and Addiction Services (Department of Health, Trenton) [D-234].

ALTERNATIVE EDUCATION

Society must interrupt the cycle of school failure if it wishes to keep youth directed toward constructive lives and away from gang activity. Young people who quit school without basic skills lose self-esteem, face unemployment and have a hard time raising children whose lives will be better than those of their parents.

Communities need to expand alternative education programs to help school dropouts and kickouts (expelled students) lead more responsible and productive lives. School districts that are notably free of gangs and violence have alternative programs for students who cannot manage in a normal setting.

Everything possible should be done to keep children in school once they are there. Students should not be suspended from school unless absolutely necessary to preserve a proper and safe learning environment for non-disruptive pupils. Troublemakers often view such suspensions as a "vacation" for acting up. Once outside school confines, they are more likely to succumb to unsavory influences and become delinquent.

Mediation and dispute resolution programs can successfully reduce the need for suspensions. Such programs give enrollees the opportunity to succeed

at something. They begin to feel good about themselves, and such feelings help to turn them around.

If a student must be suspended, parental notification should be ensured. The student should also be required to participate in a structured program designed to encourage a return to the classroom.

Approximately 125 private schools in New Jersey serve about 9,500 emotionally disturbed youngsters by providing a state-approved curriculum similar to public schools. They give students a more structured atmosphere, including group and individual counseling, positive reinforcement programs and an attitude that demands students continually improve or face the consequences. Unfortunately, there are about 169,500 youngsters classified as emotionally or physically disabled in the regular public school system. While public schools provide special education courses, the large classes and lack of a consistent structure usually result in these children fighting with other students or instructors and eventually dropping out or being expelled from school. In addition, the Public Advocate and the Education Department's Division of Special Education have concluded that African-American and Hispanic children in New Jersey are more likely to be classified as educationally handicapped than white children.

In June 1985, the Department of Education established a grant program to reduce student disruption in schools by focusing on those students whose disruption was serious enough to warrant removal from the school for varying lengths of time. Under this program, six projects received \$2 million from the Department during 1986-87 to remove chronically disruptive youths from the regular school program where they interfered with the schooling of others. These youths were provided an opportunity to continue their education in alternative settings, enabling them to learn more responsible patterns of behavior, as well as the skills they would need to lead productive lives. The alternative settings included a county college, a vocational school, a

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separate building near a high school, two separate alternative schools and two schools in traditional school buildings. When the program showed some success, the Department disseminated information and provided technical assistance to school districts interested in assistance for chronically disruptive students during the 1988-89 school year. Further successes caused the Department to initiate a second phase of the program, which offered planning grants to five urban districts for the 1990-91 school year to assist them in developing alternative schools. However, due to cutbacks, the additional funds for implementation were never granted.

A recent Department of Education alternative education initiative, Preventing Juvenile Delinquency Through Alternative Education Grant Programs I and II (Appendix D-226), was developed as a result of the work of the Governor's Cabinet Action Group on Juvenile Justice, established by executive order on March 11, 1991. The Action Group was charged with enhancing services to juvenile offenders or those at risk of becoming involved in the juvenile justice system. The first phase of the initiative provided \$1 million in federal funds over two years to three local education agencies, one each in Essex, Passaic and Camden counties, for the purpose of establishing countywide alternative education programs. The programs not only remove disruptive students from school, but also provide a transition for students returning from juvenile justice programs. Phase II provides \$900,000 in federal funds for three additional countywide programs in Salem, Burlington and Monmouth counties.

On July 1, 1992, the State Board of Education mandated that school districts establish Pupil Assistance Committees (PACs) in each school by the beginning of the 1994-95 school year. PACs design and monitor the implementation of strategies for educating non-classified students who are referred because they are having academic and behavioral difficulties in their classes.

In December 1992, the State Board of Education

adopted regulations pertaining to programs and services for pupils at risk. The regulations require that, beginning in fiscal year 1994, school districts annually assess the needs of those of their students who may be less likely than other children to successfully complete school. Each district must submit an annual plan for utilizing Quality Education Act and other funding to meet the identified needs. The plans must address the conditions which place pupils at risk through prevention and intervention programs, and through efforts to improve the learning environment.

Truancy is an early warning sign of problems that often lead to permanent school failure and its attendant adverse consequences. High truancy rates are, however, not so much the problem as a symptom of something more serious. In response to a Commission survey, Paterson Police Detective Donald Reddin asserted the importance of implementing effective programs to deal with truancy:

More attention should be paid to truancy. ... Truancy is treated by most as no big deal. The more unstructured and unsupervised time a juvenile has, the more the opportunity exists to get in trouble. Also it becomes sort of like a badge of honor among peers.

The New Jersey Office of Economic Recovery helped to put together a \$2.5 million pilot project that put approximately 1,500 dropouts and truants into expanded summer jobs and summer school or community-based job training programs during the summer of 1993. The Summer Challenge Program, in the Department of Labor, required staff in 56 school districts classified as urban by the Department of Education to identify youths who needed the most help (from the vast numbers who qualified). The eight-week program, which sought matching funds and jobs from businesses, helped to steer otherwise idle youths, aged 14 to 18, into the workforce and away from negative existences. The program sought to build the confidence of youngsters and encourage them to return to school and get

jobs when they graduated. Participants received the state's minimum hourly wage of \$5.05.

In 1991, the Fulton County, Georgia, Juvenile Court, Atlanta Bar Association and Atlanta Volunteer Lawyers Foundation established the Truancy Project, which matches volunteer lawyers and non-lawyers with children who have been reported for excessive school absences. In addition to representing these troubled youths, the project intervenes at an early stage to introduce them to a whole spectrum of social services. A clothing bank, through the Salvation Army and Goodwill Industries, helps children to obtain decent, clean clothes and avoid the taunting which makes them reluctant to attend school. Volunteers, including lawyers acting as attorneys for the children, become mentors for the truants and their families. The mentors and a resource center guide them toward Boys and Girls Clubs scholarships, proper medical care, emergency food, restoration of utilities, tutoring and the like. The project reported that out of 200 truants assisted over 50 percent returned to school and passed the 1991-92 academic year.

Those who may not benefit from formal alternative education programs should be helped to acquire GEDs (General Equivalency Diplomas). The GED on TV program was developed by Kentucky Educational Television and appears on Public Broadcasting Service television stations throughout the United States and Canada, including New Jersey. A 43-part tutorial helps those who enroll to prepare for the GED. Since televised classes may be taped and replayed to guide study at convenient times, the program provides a means to obtain a high school diploma for those faced with barriers such as waiting lists for adult education classes, health problems, family responsibilities, transportation difficulties and time constraints. Lessons are in Spanish, as well as English. Self-discipline is required, and students usually need to read on the 8th grade level in order to be successful.

Other programs containing alternative educa-

tion, truancy control or "drop back in" elements are detailed in Appendix D of this report:

PASS (Project Awareness: Stay in School) (Union County Youth Services Bureau, Linden) [D-175];

Project Helping Hand (Atlantic County Office of Youth Services) [D-5];

The Alternative School and GED Component (Juvenile Resource Center, Inc., Camden City) [D-59];

Direct Search for Talent (East Orange) [D-85];

Talent Search Program (Essex County College, Newark) [D-92];

NJ Youth Corps of Hunterdon/Somerset Counties (Center for Educational Advancement, Flemington) [D-105];

Project Promise (South Brunswick High School, Monmouth Junction) [D-118];

Project SAVE (Student Assistance in Vocational Education) (Middlesex County Vocational Technical Schools, East Brunswick) [D-119];

Raritan Valley Workshop (North Brunswick) [D-120]; and

Alternative Education Association of New Jersey [D-225].

PARENTAL HELP

Turning disaffected children around often requires turning their parents or guardians around, that is, helping them with their own problems. Parents who cannot cope with their own troubles will not raise their children very well. For some

time now, more and more children have been having children by children. Before these child-parents can help their own children, they need assistance in straightening out their own lives.

Programs that can help parents to redeem their own lives, as well as their children's lives, should be created or expanded in every community according to the need. Parents should be helped to understand that such programs are available. Parental help should include educational assistance to make up for that which parents missed in their own youth. It should include support groups to enable parents of at-risk children to find resources and methods for keeping their children out of gangs.

Alonzo Moody, Director of Paterson's Youth Services Bureau, testified at the Commission's public hearing that what is needed is a coordinated approach that does not contradict strong family values. He felt that in some instances it was unfortunate that "many agencies actually work against the parent" by supporting the notion "that the individual is more important than the whole." He elaborated:

We support the individual child in his belief as to what is correct and what is not as opposed to the morality or the values that the parents [are] trying to set. So what happens is there is not enough people telling young people what is correct and what is incorrect. It's more like -- it's almost like "do your own thing; if it feels good, it's okay."

... [W]e're so anxious to protect the individual's rights that we forget about the whole. And I think that's the basic problem, and that's the foundation for the negativity that is involved with juveniles at this point. So I think the most important thing -- the ultimate answer is to make families whole.

And you hear over and over again about parenting skills. I mean real parenting skills. The parenting skills that are being

taught by many of the agencies, in institutions in this state, is simply "let the child lead the way or support this child's decision at whatever he decides to do."

In our communities young people -- and I'm telling you without fiction, as young as four, five years old -- again [are] making their own decisions. And they make those decisions for [everything], ... from what time they get up in the morning -- at five [years old] -- whether or not they're going to go to school, what they're going to wear, and they continue that way. When they're 12, when they come to the attention of other people outside of the family, they're ... ripe. So when someone tries to tell them what's correct, at that time it's too late. So we have to get them much earlier and build families. That's the ultimate in my opinion. ...

Whatever the message [from government agencies] is, it should be one. The problem is ... if there are four, five children in the family, it's not unusual for each child to have three or four different case workers from different organizations and agencies. But oftentimes each one of these individuals [is] bringing a different message, not only to the child but to the parent. You know, you can have eight, half dozen, ten, sometimes twelve agencies in one home and everyone is ... bringing a different message. So no wonder the parents are confused, and they bow out. But the young people use that as an opportunity to play one side against the other

In some instances parents may actively or tacitly condone gang activity, as in those cases where a gang member's income from drug trafficking helps to supplement his family's income or reduces the family's burden of supporting him. This is no minor consideration when one considers that the average welfare family, a mother with two children, lives on

\$424 a month plus \$277 in food stamps (with Medicaid paying medical benefits and rental assistance provided in some cases). The "standard of need" for basic survival -- food, clothing and shelter -- in New Jersey is \$985 per month, a figure that has not been updated since 1990 when the state Supreme Court ordered the Department of Human Services to do so.

In other instances, parents may disapprove of gang activity, but their only response when their children begin "acting out" is to push for the authorities to lock them up or send them away. However simple it may seem, the authorities should not easily give in to such parental attitudes. The last thing society needs is another way for parents to abdicate responsibility.

A widely used parenting education program is Systematic Training for Effective Parenting (STEP). Working together in small support groups over the course of nine weekly sessions, parents become actively involved in discussing common concerns and learning specific child-rearing principles and techniques.

Parents who wish to provide discipline and structure in their children's lives need help in learning effective methods of discipline and the limits of corporal punishment. Witnesses at the Commission's public hearing praised the State Division of Youth and Family Services (DYFS) as an important protector of children against abusive parents. However, they noted that some youths take advantage of overzealous DYFS investigators to ward off parental controls. Many children know that DYFS' authority intimidates their parents, who will back off and say or do nothing to enforce rules when the children threaten to call DYFS.

New Jersey's Family Preservation Program was designed to provide intensive crisis intervention to families in trouble. It replaces more expensive, and frequently unnecessary, foster care or residential shelter placement of children. Among other things,

the program calls for family support, intensive counseling (up to 20 hours per week if necessary) with small caseloads, and substance abuse treatment for parents and pregnant mothers. The State Department of Human Services contracts with private, nonprofit organizations that send their own therapists to the homes of dysfunctional families. Therapists are on call 24 hours a day, seven days a week for up to two months. They teach families skills, such as preventing anger, which reduce the chances of abuse and placement of children outside the home, especially in temporary foster homes.

Families and dollars could be saved if the Family Preservation Program, which currently serves only 14 counties and has a waiting list, were expanded statewide. It should also be applied to situations leading to delinquency detention, with probation officers receiving training in family preservation techniques. In New Jersey, it costs an average of \$3,600 a year to place a child in foster care. Since the average stay is 27 months, that costs about \$10,000 per child. Family Preservation services cost an average of \$3,700 per family. Although legislation to expand the Program throughout the state was recently enacted, the Department of Human Services was not allocated additional funds to cover an extension.

The federal Adoption Assistance and Child Welfare Act, effective in 1980, requires that states prove that "reasonable efforts" have been made to prevent removal of children from their homes, or else the states are not eligible for federal reimbursement for foster care for those children. However, lack of clarity as to what constitutes "reasonable efforts," as well as overburdened courts and harried DYFS workers operating under emergent circumstances, often lead to perfunctory determinations that reasonable efforts have been made. Out-of-home placements are too frequently made without proper answers to the following questions:

- *Is the child's removal necessary to protect him or her?*

The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that proper record-keeping is essential for the success of any business and for the protection of the interests of all parties involved. The document outlines the various methods and procedures that should be followed to ensure that all transactions are properly documented and recorded.

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- *Could the risks of harm be removed from the family rather than the child?*
- *Could services be put in the home that would prevent removal of the child?*
- *When will reunification of the child with his or her family start?*

Federal matching funds (as a mandated entitlement under the Social Security Act) are allocated on a dollar-for-dollar basis only for those children who will receive out-of-home placement. Therefore, New Jersey has received no federal money for the Family Preservation Program. Bills to increase funding for expansion of family preservation services and allow flexibility in the use of foster care dollars to finance such services are pending in Congress. Meanwhile, it should be remembered that a good portion of family preservation services can be funded with money the state is already spending for out-of-home care.

The family preservation model is based on the Homebuilders program, which began in 1974 in Tacoma, Washington. After a degree of success and emulation in other states (under programs with names such as Families First, Family Partners, Home Ties, Family Ties, Family Options), Homebuilders set up its own parent organization, the Behavioral Sciences Institute, to handle training. The Institute put together a standards and quality assurance package called QUEST (Quality Enhancement Systems and Training) to guide programs and individual workers in evaluating their effectiveness.

Established in January 1991, FamilyNet is designed specifically to serve children and their families in New Jersey's "special needs" school districts. Interagency teams, representing eight state departments, collaborate with schools, public and private agencies, and businesses to match needs with resources. FamilyNet seeks comprehensive solutions by helping communities and schools coordinate services in and out of schools in order to help

children and their families with their problems. In Executive Order No. 102, issued on September 27, 1993, Governor Florio restructured the Governor's Committee on Children's Services Planning and encouraged it to coordinate its activities with FamilyNet and the Cabinet Task Force on Children and Families. The Committee will coordinate the proper use of state resources with regard to children, identify emergent needs and recommend ways to improve the quality and efficiency of services for children.

Innovative pre-schools help parents to encourage their children both academically and socially at an early stage. Parents receive instruction on how to care for their preschoolers and raise them in a positive manner. An example of such a program is the Genesis School at the Ellis Manor public housing complex in Glassboro, a joint effort of the Glassboro Housing Authority, the Glassboro Public School District and the Gloucester County Government Services Office, partly funded by a federal Community Development Block Grant.

Parents need competent, inexpensive child care services so that they can acquire basic skills, get jobs paying decent wages and help school their own children. Federal investments in child care have risen dramatically over the past few years with the enactment of the Child Care and Development Block Grant Act (subsidizing child care for low-income families) and increased funding for Head Start (providing comprehensive day care and services to impoverished pre-schoolers and their families). Jointly administered by the Departments of Education and Human Services, the Urban Pre-kindergarten Pilot (UPP) program served 460 very low-income children in East Orange, Jersey City and Newark. Providing an educational element and family support services, the UPP program was a model for the recently implemented Good Starts program. However, inadequate funding means that these programs reach only a fraction of eligible children or fail to provide full-day child care or service for infants. All too often, parents are forced

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to choose between their jobs or education and child care that may not be safe for their children. Moreover, before and after-school child care is in short supply in many communities.

In September 1993, Middlesex County was one of 49 agencies in the nation to receive a Demonstration Child Care grant allowing Head Start to conduct pilot projects through public housing agencies. The \$300,000 grant allows the Carteret, Perth Amboy and Woodbridge housing authorities to provide child care to parents who work full time, want to go back to work or want to go back to school. As a result of the additional funding for children in housing authorities, slots elsewhere in the Head Start system in Middlesex County will be freed for more children.

Illiteracy has received a great deal of attention in recent years as one of the root causes of the hopelessness that leads to gangs and violence. The National Adult Literacy Survey, funded by the U.S. Department of Education and conducted in 1993 by the Educational Testing Service, revealed that 44 million out of 191 million adults in the United States demonstrated literacy skills in the lowest level of proficiency for comprehension and problem solving. The Governor's Council on Adult Education and Literacy reported on October 17, 1993, that between 1.2 million and 1.4 million New Jersey residents are functionally illiterate. The report recommended steps that could be taken to improve family and workplace literacy and to enhance the adult education and literacy delivery system. Improving literacy is part of the agenda of New Jersey's Workforce Development Partnership Program, a multi-million dollar program to enhance the skills of workers.

The National Literacy Act of 1991 and the National Institute for Literacy in Washington, D.C., have laid the groundwork for efforts to increase literacy. The nonprofit Partnership Against Illiteracy; the National Center for Family Literacy in Louisville, KY; the Center for Family Resources in

Mineola, NY; the Literacy Volunteers of America, Inc. in Syracuse, NY; and the National Coalition for Literacy, a volunteer association of about 35 public and private national literacy organizations, have also pushed for enhanced literacy. A Contact Literacy Center hot line (1-800-228-8813) refers callers to literacy groups in their areas. The Coalition estimates that there are 23 million illiterate adults in the United States.

The Partnership for Family Reading is a program run by Montclair State College in conjunction with the Newark Board of Education. Based in the libraries of 34 schools in Newark, the program helps parents to help children with books. It seeks to develop a nurturing relationship, centering around books, between parent and child. Parents participating in this program and others, such as Project Read in Newark and the Community Literacy Center at the Paterson Public Library, receive help with their own reading skills in order to make them better able to help their children.

In 1993, the Plainfield School District began an independent reading program called QUEST (Quiet Uninterrupted Enjoyable Special Time Together) to supplement its ongoing reading development program. K-8 students who successfully completed the program fulfilled a contract to read with a parent, guardian or older sibling for a minimum of 15 minutes per day for two months. Many of the students, who were required to keep a log of their reading time, read far more than the required amount. Local businesses gave the successful participants surprise awards, such as T-shirts and coupons at fast-food restaurants. Also joining the effort were after-school care programs, city programs and the children's section of the library.

Schools should encourage parents to become more involved in their children's education. As part of the Camden Initiative, the Rutgers Center for Strategic Urban Leadership and the Camden School District are planning "Project Leap Academy" in North Camden, a combination community center,

elementary school and laboratory for developing programs and curricula to empower inner-city students and their families. The facility would educate parents as well as children. It would build on the Family School and Comer School models (named for Yale University professor James Comer) already in place in several schools in Camden. Comer Schools create teams of parents and teachers to govern schools. Increased parental involvement in those schools significantly improves attendance and academic achievement records. In Camden, the State would provide the Center with a \$1.6 million grant to plan the Academy and to implement related programs at existing schools in North Camden. It would also serve as a training facility for teachers from Camden and other public school districts.

The Department of Education's Partners in Learning initiative identified successful model parent involvement programs and provided special assistance through a grant program to 30 schools as they implemented effective parent involvement programs. The two-year program ended June 30, 1991. An additional 43 districts were awarded a supplemental appropriation of \$5,000 each to enhance their parent outreach programs for the 1991-92 school year. In December 1992, an initiative called PASS (Parents Actively Supporting Schools) was launched to encourage parental involvement in education.

Society must do more to help parents to realize and cope with their child support obligations. Access to child support services may be obtained through a hotline (1-800-621-KIDS). In July 1993, the state and federal governments began a poster campaign to challenge absent fathers to provide love and money for their children. Operation Fatherhood, a pilot program in Mercer County administered by the Union Industrial Home for Children, works with non-custodial fathers, ages 16 to 35, to help them gain the means and attitude to support their children. Participants join a 13-session peer support group to learn what it means to be a father. They next join a "job club" to learn interviewing techniques and

other skills necessary to obtain a job.

Since many gang members grew up in families on welfare, any program which reduces the welfare rolls by helping parents to become productive members of society will discourage the expansion of gangs. The Family Development Program (FDP) -- signed into law in January 1992 -- has begun to operate in Camden, Essex, Hudson, Mercer, Passaic, Union, Atlantic and Cumberland counties. Funded by the Department of Human Services and the New Jersey Workforce Development Partnership (administered by the Department of Labor), FDP emphasizes education and training leading to employment. After initial screening, eligible clients receive help in obtaining high school equivalency diplomas (GED), improving interviewing and resume-writing skills, and learning vocational skills. Others are signed up for courses that enable them to read at the eighth grade level, or to learn English, and then enter the program. If welfare clients fail to cooperate, they can lose 20 percent of their welfare grants. Recipients of Aid to Families with Dependent Children (AFDC) retain Medicaid benefits up to two years after finding a job. Also, mothers may now marry someone other than the father of their children without losing benefits. The FDP expands on the REACH program begun in 1989 by the previous administration.

Trenton reported that in the first eight months of its pilot program 409 out of about 2,200 welfare clients in the city were screened and placed in the Trenton FDP. 115 of these were placed in jobs and taken off the welfare rolls. Of the 115, nine lost their jobs and reapplied for welfare. Three more lost jobs but immediately found other employment. Seventy percent of participants were eligible for medical benefits after a probationary period. Of the 409 recipients, 104 enrolled in a GED program. In November 1993, the program reported that under FDP 3,683 women left the welfare rolls for employment at an average starting wage of \$6.29 per hour. Meanwhile, a total of 15,294 welfare recipients received education, career counseling or job train-

The first part of the report deals with the general situation of the country, and the second part with the details of the work done during the year. The first part is divided into two sections, the first dealing with the general situation and the second with the details of the work done during the year. The second part is divided into three sections, the first dealing with the details of the work done during the year, the second with the details of the work done during the year, and the third with the details of the work done during the year.

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ing since the FDP program began.

Other programs containing parental and whole family help elements are detailed in Appendix D of this report:

Family Companion Program (Mental Health Association, Pleasantville) [D-9];

Adolescent Family Life Teen Father Project (Covenant House, Atlantic City) [D-12];

FOCUS (Camden County Division of Health, Camden) [D-38];

The Men's Club (Hispanic Family Center of Southern New Jersey, Camden) [D-44];

Living Skills (Juvenile Resource Center, Inc., Camden City) [D-59];

Banta Valley Center (Ridgewood) [D-22];

Lifetrek (Bergen County Division of Family Guidance, Paramus) [D-23];

Community Resources for Youth & Families (CRYF) (Bergen County Division of Family Guidance, Hackensack) [D-24];

Family and Community Services (Paramus) [D-29];

New Jersey Boystown Family Services (Paramus) [D-30];

Aspirations (Martin Luther King Academy for Youth, Vineland) [D-74];

The Joint Connection (Newark) [D-84];

Urban New Well Rehabilitation Center (Newark) [D-88];

Soul-O-House, Inc. (Newark) [D-89];

Hispanic Family Resource Center (Newark) [D-93];

Project Haven (Child Welfare and Professional Services, Newark) [D-94];

Services to Overcome Drug Abuse Among Teenagers (SODAT of New Jersey) (Woobury) [D-97];

Family Support Center (Together, Inc., Glassboro) [D-98];

New Jersey Boystown Family Counseling Center (Catholic Community Services of the Archdiocese of Newark, Kearny) [D-100];

Mt. Carmel Guild Family Resource Centers (Bayonne and Jersey City) [D-101];

Hispanic Women's Resource Center (Union City) [D-103];

Family Service Association of Trenton/Hopewell Valley [D-113];

United Progress, Inc. (Trenton) [D-114];

Parenting Training for Raising and Nurturing Minority Male Children (New Jersey Network on Adolescent Programs, Center for Community Education, New Brunswick) [D-116];

The Open Door (New Brunswick) [D-124];

Involving Fathers in Families (MCOSS Foundation, Red Bank) [D-136];

Family Intervention Services, Inc. (Paterson) [D-161];

Family Preservation Services (The Clinic for Mental Health Services of Passaic County, Inc., Paterson) [D-162];

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Catholic Family and Community Services (Paterson Housing Authority, Paterson) [D-165];

PROCEED, Inc. (Elizabeth) [D-181];

Family and Children's Services (Union) [D-182];

Life Skills Training (Union) [D-183];

Tough Love (Doylestown, PA) [D-184];

Family Therapy Substance Abuse Program (Department of Human Services, Trenton, and Institute for the Family, Princeton Junction) [D-235];

Youth Advocate Programs, Inc. (YAP) (Newark) [D-237];

Garden State Coalition for Youth and Family Concerns, Inc. (Trenton) [D-244]; and

Catholic Charities (statewide) [D-245].

CONFLICT RESOLUTION

New Jersey should expand adult supervised, peer guided conflict resolution programs in schools and elsewhere. We need to do more to encourage youths to think about non-aggressive solutions to their conflicts. There should be more crisis intervention training for teachers and others in contact with troubled youths. Teachers also need more instruction on how to teach children tolerance of cultural, religious and individual differences.

The family is one of the most important places in which society should work to resolve conflicts. That is where most nurturing and mentoring takes place. To the extent families -- no matter how they are composed in modern society -- can be helped to function in their traditional roles and avoid deviant behavior, such as child abuse or neglect, the better

off their children will be.

Schools should be in the forefront of devising conflict resolution programs. Scores of districts in New Jersey already have them. Several are assisted by funding from the Violence Prevention and Intervention Grant Program operated by the State Department of Education. Funds used for the Program are provided through the federal Drug-Free Schools and Communities Act of 1986. The money can be used to teach ways to resolve conflicts, provide dispute management training for students and educate pupils about character and values.

The Bureau of Student Support Services in the Department of Education provides courses that directly address violence issues. These include "Positive Peer Influence Strategies," which highlights a peer mediation process, and "Conflict Management: Curricular Approaches for Preventing and Resolving Conflict."

The New Jersey Peer Helping Association, located in Ridgewood, is a nonprofit organization established in 1990 to provide professional resources for peer helping programs, including those involved in conflict resolution. The Association recommends guidelines for program development, functioning and ethics.

Most school-based conflict resolution programs involve peer mediation similar to the Friends Conflict Resolution Program of Philadelphia. Youths talk about their problems in a structured, student-run forum. Student mediators, under the direction of trained faculty or staff, use learned listening and arbitration techniques to guide disputants to their own agreements for resolving conflicts. Mediators do not act as counselors or judges. Participation by disputants is strictly voluntary, and mediators are sworn to secrecy. New Jersey school districts with established programs, such as Palmyra and Egg Harbor Township, report high success rates.

Aetna Life and Casualty Co. has distributed a

learning program called Solving Conflict Through Mediation to more than 85 schools in New Jersey. Middle school students learn communication techniques that help them become mediators. The program involves role playing, worksheets and active student participation.

The nonprofit Education Development Center, Inc. (EDC), based in Newton, Massachusetts, offers a Violence Prevention Curriculum for Adolescents. The 10-session curriculum for high school students can be incorporated into health, sociology, psychology and other courses. It includes a 110-page teacher's guide (with student handouts) and a teacher-training videotape. Among other things, the curriculum helps students to analyze the precursors of a fight and to practice conflict resolution through role playing and videotaping. EDC is currently developing a middle school curriculum on violence.

The National Association for Mediation in Education (NAME), based in Amherst, Massachusetts, provides guidance for programs such as Students Participating Equally in Resolution (SPEIR), which helped Dayton, Ohio, to substantially reduce suspension rates in participating schools, compared to non-participating schools. NAME teaches students, teachers and parents intervention tactics and provides information on prevention strategies.

The National Crisis Prevention Institute (NCPI) of Brookfield, Wisconsin, trains teachers and students to recognize signs of potential violence and to defuse anger. The Committee for Children, based in Seattle, Washington, originated a program called Second Step, a kindergarten-through-eighth grade curriculum taught nationwide. Second Step teaches children conflict-diffusing social skills, such as empathy and anger control, to reduce aggressiveness and increase social competence.

Other programs containing conflict resolution elements are detailed in Appendix D of this report:

Community Multi-Family Groups for Mi-

norities (Family Service Association, Absecon Highlands) [D-8];

Violence Prevention/Conflict Resolution Seminar (Superior Court, Camden County, Family Part) [D-48];

Conklin Youth Center (Bergen County Division of Family Guidance) [D-25]; and

Juvenile-Family Crisis Intervention Units (Administrative Office of the Courts, Trenton) [D-236].

COMMUNITY-ORIENTED POLICING

Communities need to expand or create programs that establish a friendly, caring relationship between law enforcement and youth. Police need to demonstrate effectively that they are there to help the community, rather than only to react to enforcement crises. Law enforcers should be seen as adversaries of crime but with a primary interest in preventing crime by helping youths to avoid or abandon criminal careers. Police must demonstrate that they are interested in salvaging troubled lives, not merely reaffirming youths' failures. All this builds communication and trust. It also renews peace officers' enthusiasm for their jobs, since most want to provide services and solve problems, as well as fight crime.

When law enforcement loses touch with the community, gangs have a much greater chance to thrive. Therefore, cities and towns should expand community-oriented policing, complete with youth task forces, foot and bicycle patrols, police substations, hot lines and constant contact with troubled youths and their families and neighbors.

Police should work to educate parents on the signs of gang involvement. They should also inform parents when their children appear to meet established criteria indicating gang activity. Wichita, Kansas' Project Freedom, for example, sends a

letter home to parents when a child meets the criteria for potential or existing gang membership or involvement.

Community-oriented policing programs have several essential features. They solicit the input of citizens in the enhancement of public safety and order, primarily through prevention. They hold police accountable to the citizenry for solving a wider range of problems afflicting them. Police services are particularized to the needs of unique sections and neighborhoods of the community. Patrol services are reoriented to cater to non-emergency calls for assistance. In addition to attacking crime, the police target fear of crime, social incivility and neighborhood decay. Officers are encouraged to work with public and private agencies to identify and address neighborhood conditions which, if left unattended, may lead to problems and eventually to crime.

Financially strapped police departments have a difficult time conducting community-oriented policing when they have barely enough officers to react to reported crimes and emergencies. They become preoccupied with responding to calls for service, conducting random motor patrols until the calls come in, and depending almost entirely on central dispatching systems for contact with the public. Camden Police reported that the Department had 322 officers at the time of the Commission's public hearing, compared to 425 fifteen years ago. Under such conditions it would be tempting simply to let new officers supplement those who primarily respond to incidents. Instead -- as the Camden Police Department currently intends -- any initiatives to fund additional police should be required to devote those officers to community-oriented policing.

Implementing effective community-oriented policing requires changes in the reactive law enforcement culture. Training, recruitment objectives, performance evaluation, the system of rewarding officers and the command structure are

modified. Traditional performance evaluation measures, such as numbers of arrests and citations issued, are de-emphasized. In their place officers' performance is judged by the absence of disorder and fear and on levels of citizen satisfaction with their neighborhoods. The central criterion for rewarding officers is the absence of incidents. Community-oriented policing also calls for a more decentralized chain of command. In the final analysis, however, the extent to which rank-and-file officers embrace community-oriented policing will determine how successful it becomes.

In late 1993, the State began to make \$21 million available to 249 eligible municipalities under the Safe and Secure Communities Act, signed into law in August 1993. The money will enable qualifying towns -- those whose crime rate per officer exceeds 70 percent of the statewide average -- to put over 1,000 additional officers on New Jersey streets in the first year of the program. It will also provide those and other towns with grants to purchase support equipment. The program requires that personnel and equipment be devoted to community-oriented policing. Applications for funding had to describe how the new officers would work with crime watch groups (armed with portable radios) to prevent crime, teach conflict resolution and increase neighborhood patrols (including bicycle patrols in the summer). While the program will provide tremendous assistance to small and medium-sized communities, it will not, by itself, have a significant effect in New Jersey's major cities. This is so because grants to any one municipality may not exceed \$200,000.

Juvenile units should be fully staffed, and juvenile officers should be on the job at irregular hours so that they can interact with youths, parents and concerned citizens at convenient times. Officers assigned to schools should volunteer because of a desire to mingle with and help the students. They should have access to private offices where they can talk to those willing to offer important intelligence or head off incidents.

Many juvenile offenses are finalized by informal "street corner" or "station house" adjustments rather than the filing of formal complaints. Police may take a child to his home, inform the family of the reason for taking the child into custody, and guide the child and family to appropriate support services. They may also involve the cooperating child in community work, restitution and the like to satisfy complaining parties. Police who know about, participate in and establish community programs for troubled youths and their families can intelligently and effectively steer many youths away from lives of crime. Police who restrict their options to letting juvenile offenders go or filing formal complaints do little to turn wayward lives around.

The federally funded Weed and Seed program (Appendix D-196) demonstrates that crackdowns, which help to release neighborhoods from the paralysis of crime, can be an important part of community-oriented policing. Trenton became one of the first sites in the nation for a Weed and Seed pilot project. Under the Violent Offenders Removal Program federal, state and local law enforcement agencies team to "weed" drug-infested neighborhoods of drug dealers and habitual criminals. Meanwhile, foot patrols address "quality of life" complaints about street noise, garbage and parking in the neighborhoods, leading to closer ties between residents and the police. On the "seed" side, "safe havens" at four city schools serve as social and recreational centers after school and on Saturdays. The intent of both parts of the program is to encourage civic groups to reclaim their neighborhoods by asserting themselves against drugs, gangs and violence, and assisting police with tips about criminal activity.

The Police/Community Partnership Program (Appendix D-240) was developed in 1992 by the New Jersey Division of Criminal Justice to help urban communities respond to violent crime. The U.S. Department of Justice supplies Drug Control and System Improvement Block Grants to successful applicants. The program includes components

similar to those of Weed and Seed. Multiple agencies develop a strategy to apprehend street gang and drug-trafficking criminals in high-crime neighborhoods. Community-oriented policing is established. Community centers provide havens for activities and programs to help residents. Finally, public agencies, the private sector, community organizations and residents form partnerships that address social and economic problems in the target neighborhoods.

In Operation Homestead, the Newark Police Department instituted community-oriented policing in targeted neighborhoods and high-rise apartment complexes. Homestead followed up on Operation IDEA, a joint operation between the Newark Police and the State Department of Law and Public Safety. Under IDEA, state and Newark police conducted intensive enforcement efforts in designated high drug crime areas. Deputy Attorneys General expedited cases resulting from arrests, with cooperation from the courts, public defenders, the Department of Corrections, county corrections agencies and the Essex County Prosecutor's Office. Under Homestead, while State Police augment patrols in a 10-block area, local police work out of mini-substations in apartments provided by building owners to solve problems and coordinate with a broad range of community programs. Decreases in crime were reported, and block watch groups and "safe ways" were established. Newark Police are planning to broaden the community policing aspect by using mobile vans and more police substations.

In 1992, the Union County Prosecutor's Office, in cooperation with the Plainfield Police Department, established a satellite office in Plainfield (Appendix D-180). Prosecutor's Office personnel attend town meetings and work with the community and local police to develop town watch and drug demand reduction programs. After sweeping arrests in drug-infested areas, cars parked illegally are towed, streets are cleaned, drug "stash" hidden in bushes and elsewhere are destroyed, and local police distribute literature on home security, drug

prevention and treatment services. The State Office of Victim Advocacy supplied part of the funding.

A civic organization and a community-oriented policing program reinforce each other's activities so that each becomes more effective than it would have been without the other's help. After marchers protested against crime and drugs in New Brunswick's second and fourth wards in 1992, a police substation and foot patrols were instituted, and a "safe haven" program was established at a neighborhood school. Encouraged by this response, the Latino Evangelical Ministers Association of Middlesex County and a dozen co-sponsoring organizations staged a second March Against Drugs and Violence in June 1993 in order to lend further support to crime watch groups and other programs.

Communities with gang, drug, gun and violence problems should establish hot lines so that residents may anonymously report situations warranting police observation and action. The Union County Prosecutor's Office has a Crime Stoppers Program with a 24-hour confidential hot line: 908-654-TIPS. Reward programs also help to generate leads for the investigation of specific crimes.

The Vineland Police Department reported to the Commission that when gangs became a problem in that city, the Department actively sought community support for efforts to curtail gang activity. The Department met with people in various neighborhoods affected by the gangs to educate them on how to assist the police. A hot line was established to encourage people to provide information to the police. A procedure was created for immediate police response to situations described in hot line calls. Controlling gangs became a police priority. Intelligence was developed on each gang member. Police embraced the DARE program enthusiastically. Lastly, after studying Police Athletic Leagues in other towns, the Vineland Police instituted a PAL in 1993. Reportedly, all this was instrumental in breaking up criminal street gangs in Vineland.

Paterson Councilwoman Vera Ames stressed at the Commission's public hearing that police too often look upon youths as "the enemy." She felt this came from the fact that many police officers do not live in the community and cannot relate, by race or background, to the people they police. She expressed a belief that under such circumstances the police presence "creates a problem" rather than solving it. Some residents do not regard the police as helpful, despite the fact that Paterson has a rudimentary community-oriented policing program in some of the housing projects (Appendix D-167).

A few cities around the country have instituted variations of the Resident Officer Program begun in Elgin, Illinois, in 1991. These cities pay rent or arrange low-interest loans for officers who volunteer to live in the neighborhoods that are the focus of their law enforcement and community service efforts. This helps to reverse patterns of decline in formerly decaying neighborhoods, since the officers are seen as stabilizing influences and role models for youngsters. The officers are allowed flexibility in their schedules so that they can respond to community needs. They are also the primary responders to calls and complaints originating in their assigned neighborhoods. One officer living in a subsidized housing project reportedly substantially reduced drug and gang activity there by, among other things, holding monthly meetings with tenants, organizing tennis lessons and camping trips for youngsters, counseling troubled couples, persuading the Boy Scouts and Girl Scouts to set up troops, convincing local businesses to hire the project's residents, and organizing parties so that residents could get to know one another.

Local and state governments should expand recruitment of minority and bilingual police, teachers, social service workers and civil servants. In the spring of 1993, New Brunswick established an ad hoc committee to recruit minorities for the next police department civil service examination.

State Police Detective Sergeant Charles Smith

described how such recruiting would help to confront gang influence in Asian communities:

... [R]ecruitment from the Asian community of police recruits would greatly enhance our capability in the form of interpreters and people knowledgeable of the culture, which would lend greatly to being able to interact with the community leaders -- that, coupled with police awareness programs, making them aware of the problems being faced by the Asians because, by and large, we've not experienced it to a great degree because it hasn't been reported. You look at an Asian community and it seems like all is calm and tranquil when the opposite is actually true. And making police aware of that is going to go a long way in helping to combat this problem.

Recruitment of minorities to take entrance and promotional tests is not enough by itself. The tests themselves have to be reviewed to determine whether they discriminate against minorities. Programs need to be created to improve the ability of minorities to score higher on the tests, or alternative criteria need to be established so that more minorities can enter public service and gain promotions without jeopardizing quality of the forces.

Law enforcement agencies should participate in programs that help their personnel learn languages and cultures common to residents within the agencies' jurisdictions. In September 1993, the Union County Prosecutor's Office began to offer free Spanish lessons to members of its staff on a voluntary basis. About 30 assistant prosecutors, detectives and clerical personnel were enrolled in the initial course at the Elizabeth campus of Union County College. The Industry and Business Institute at the college helped to set up the program, which provides attendees with a basic education in Spanish language and grammar. The Prosecutor's Office uses confiscated drug trafficking profits to help pay for the program. According to the 1990

census, Hispanics make up 13 1/2 percent of Union County's population.

Several witnesses at the Commission's public hearing stressed the importance of having police who are involved in the community, as well as reflective of it. Under programs with varied titles -- Police Athletic League (PAL) (Appendix D-238), Police Explorer Scouts (appendices D-107 and D-157), Urban Rangers, Brothers in Blue -- officers that voluntarily work directly with youths have made tremendous differences in the lives of troubled youths.

The Egg Harbor Township PAL is one of the sponsors of a 15-week scuba diving course, The Wrecking Crew®, for at-risk teenagers in Atlantic County. The concept began three years ago in Atlantic City with financial assistance from Akpharma, Inc. of Egg Harbor Township. In the Egg Harbor Township PAL program, a volunteer diving instructor, whose full-time job is as a homicide detective with the Atlantic City Police Department, and five Township police officers serve as advisors. School districts refer troubled students to the program, which follows a disciplined regimen to help participants keep out of trouble with the law and keep their grades up. The Egg Harbor Township PAL also offers a wilderness exploration program for Township youth and is planning a program involving off-road motorcycles and all-terrain vehicles.

In a further broadening of the idea of law enforcement, prosecutors' offices have used funds forfeited by drug traffickers to help to pay for preventative programs. For example, forfeiture funds have been used by the Bergen County Prosecutor's Office to sponsor summer basketball programs in Teaneck, Hackensack and Englewood in conjunction with the Urban League.

The Union County Prosecutor's Office uses forfeited funds to pay for T-shirts, trophies and the hiring of referees for a Summer Youth Basketball

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League at School No. 1 in the Port section of Elizabeth. About 25 volunteer detectives and assistant prosecutors, along with private attorneys, coach eight teams, named after Prosecutor's Office units. More than 200 youngsters, ages 11 to 15, participated in 1993.

Also in 1993, the Camden County Prosecutor's Office donated \$10,000 from its forfeiture fund to help pay for T-shirts, head-gear, flashlights and other supplies used by hundreds of community volunteers who patrolled Camden City streets on Mischief Night (October 30) in order to discourage arson. The Prosecutor's contribution was combined with corporate donations supporting parties for children and teens, a curfew for juveniles and arson prevention education as part of a "Do Camden Right" campaign organized by the city's Community Services Department (Appendix D-60).

Other programs containing community policing elements are detailed in Appendix D of this report:

Police Explorer Scouts (Boy Scouts of America, Pennington) [D-107 and 157];

Youth Task Force (Atlantic City Police Department) [D-11];

Youth Task Force (Camden Police Department) [D-58];

MAYDAY: Stop the Violence (Camden City) [D-41];

Partnership With A Purpose (Burlington City Police Department) [D-32];

Operation Schoolhouse (Ocean County Prosecutor's Office, Toms River) [D-153];

NJ State Association of Chiefs of Police (NJSACP) (Pennington) [D-219];

Safe and Clean Neighborhoods Program

(Department of Community Affairs, Trenton) [D-242]; and

Supplemental Safe Neighborhoods Program (Department of Community Affairs, Trenton) [D-243].

JUVENILE JUSTICE SYSTEM

By themselves, improvements in the juvenile justice system will not solve the problem of criminal street gangs. Even youths completing effective and innovative detention or probation programs will too often revert to negative behavior if they return to dysfunctional environments where gang activity thrives and society's institutions offer no positive alternatives. Nonetheless, the juvenile justice system can make a more effective contribution toward restoring wayward youths than it presently does. Improvements can also help ensure that society is better protected from serious and habitual offenders.

In the fall of 1992, the Legislature created a Sentencing Policy Study Commission (SPSC). The SPSC has examined New Jersey's adult and juvenile sentencing, incarceration and parole laws and will shortly submit a report to the Legislature. The SPSC has reviewed the availability of treatment programs to respond to the needs of drug and alcohol dependent offenders and the use of alternative innovative sanctions. It also has surveyed New Jersey prisoners with the help of Princeton University's Woodrow Wilson School of Government.

As of December 1993, the total adult inmate population of state-sentenced prisoners was 23,133. At that time, New Jersey's state-run adult and youth correction institutions were operating at 133.5 percent of design capacity. Fewer than a dozen years earlier, in June 1981, the population of state-sentenced prisoners was just 7,940. In part, the tremendous increases resulted from toughened parole eligibility standards in the 1980 Parole Act, the 1982 Graves Act's requirement of a three-year prison

term for any crime committed with a gun, longer terms for parole violators under 1986 sentencing guideline alterations, and mandatory terms for selling drugs provided by the Comprehensive Drug Reform Act of 1986. We could be sanguine about the nearly threefold increase in state prisoners if we felt safer, but we do not.

Prison population growth has consistently outstripped infrastructure expansion throughout the past decade. Meanwhile, the New Jersey Supreme Court ruled on April 22, 1993, that by April 22, 1994, the Governor can no longer issue emergency executive orders forcing counties to house state prisoners in county jails. The 1993-94 state budget authorized the daily rate the counties receive for housing each state prisoner to be increased from \$45 (set in 1985) to \$58.50. Also, the State is planning to construct more prisons. In December 1993, there were 3,629 state prisoners in the 17 county jails, many overcrowded, that have agreed to continue accepting them.

Delinquency statistics also remain at high levels. According to the New Jersey Juvenile Delinquency Commission, almost 100,000 juveniles are arrested in New Jersey each year. About 11,000 juveniles are annually admitted to county detention centers, and their average daily population is over 650. About 1,300 juveniles are under the jurisdiction of the state correctional system. Over 12,500 juveniles are on probation. Almost 200 juveniles are waived to adult court each year. Lastly, the juvenile justice system consumes approximately \$350 million in direct annual operational costs annually and many millions more on a wide variety of services for delinquent youth.

Currently, incarcerated delinquents are housed at three state institutions and a variety of county detention centers. The three state facilities are the Juvenile Medium Security Facility in Bordentown (the most secure with about 120 detainees), the Training School for Boys in Monroe (commonly called Jamesburg) (about 440 youths), and the Lloyd

McCorkle Training School for Girls and Boys in Montgomery Township (phased down to fewer than 20 male and female juveniles). Young adult offenders are incarcerated at the Mountainview Youth Correctional Facility in Annandale, the Albert C. Wagner Youth Correctional Facility in Bordentown, and the Garden State Reception and Youth Correctional Facility in Yardville.

Incarcerating more and more juveniles in traditional detention facilities absorbs tremendous public resources without effectively curtailing delinquency and with little redemption of wasted lives. Senior Investigator James Thornton of the Camden County Prosecutor's Office likened today's incarceration facilities to straws that fill with peas (prisoners) whenever they are expanded. Increasing the size of a straw allows it to hold more peas, but does not change the fact that when we eventually try to squeeze an extra pea into one end of a full straw, another pea pops out the other end; and it comes out looking much like the last one put in.

So far, mandatory sentences for juvenile offenders represent only a small portion of the mandatory sentencing trend that has increased in recent years. Mandatory minimum sentences for juveniles exist only for delinquency involving motor vehicle thefts. Instead of leaving sentencing for juvenile car thefts up to the discretion of Family Court judges, a law enacted on June 3, 1993, requires a minimum 60 days of incarceration for any juvenile who injures someone during a car theft and 30 days for repeat offenders. Even if a first-time juvenile offender created no risk of injury, he must perform 30 days of community service. In addition, parents who failed to exercise reasonable supervision over juvenile offenders can be held responsible for restitution to car theft victims. After a period of use, this law should be reviewed to determine its effectiveness in reducing car thefts.

Since many gang offenders are young adults, mandatory minimum imprisonment laws which affect adults are an important aspect of society's response

to gangs. The Graves Act imposes a mandatory 3-year term on anyone convicted of committing a crime with a gun. Three-time shoplifters face mandatory 30-day jail sentences. Drug trafficking kingpins face a minimum 25 years in prison. Those who commit crimes with an assault weapon face at least 10 years. The mandatory sentence for aggravated sexual assault is five years. Employing a juvenile in the commission of a drug offense earns five years. Possession of certain drugs in a school zone requires three years. Possession of less than one ounce of marijuana in a school zone mandates one year. Each of these laws should be reviewed to determine its effectiveness in isolating dangerous criminals from society.

Although harsh mandatory measures may be necessary for violent criminals, such as carjackers, they may unnecessarily impede the ability of non-violent offenders to turn their lives around after reasonable periods of incarceration and alternative sanctions. Even though studies may show that a high percentage of those incarcerated have a history of involvement in violent crime, judges should have "safety valve" discretion to provide for alternatives to incarceration for the balance, whether it be 20 percent or five percent of offenders. This is particularly necessary for first-time, non-violent drug offenders, especially those who have played a minimal role in the crime.

There must be something to counter the "tough guy" imprint that imprisonment places on an offender, an image which juveniles may cultivate to enhance their status among other members of a gang. In too many cases today, youths view incarceration as a kind of rite of passage to a life of crime.

If the juvenile justice system were to focus more of its resources on troubled youth at the first sign of delinquency, it would eventually spend less on expensive detention and still protect society from the more dangerous offenders. Better programs within the juvenile justice system must be developed for first-time offenders. There should be more

intensive supervision for those youths who have not yet been incarcerated (see Appendix D-232). Juveniles must come to believe that after their first encounter with the law, they do not want to have another one. The failure to place sufficient controls on the first-time offender sends him the dangerous message that he can get away with criminal behavior, encourages his peers to join in negative activity and demoralizes the police and communities that are trying to combat criminal gangs.

Alternatives to incarceration should involve discipline and constructive activity. They should also build positive attitudes and skills that will help participants achieve success in the everyday world.

A rich variety of programs busying troubled youth in constructive endeavors already exists. For example, the Burlington Day Program has been sending troubled youngsters to work for the Whitesbog Preservation Trust for nearly a decade. Over the years, the youths have labored on a number of historic preservation projects involving difficult, outdoor labor. After gaining construction experience by restoring historic buildings, participants receive classroom instruction and group counseling at the restored sites. Under an interagency agreement with the Departments of Environmental Protection and Energy, Corrections, Labor and Education, the Day Program recently began to operate a pre-apprenticeship program teaching vocational skills. Each graduate of the program leaves with potentially marketable skills and a personal set of tools and work clothes, in the hopes of becoming integrated into the workforce. Such programs need to be evaluated so that more resources can be devoted to those with the best rehabilitative records.

The State Bias Crime Office's Paul Goldenberg described Operation Stamp Out Hate Crimes, which has educational and follow-up components for first-time offenders involved in hate incidents, as well as their parents. Developed by 35 experts in various fields, the program educates youthful offenders and their parents about the consequences of bias inci-

dents upon the victims and, through intense behavioral modification, teaches the participants to act appropriately in a culturally diverse society. From two locations in Camden and Essex counties, the program reaches about 40 youths and their families each year.

An encouraging development has been the transfer, effective July 1, 1993, of much of the responsibilities of the Division of Juvenile Services in the Department of Corrections (DOC) to an Office of Youth Services in the Department of Human Services (DHS). This furthers the trend toward concentrating the state-level responsibility for rehabilitative services for troubled and delinquent youths in a single agency. The transfer was recommended by the Governor's Cabinet Action Group on Juvenile Justice, which was appointed in March 1991. The creation of the Action Group was, in part, a response to a recommendation by the New Jersey Supreme Court's Committee on Juvenile Justice.

The transfer increases the potential for rehabilitation of juvenile offenders and provides coordinated services for other youth who are involved in the juvenile justice system. For the time being, the transfer includes resources serving about 800 juveniles in approximately 25 residential group homes and a like number of community day programs, as well as monitoring of county juvenile detention centers. Uniformed corrections officers will continue to provide security for the Juvenile Medium Security Facility and the Training School for Boys, and DOC will still provide day-to-day management and operation of the two facilities. DHS will supplement the educational, remedial and rehabilitative programs provided by DOC at the institutions. By the end of 1994, an Advisory Council on Juvenile Justice and the Training School's Board shall, after consultation with the commissioners of DOC and DHS, evaluate the arrangement and make recommendations for future management of the facilities in a report to the Legislature and Governor.

New Jersey's Code of Juvenile Justice, in N.J.S.A.

2A:4A-43b, authorizes 18 dispositions as alternatives to incarceration for juvenile offenders. The first alternative permits the court to adjourn formal disposition of a case for a period not to exceed 12 months for the purpose of determining whether the juvenile makes a satisfactory adjustment. If during that period of continuance the juvenile makes such an adjustment, the court is authorized to dismiss the complaint. Obviously, the more rehabilitative services that are available during this period the more likely the juvenile can avoid the delinquent (criminal) label and an attitude that validates it. Other alternatives include:

- *Release to supervision of parent or guardian;*
- *Probation for up to three years;*
- *Placement with a relative or qualified caregiver;*
- *Placement with the Division of Youth and Family Services to receive services according to a plan;*
- *Placement with the Division of Mental Retardation for eligible services;*
- *Commitment for treatment of mental illness;*
- *Fines;*
- *Restitution;*
- *Community service;*
- *Participation in work programs providing job skills;*
- *Participation in self-reliance programs such as those teaching survival skills;*
- *Participation in academic or vocational*

education or counseling;

• Placement in residential or nonresidential treatment for alcohol or narcotic abuse;

• Parental participation in programs or services where the parent's omission or conduct significantly contributed to the delinquency;

• Placement in a day or residential program providing services;

• For up to two years, postpone, suspend or revoke a driver's license or vehicle registration where the delinquency involved a motor vehicle; and

• Require satisfaction of any other conditions reasonably related to the juvenile's rehabilitation.

All of these alternatives require the availability of sufficient effective services and programs for success. Presently, many places throughout New Jersey lack the necessary quantity and quality of services to channel delinquents away from steadily more serious criminal involvement.

Juvenile Conference Committees are comprised of six to nine citizen volunteers appointed to serve as arms of the Family Court by hearing and deciding matters involving alleged juvenile offenders referred by the court. Committees attempt to forestall more serious future misconduct by obtaining the voluntary cooperation of juveniles and their parents or guardians with their recommendations for disciplinary or corrective action. Committees familiar with a wide range of programs for disaffected youths, including community service projects, are much more effective than those whose options and knowledge are limited.

In mid-1993, at the behest of Dover Township Police Chief Michael G. Mastronardy and the Ocean County Prosecutor's Office, the Family Court in

Ocean County began to upgrade its Juvenile Conference Committee system. By seeking school staffers from districts throughout the county to volunteer to serve on the committees and realigning their jurisdictions to correspond to the boundaries of each high school district, the system increased the number of committees with members familiar with the troubled youths. The new system also puts juveniles involved with "station house adjustments" into contact with juvenile conference committees without the filing of formal complaints. Previously, officers involved in station house adjustments would merely bring the juveniles into the station and give them lectures without referring them to the committees or to an Intake Services Conference. That tended to send the wrong message -- that misconduct is no big deal -- and to deprive juveniles of timely interventions. At that early stage juveniles may benefit from committee referrals to programs, such as confidence-building courses or visits to the trauma wards of inner-city hospitals to see first-hand the effects of wanton violence.

Delinquents who refuse to perform court-ordered community service or to pay restitution should know that some significant consequences will follow their failure to abide by court-imposed sanctions and accept responsibility for their actions. In Morris County a program called PASS (Probation Assisted Supervised Sanctions) has been modeled after the pioneering SLAP (Sheriff's Labor Assistance Program), which now serves adult offenders in several counties. The Family Court sentences any juvenile who knowingly disregards his probationary obligations to a specified number of days in an assigned bed at the Morris County Youth House. The judge agrees to suspend the incarceration if the juvenile agrees to participate in the PASS program. Participants complete a rigorous program of community service activities as part of a team under the supervision of probation officers. They pick up trash, clean parks, beaches and roadways, and do landscaping and painting. They also submit to random urine testing for drugs and alcohol. Any failure to comply results in immediate arrest on a

violation of probation charge.

If we truly believe in the African proverb, "It takes a whole village to raise a child," then we should reassess the premise that even adjudicated juvenile delinquents should not be identified. Juvenile hearings are closed to the public unless the court determines that a substantial likelihood that specific harm to the juvenile would result. Presently, the law presumes that a juvenile adjudicated delinquent in connection with a serious offense may be identified unless "the juvenile can demonstrate a substantial likelihood that specific harm would result from such disclosure." Courts customarily grant applications preventing such disclosure. Lastly, whoever knowingly discloses the name of a youth charged with delinquency is guilty of a disorderly persons offense.

Although some protections should remain -- especially during pending proceedings -- the adjudication records and names of those determined guilty of serious or violent delinquencies should be automatically available to the public. For a community to participate in correcting youth, people in the community should know which ones are getting into serious trouble. In part, expanding knowledge of who the troubled youngsters are would help people to protect themselves from delinquents. It would also help them to bring those youngsters, and those who associate with them, to helpful programs earlier.

New Jersey should create disciplined and structured alternatives to incarceration for first-time juvenile offenders. In the style of military boot camps, such programs would focus delinquent youths on community service work, job training and education (when not eating, sleeping or exercising).

Recent legislation implementing recommendations of the Essex-Union Auto Theft Task Force mandates shock incarceration programs for repeat auto thieves. The State Department of Corrections has experience in alternative correctional program-

ming and has developed a model "boot camp" (shock incarceration) program with a highly structured regimen aimed at behavior modification.

When incarceration is finally used to assuage a recalcitrant delinquent, it should not contradict messages of work and discipline. At the Commission's public hearing, Alonzo Moody, who directs Paterson's Total Lifestyle and Support Program for delinquent youths, explained that the juvenile justice system has failed to deter delinquents and "change their habits" because "we're [not] telling the juveniles that we're serious about crime." Moody described a stay in the Training School at Monroe (Jamesburg) -- with an Olympic-size swimming pool, gyms, weight rooms and field trips -- as "like going to college ... like they've been on vacation someplace." He concluded that delinquents often prefer a stay at Jamesburg to the struggle on the streets.

Moody said if he were in a position to do so, he would set up a program in which those whose cases were disposed of with detention would produce everything they needed to survive, including growing food, building shelter and sewing clothing. They would wake up early and work hard all day developing skills and could only escape such rigors by sincere participation in educational programs. Although Moody's ideal program would build self-reliance, skills and confidence, it would also send a strong message that detention, while not brutal or unfair, is unattractive and unacceptable.

In a sense, Moody's proposal would involve an expansion of the prison industries concept to include more juvenile incarceration facilities and more rigorous programs. Any such program should involve participants in work that teaches marketable skills, not solely labor-intensive or unprofitable tasks, such as highway, shore and neighborhood cleanups, which are shunned by most private and public employers. At the same time that they learn from performing unpleasant tasks that crime has disagreeable consequences, youths should also learn

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skills that will help them to obtain employment upon returning to their communities. Some of the work should be conducted in shifts so that juveniles can also participate in educational and discipline-instilling programs.

Some care should be taken to prevent prison industries from eliminating private sector jobs. Nonetheless, we must recognize that if we expect inmates to become productive members of society, at least some of their work should involve meaningful skills. Virtually any constructive endeavor by inmates will have a tangential effect on the free enterprise system. However, we should tolerate minimal effects if incarcerations can be reduced and former inmates can lead constructive lives.

The Department of Correction's industrial division, which operates under the trade name DEPTCOR, involves inmates in operating a restaurant called Mates Inn, sewing clothes, baking bread, assembling furniture, welding metal shelves, making traffic signs, keypunching documents such as voter registrations, tending cows and answering telephones for the Division of Travel and Tourism. Current proposals would expand their activities to growing dune grass to prevent beach erosion, cleaning up toxic spills, recycling tires, making eyeglasses for Medicaid recipients and manufacturing shoes. Juvenile involvement in such programs should also be expanded.

Society must be protected from the small percentage of juvenile offenders who are repeatedly charged with violent crimes. Those who are committed to violence must be removed from the community. The most definitive way to ensure stringent treatment of chronic juvenile offenders or those guilty of heinous crimes is to try them as adults. Presently, a juvenile 14 years of age or older at the time of a serious offense may be tried and punished as an adult upon application of the prosecutor. Usually this exposes the juvenile to more serious punishment than that typically available to the Family Court. The Commission believes that 14 is an

adequate cut-off age.

The Middlesex County Prosecutor's Office recently implemented a Juvenile Habitual Offender Program (J-HOP) to identify juvenile recidivists, flag them for the courts and seek an additional year of detention on top of the maximum of four years typically allowed by law for crimes short of murder. The Prosecutor's Office announced its intention to deny plea bargains to youths identified as repeat offenders (J-HOPS). The program also seeks to improve and coordinate record-keeping among police, the Prosecutor's Office, schools and the Probation Office in order to ensure that the system keeps track of repeat offenders.

Other programs involving alternatives to incarceration are detailed in Appendix D of this report:

Juvenile Conference Committees (arms of Superior Court, Family Part, operating in various counties and municipalities) [D-46];

Intensive In-Home Detention Supervision Program (Superior Court, Camden County, Family Part) [D-47];

Camden Day Program [D-50];

Camden Community Service Residential Center [D-51];

Camden Prep Residential Center (Blackwood) [D-52];

CYAP (Camden Youth Agricultural Program) (Blackwood) [D-53];

Camden House (Camden Community Service Center) [D-63];

Detention Alternatives Program (Bergen County Division of Family Guidance, Hackensack) [D-21];

FIRST (Family Intervention: Resource, Support and Therapy) (Family Counseling Service, Camden) [D-55];

Buckwashers (Juvenile Probation, Cape May Court House) [D-66];

Cumberland Day Treatment Program (Bridgeton) [D-76];

Turning It Around (Urban League of Metropolitan Trenton, Inc., Trenton) [D-110];

JUPITER Serious Juvenile Offender Program (Middlesex County Probation Department, New Brunswick) [D-123];

MAYAH (Maintaining Adjudicated Youth At Home) (Creative Instruction, Piscataway) [D-127];

Developing Community-Based Services for Youth At Risk (Bayshore Youth and Family Services, Matawan) [D-135];

Project TOUCH (Together Our Understanding Creates Harmony) (Long Branch) [D-138];

Total Lifestyle and Support Program (Youth Services Bureau, Paterson) [D-159];

Passaic County Youth Advocate Day Program (Paterson) [D-160];

DIP (Detention Intervention Project) (Union County Detention Center, Elizabeth) [D-176]; and

Juvenile Probation Services (Administrative Office of the Courts, Trenton) [D-233].

TASK FORCES AND COMBINED INTELLIGENCE

New Jersey should establish a statewide gang database, with coordinators in each county, to ensure the collection and sharing of intelligence about the activities and membership of criminal street gangs. Moreover, all gang-related incidents and crimes should be recorded and tracked in a centralized system so that the seriousness of the problem may be assessed from year to year. Ultimately, law enforcement should be able to determine the proportion of each offense that is gang-related.

Intelligence should be exchanged with law enforcement-operated anti-gang networks in other states. This coordination is important because large, well-organized gangs, such as the Crips and Bloods gangs of Los Angeles and others from New York, Detroit, Chicago, and elsewhere, have discovered that drug markets in small and medium cities throughout the United States offer much more attractive profit margins than those which may be found in some of the more competitive major metropolitan areas. Although there is little evidence of the spread of such gangs to New Jersey, this state should be alert to their possible encroachment so that they may be thwarted before gaining irreversible footholds in our communities.

In his response to a Commission survey, Sterling Wheaton, a District Parole Supervisor in Red Bank, candidly assessed the need to coordinate the collection and dissemination of information about gangs:

We have a staff of 16 field officers who cover all of Monmouth County. The staff was polled, and the consistent answer was, "Yes, there are street gangs in our area; yes, our parolees are involved; no, I don't know any specifics." The closest to a direct answer that was received was that there are "Five Percenters." What this survey has shown is that we are sorely in need of training. We

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are on the streets virtually every day. We have direct contact with the people in the street gangs, their communities and their families, but we cannot provide [the Commission] with any specific information.

Wheaton's statement is all the more significant when considered in light of the fact that the Monmouth County Prosecutor's Office has a better gang intelligence base than any other prosecutor's office in New Jersey.

A system should be established so that juvenile and adult corrections officials are notified of any gang affiliations of incarcerated individuals. In turn, correctional authorities should notify appropriate law enforcement agencies when a gang member returns to his community or when they expect that a potential gang problem may occur with that person's release.

School administrators often do not know which students have delinquency records or are on probation, despite the fact that the law requires that a juvenile's principal be notified after a delinquency adjudication. Systems for automatic notification should be tightened. Also, the proper use and retention of such records should be spelled out in more detail in the law.

On December 3, 1993, the State Police formed a Youth Gang Unit within the Intelligence Services Section. The Unit will gather intelligence on the most violent and criminally active gangs and share it with other law enforcement agencies.

In March 1993, the Attorney General directed county prosecutors and local law enforcement officials to enter the fingerprints of juveniles who commit serious crimes into the State Police's Automated Fingerprint Identification System (AFIS). This new approach should help in the identification of repeat offenders. Since access to the records is limited, the procedure does not impinge upon the Legislature's policy of limiting the publication of

information about juvenile offenders. AFIS was instituted in 1990. It allows a computer to match stored fingerprints with those lifted from crime scenes in a matter of minutes.

The FBI recently began the process of rebuilding the outdated National Crime Information System (NCIC). With upgraded software and hardware, participating law enforcement agencies throughout the United States will be able to obtain information about known and confirmed gang members. This is one of many improvements scheduled to go into effect when NCIC 2000 is implemented from 1996 through 1998.

Since 1987, the Los Angeles County Sheriff's Department (LASD) has maintained a computerized data base, the Gang Reporting, Evaluation and Tracking (GREAT) System, to keep tabs on street gangs and their members. As of June 3, 1992, LASD had authorized 132 law enforcement agencies nationwide direct access to GREAT through their computer systems. The data base contained information on 1,494 street gangs and 105,619 gang members. The Los Angeles Police Department (LAPD) was expected to download about 51,000 gang member records from its own data base into GREAT. About five percent of the LAPD records were expected to duplicate those already in the GREAT System. Software was developed to eliminate the duplicates. The Federal Bureau of Investigation and the U.S. Bureau of Alcohol, Tobacco and Firearms view the GREAT System, with certain refinements, as a potential model for a proposed national gang information network that would link state and local data bases.

A computerized data base, called GRIP (Gang/Narcotics Relational Intelligence Program), began operation in the Chicago suburbs of Cook County in late 1991. The system, developed by Design Data, Inc. of Dubuque, Iowa, links more than 100 suburban police departments to each other and to city and county law enforcement agencies. Each participant supplies information on criminal gangs, including

names and computer-generated photographs of members, nicknames, dress, signs, code words and tattoos.

The Crime Analysis Unit of the Evansville, Indiana, Police Department developed a computer program called NARC to aid in the processing and use of narcotics intelligence. The program has evolved into a tool to document, analyze and predict organized gang activities. Operating on stand-alone department PCs to facilitate simplicity and security, the system allows full access only to the analyst responsible for inputting all information. On a "need-to-know" basis others are allowed "read-only" access. Inactive information is regularly purged from the system. The department has reported good results from the program and makes it available to requesting law enforcement agencies.

Each prosecutor's office should have units or personnel that specialize in gangs and bias crime. Armed with adequate intelligence, each prosecutor's office should pay special attention to enforcement efforts concerning gangs.

At the Commission's public hearing State Police Detective Sergeant Smith described interjurisdictional task forces as a potent weapon in coping with transient Asian gangs:

One of the most successful ways that we've been able to combat these highly-transient criminals is to break down the jurisdictional barriers that exist and work some of these cases on a cooperative effort in the form of task forces -- federal, state and local levels.

...

One of the most successful [task forces] ... in New York [is] Group 41 of the DEA, which is comprised of state police, city police, federal authorities from all of the various federal agencies -- the ATF, the FBI, the DEA -- and ... this task force, and those like [it], have been very successful in infiltrating

and prosecuting these Asian crime groups.

Q [COMMISSIONER EVENCHICK]. How about here in New Jersey? ...

A. In New Jersey we have some loosely-formed task forces. One big help for us has been the formation of an International Asian Crime Association. It's an association of investigators who all have banded together, who have a like interest in the eradication of the Asian crime problem.

Some task forces for control of youth gangs, violence and drugs are detailed in Appendix D of this report:

Youth Task Force (Atlantic City Police Department) [D-11];

Violent Crimes and Gang Impact Task Force (Camden County Prosecutor's Office, Camden) [D-57];

TNT (Tactical Narcotics Team) (Middlesex County Prosecutor's Office, New Brunswick) [D-128];

TNT (Tactical Narcotics Team) (Monmouth County Prosecutor's Office, Freehold) [D-143]; and

Statewide Narcotics Task Force (Division of Criminal Justice, Trenton) [D-239].

NATIONAL GUN CONTROL

The federal government or individual states should enact national gun control legislation at least as stringent as that which presently exists in New Jersey. It is discouraging that the best measure enacted at the federal level is the Brady Law, which merely calls for a five-day waiting period for handgun purchases and background checks on would-be buyers.

1. The first part of the text discusses the importance of maintaining accurate records of all transactions and activities. This is crucial for ensuring transparency and accountability in the organization's operations. It also highlights the need for regular audits and reviews to identify any discrepancies or areas for improvement.

2. The second part of the text focuses on the role of the management team in setting the strategic direction of the organization. This involves defining the organization's vision, mission, and core values, and then developing a clear strategy to achieve these goals.

3. The third part of the text addresses the importance of effective communication and collaboration within the organization. This includes ensuring that all employees are kept informed of the organization's progress and goals, and encouraging them to work together to overcome challenges.

4. The fourth part of the text discusses the need for the organization to be flexible and adaptable in the face of changing market conditions. This involves regularly reviewing and updating the organization's strategy to ensure it remains relevant and effective.

5. The fifth part of the text focuses on the importance of financial management and budgeting. This involves setting a realistic budget, monitoring the organization's financial performance, and making adjustments as needed to ensure the organization remains financially sound.

6. The sixth part of the text discusses the role of the organization's culture and values in shaping its success. This involves fostering a positive and inclusive work environment, and encouraging employees to embrace the organization's core values and mission.

7. The seventh part of the text addresses the importance of risk management and contingency planning. This involves identifying potential risks to the organization's success, and developing plans to mitigate these risks and respond to any unexpected events.

8. The eighth part of the text focuses on the need for the organization to be socially responsible and to contribute positively to society. This involves supporting local communities, promoting sustainability, and engaging in ethical business practices.

9. The ninth part of the text discusses the importance of innovation and continuous improvement. This involves encouraging employees to think creatively and develop new ideas, and regularly reviewing and improving the organization's processes and systems.

10. The tenth part of the text concludes by emphasizing the need for the organization to remain focused on its long-term goals and to stay committed to its mission and values. This involves maintaining a strong sense of purpose and direction, and ensuring that all actions are aligned with the organization's overall strategy.

11. The eleventh part of the text discusses the importance of building strong relationships with external stakeholders, such as customers, suppliers, and the community. This involves engaging in open and honest communication, and working to meet the needs and expectations of all parties involved.

12. The twelfth part of the text focuses on the role of the organization's leadership in setting the tone for the organization's culture and values. This involves demonstrating integrity, transparency, and a commitment to the organization's mission and values.

13. The thirteenth part of the text addresses the importance of the organization's financial health and stability. This involves ensuring that the organization has sufficient resources to meet its obligations, and that it is able to generate a consistent and sustainable profit.

14. The fourteenth part of the text discusses the need for the organization to be transparent and accountable to its stakeholders. This involves providing regular updates on the organization's performance, and being open to feedback and criticism.

15. The fifteenth part of the text focuses on the importance of the organization's reputation and brand. This involves ensuring that the organization is perceived as a trustworthy and reliable partner, and that its brand is consistently represented across all channels.

16. The sixteenth part of the text discusses the role of the organization's employees in driving its success. This involves providing employees with the resources and support they need to perform their jobs effectively, and encouraging them to take ownership of their work.

17. The seventeenth part of the text addresses the importance of the organization's compliance with applicable laws and regulations. This involves ensuring that the organization is operating in a legal and ethical manner, and that it is up-to-date on any changes to the regulatory environment.

18. The eighteenth part of the text focuses on the need for the organization to be resilient and able to recover from setbacks. This involves developing a strong crisis management plan, and ensuring that the organization has the resources and capabilities to bounce back from any unexpected challenges.

19. The nineteenth part of the text discusses the importance of the organization's sustainability and environmental impact. This involves minimizing the organization's carbon footprint, promoting resource efficiency, and supporting sustainable practices throughout the organization.

20. The twentieth part of the text concludes by emphasizing the need for the organization to remain agile and responsive to change. This involves regularly reviewing and updating the organization's strategy, and being open to new ideas and opportunities for growth.

21. The twenty-first part of the text discusses the importance of the organization's diversity and inclusion. This involves creating a work environment that is welcoming and supportive of all employees, regardless of their background or identity.

22. The twenty-second part of the text focuses on the role of the organization's customers in driving its success. This involves understanding the needs and preferences of customers, and providing them with high-quality products and services that meet their expectations.

In March 1993, the National Center for Health Statistics reported that in the United States in 1990 4,173 youths age 15 to 19 were killed by firearms, an increase of nearly 600 over the year before and 1,675 more than in 1985. One in every four deaths among those age 15 to 24 in 1990 was a firearms fatality. Only motor vehicle accidents killed more teenagers and young adults than firearms.

In August 1993, the governors of New Jersey, Delaware, Maryland and Virginia signed an agreement to cooperate in stemming the flow of illicit guns along the East Coast by sharing intelligence and working together on investigations. New York, which had previously entered a similar compact with Virginia, was expected to join the others. Under the agreement, the states will work together to trace illegal weapons, intercept shipments, help enforce each state's laws more effectively, and prosecute those caught trafficking in illegal weapons to the maximum extent possible. Each state will computerize records regarding persons and groups involved in illegal firearms transportation or sale and cross-reference the information with the other participating states. Although helpful, the agreement will only allow the participating states to do their best to keep firearms out of the hands of criminals and delinquents until stricter laws are passed by other states and the federal government.

The federal Bureau of Alcohol, Tobacco and Firearms (ATF) has established a hotline (1-800-ATF-GUNS) where callers may confidentially report possible gun violations, including those involving gang and drug activity. Calls are routed to agents in the districts where the callers reside. If the caller's information does not involve a federal firearms offense or a violation of federal laws, it is given in full detail to the appropriate local or state law enforcement agency.

DETER NEGATIVE INFLUENCES

Communities intent on diminishing gang influences in their neighborhoods need to do as much as

possible to change the environment in which their children grow up. Officials in communities where residents are fed up with gang activities should seek Superior Court injunctions against nuisances conducted by gangs. Police and concerned residents, in cooperation with prosecutors' offices, may improve the quality of life in targeted communities by asking courts to restrict negative activities. Once evidence persuades a judge that a criminal street gang is a dangerous public nuisance, the judge may prohibit the gang from engaging in certain conduct that would otherwise be lawful, but is the precursor to unlawful criminal behavior. Such conduct may include possessing a beeper/pager or behaving in a manner that suggests that one is serving as a lookout for the police. The injunction could also impose a curfew on gang members and their associates under the age of 18, requiring them to remain in their residences between 8:00 p.m. and 6:00 a.m., unless they are accompanied by a parent or guardian or can show identification and proof that they are going to or from school, church or a place of employment. In addition, the injunction could ban gang members from blocking the passage of any person or vehicle upon any street, walkway, sidewalk, driveway, alleyway or other area of public passage; using or possessing any deadly weapon, including guns, knives, baseball bats, rocks, bricks, razors and the like; or annoying, harassing or intimidating any person.

Armed with injunctions, previously helpless uniformed or undercover officers would then be able to arrest gang members for contempt of court. Such efforts would effectively interfere with the gang's ability to profit from illicit activities, thus crippling its primary hold on members. The injunction program would work best in areas where residents joined in the effort by providing intelligence, tipping off the police to violations and helping to provide evidence. It would also be important to combine such a program with positive alternatives for youth, property maintenance programs, educational programs and other community mobilization efforts. Lastly, the process of obtaining and enforcing

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ing an injunction sends a message to gang members that their lawlessness and intimidation will no longer be tolerated by the police or residents.

Government censorship of "gangster" rap, television programs, hate videos, graphically violent video games, pornography and satanic materials raises conflicts with First Amendment freedoms and may not be workable. A major theme of such products is angry response to perceived repression. Attempts to suppress them provide opportunities to rail against mainstream thinking. Rather, parents should familiarize themselves with the messages conveyed to their children by these materials. Armed with understanding, parents and others who are in daily contact with troubled youth can successfully communicate how the messages or images conflict with realistic pathways to better lives.

The music, television and video industries must adopt voluntary standards or government will have to attempt regulation. The federal Children's Television Act, effective in 1991, has already given the television industry a mild mandate to reform its violent programming by requiring stations "to serve the educational and information needs" of the child audience. The nonprofit National Council for Families and Television reviews and reports on violent programming. One of the most effective strategies is the labeling of recordings and games as appropriate or not for certain age groups. The Music Resource Center of Washington, D.C., is involved in the development of labeling standards for music. In July 1993, Sega of America, a major manufacturer of video games based in Redwood City, California, initiated a rating system for its video games. In December 1993, DIC Entertainment of Burbank, California, the largest producer of television cartoon shows, announced a 12-point code of standards to guide writers and directors who work for the company. The National Education Association and the University of California-Los Angeles Graduate School of Education helped to create the code. Standards call for story lines that enhance self-esteem and foster cooperative behavior, shun dan-

gerous stunts that can be imitated by children, encourage resolution of conflict situations by peaceful means, avoid portraying anti-social behavior as glamorous or acceptable, and provide that violent behavior should only be shown when the dangerous and negative consequences are clearly and realistically depicted.

Communities should consider curfews as a means of keeping juveniles off the streets during hours when crime rates are high. The curfews should be structured so as not to interfere with those accompanied by responsible adults and traveling to or from constructive activities, such as midnight basketball leagues.

Graffiti cleanup programs allow communities to express their disapproval of gang activity and help to regain control of neighborhoods where lawlessness prevails. Gang members sentenced to community service for delinquency or criminal conduct should be required to participate in graffiti cleanups. In fact, communities should pursue vigorous general cleanup programs. When vacant lots and parks are cleaned and trees are planted, the entire community takes greater pride in its environment and develops less tolerance for aberrant behavior.

In the spring of 1993, New Brunswick announced Operation Clean Sweep, involving the recruitment of resident litter patrols and stricter enforcement of property maintenance codes. Community groups are being asked to adopt and be responsible for cleaning up 62 zones in the city. The Public Works Department supplies equipment and trash hauling. Inspectors issue summonses for litter and property maintenance violations.

Some municipalities in New Jersey have passed or proposed ordinances that ban the sale of spray paint and heavy-duty indelible markers to minors. In isolation such ordinances have virtually no chance of succeeding; however, a statewide statutory ban could have some positive effect. State law against

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graffiti vandalism (a form of criminal mischief) should also mandate community service (including removal of the offending graffiti) and restitution to property owner victims.

Meanwhile, neighborhood crime watches and programs that channel graffiti artists' talents into positive pursuits should be established. In Philadelphia, an Anti-Graffiti Network puts former graffiti writers to work beautifying the walls they trashed. Founded in 1984 as an amnesty program for wall writers, the Network claims to have cut back illicit graffiti in Philadelphia by 50 percent. Its programs include graffiti removal, mural education and painting, and youth employment. It cleans walls, fences-off vacant lots, mobilizes neighborhood volunteers and guides youths to better futures, including art school. Network participants -- many tracked down by a special police unit and sentenced to "scrub time" by Family Court -- have painted over 1,200 murals around the city with the permission of owners and neighbors. Many are on a colossal scale and finely convey positive images and role models. There is a waiting list of over 1,500 buildings. After

"scrubbing," participants move on to teen clubs, visit museums with professional artists, attend art workshops, join the mural program and compete in the annual Clean Sweep Games.

CONCLUSION

We should remember that youths do what they do for reasons. We have to ask ourselves what so quickly changes the eager, hopeful, trusting children in the kindergarten schoolyard into the cold, bitter, scheming denizens of the street corners. It is unstructured and unfulfilled lives, poverty, broken homes, unemployment, inadequate housing, racism, negative role models and dangerous and unclean neighborhoods. It is not very difficult to figure out what is needed to change these conditions. What is difficult is finding the gumption and commitment to follow through on what we know is right.

* * *

This investigation was conducted under the direction of Deputy Director Robert J. Clark, who was assisted by Counsel Carol L. Hoekje, Investigative Analyst Paula A. Carter, Intelligence Analyst Debra A. Sowney, Senior Special Agent Francis A. Betzler and Special Agents Kurt S. Schmid, Paul P. Andrews, Jr. and Bruce C. Best.

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The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that every sale, purchase, and expense must be properly documented to ensure the integrity of the financial statements. This includes obtaining receipts for purchases and providing invoices to customers for sales. The document also notes that records should be kept for a minimum of seven years, as required by tax authorities, to facilitate audits and dispute resolution.

The second part of the document addresses the issue of inventory management. It explains that a regular and systematic inventory count is essential for determining the cost of goods sold and the value of the ending inventory. The document suggests using the first-in, first-out (FIFO) method for valuing inventory, which is the most common and generally accepted method. It also advises that inventory should be physically counted at least once a year, and preferably more frequently, to ensure accuracy.

The third part of the document discusses the treatment of depreciation and amortization. It explains that these methods are used to allocate the cost of long-lived assets over their useful lives. The document provides a brief overview of the straight-line method, which is the simplest and most commonly used method. It also mentions that other methods, such as the declining balance method, may be used for certain assets, but they must be consistently applied.

The fourth part of the document discusses the treatment of interest income and expense. It explains that interest income is taxable when received, while interest expense is deductible as an adjustment to taxable income. The document also notes that interest on certain types of debt, such as tax-exempt municipal bonds, is not taxable. It advises that interest income and expense should be reported on the appropriate forms, such as Form 1099-INT for interest income and Form 1098 for interest expense.

The fifth part of the document discusses the treatment of capital gains and losses. It explains that capital gains are realized when an asset is sold for a price higher than its cost basis. Capital losses are realized when an asset is sold for a price lower than its cost basis. The document notes that capital gains and losses are reported on Form 1041 for estates and Form 1042 for nonresident aliens. It also explains that capital gains and losses are subject to different tax rates than ordinary income, and that they can be used to offset each other to reduce taxable income.

The sixth part of the document discusses the treatment of dividends and other distributions. It explains that dividends are payments made by a corporation to its shareholders. Dividends are taxable when received, and they are reported on Form 1099-DIV. The document also notes that dividends received from a corporation in which the shareholder owns 1% or more of the total value of the corporation's stock are subject to the dividends received deduction. Other distributions, such as return of capital, are not taxable until they exceed the shareholder's basis in the stock.

The seventh part of the document discusses the treatment of estate and gift taxes. It explains that estate tax is levied on the transfer of a decedent's net estate to his or her heirs, while gift tax is levied on the transfer of property by an individual during his or her lifetime. The document notes that both estate and gift taxes are subject to a unified credit, which allows for a certain amount of tax-free transfers. It also explains that estate and gift taxes are reported on Form 706 for estates and Form 709 for gifts.

The eighth part of the document discusses the treatment of self-employment tax. It explains that self-employment tax is levied on the net earnings from self-employment. The document notes that self-employment tax is reported on Form 1041 for estates and Form 1042 for nonresident aliens. It also explains that self-employment tax is subject to the same rates as Social Security and Medicare taxes, but that it is not subject to the same caps. The document advises that self-employment tax should be estimated and paid quarterly to avoid penalties and interest.

The ninth part of the document discusses the treatment of state and local taxes. It explains that state and local taxes are deductible as an adjustment to taxable income. The document notes that state and local taxes are reported on Form 1041 for estates and Form 1042 for nonresident aliens. It also explains that state and local taxes are subject to a cap on the amount that can be deducted. The document advises that state and local taxes should be reported on the appropriate forms, such as Form 1099 for state and local taxes.

The tenth part of the document discusses the treatment of other miscellaneous income. It explains that other miscellaneous income includes income from partnerships, trusts, and other entities. The document notes that other miscellaneous income is reported on Form 1041 for estates and Form 1042 for nonresident aliens. It also explains that other miscellaneous income is subject to the same tax rates as ordinary income. The document advises that other miscellaneous income should be reported on the appropriate forms, such as Form 1099 for other miscellaneous income.

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The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that every receipt and invoice should be properly filed and indexed for easy retrieval. This process is crucial for ensuring the integrity of the financial data and for facilitating audits.

Additionally, the document highlights the need for regular reconciliation of accounts. By comparing the company's internal records with bank statements and other external sources, discrepancies can be identified and corrected promptly. This practice helps to prevent errors and ensures that the financial statements are accurate and reliable.

The document also addresses the issue of budgeting and cost control. It suggests that a detailed budget should be established at the beginning of each fiscal year, and that actual expenses should be tracked against this budget on a regular basis. This allows management to identify areas where costs are exceeding expectations and take corrective action as needed.

Furthermore, the document discusses the importance of maintaining up-to-date financial statements. These statements, including the balance sheet, income statement, and cash flow statement, provide a clear picture of the company's financial health and performance. They are essential for making informed decisions and for communicating the company's financial status to stakeholders.

Finally, the document stresses the importance of transparency and accountability in financial reporting. All transactions should be properly documented and supported by evidence, and the financial statements should be prepared in accordance with established accounting standards. This ensures that the information provided is accurate, complete, and trustworthy.

The second part of the document focuses on the implementation of internal controls to prevent fraud and misappropriation of assets. It outlines several key components of an effective internal control system, including segregation of duties, authorization of transactions, and physical controls over assets.

Segregation of duties is a fundamental principle that ensures no single individual has control over all aspects of a transaction. By dividing responsibilities among different employees, the risk of fraud is significantly reduced. For example, the person who approves a purchase order should not be the same person who issues the check or who receives the goods.

Authorization of transactions is another critical control. All transactions should be approved by a designated official before they are processed. This helps to ensure that only legitimate and necessary transactions are recorded in the financial statements.

Physical controls over assets are also essential for protecting the company's resources. This includes measures such as locking up cash, inventory, and other valuable assets, as well as regular physical counts to verify their existence and quantity.

The document also discusses the importance of employee training and awareness. All employees should be educated about the company's internal control policies and the consequences of non-compliance. This helps to create a culture of integrity and accountability throughout the organization.

Finally, the document emphasizes the need for ongoing monitoring and evaluation of the internal control system. Management should regularly assess the effectiveness of the controls and make adjustments as needed to address any weaknesses or changes in the business environment.

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1. The first part of the document is a list of names and addresses, which appears to be a directory or a list of contacts. The names are written in a cursive hand, and the addresses are listed below them.

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2. The second part of the document outlines the various methods used to collect and analyze data. These methods include interviews, surveys, and focus groups. Each method has its own strengths and weaknesses, and it is important to choose the most appropriate method for the specific research objectives.

3. The third part of the document describes the process of data analysis. This involves identifying patterns and trends in the data, and then interpreting these findings in the context of the research objectives. It is important to use a systematic and transparent approach to data analysis to ensure the reliability of the results.

4. The final part of the document discusses the importance of reporting the results of the research. This involves presenting the findings in a clear and concise manner, and providing a detailed explanation of the implications of the results. It is important to be honest and transparent in the reporting process, and to acknowledge any limitations of the study.

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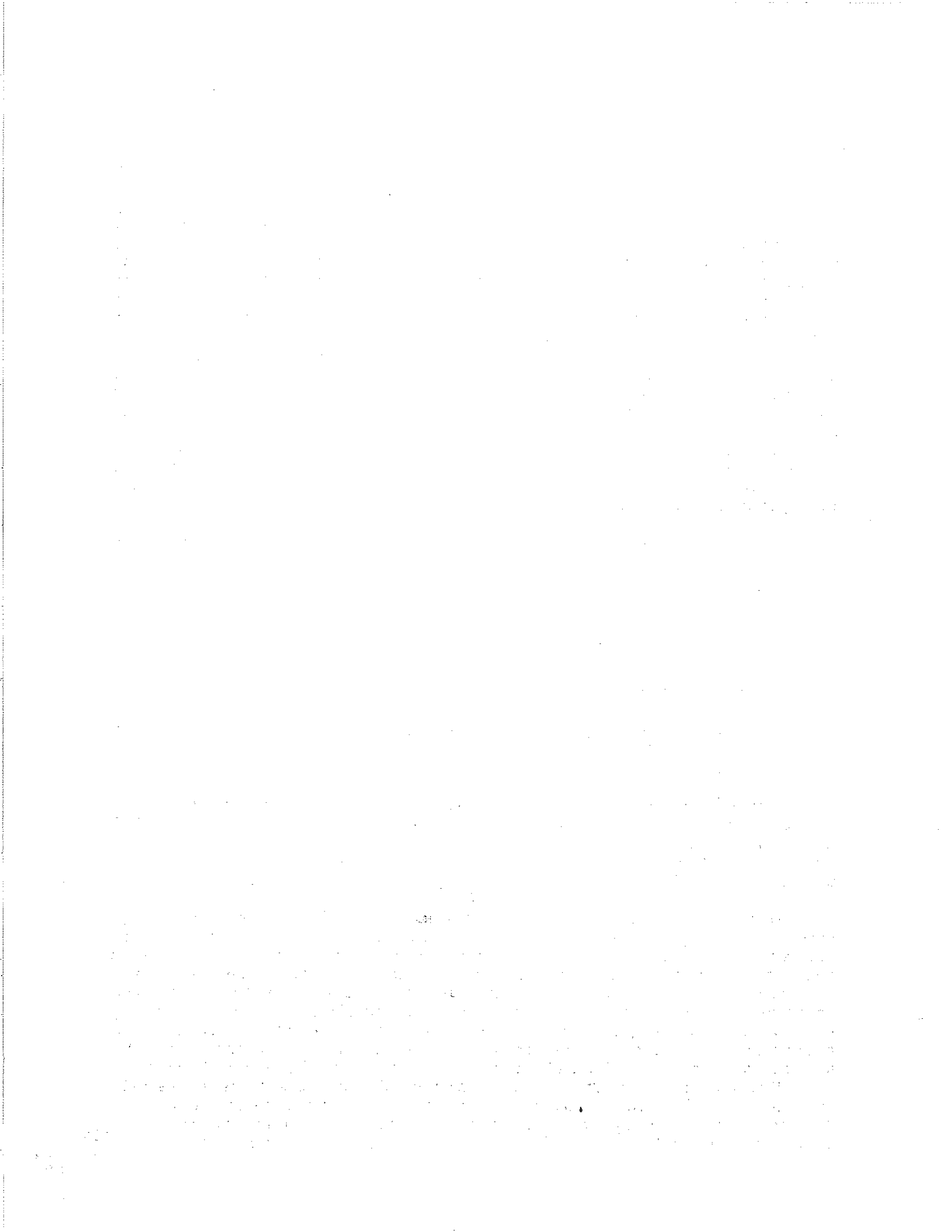
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APPENDIX A

CRIMINAL STREET GANG SURVEY RESULTS

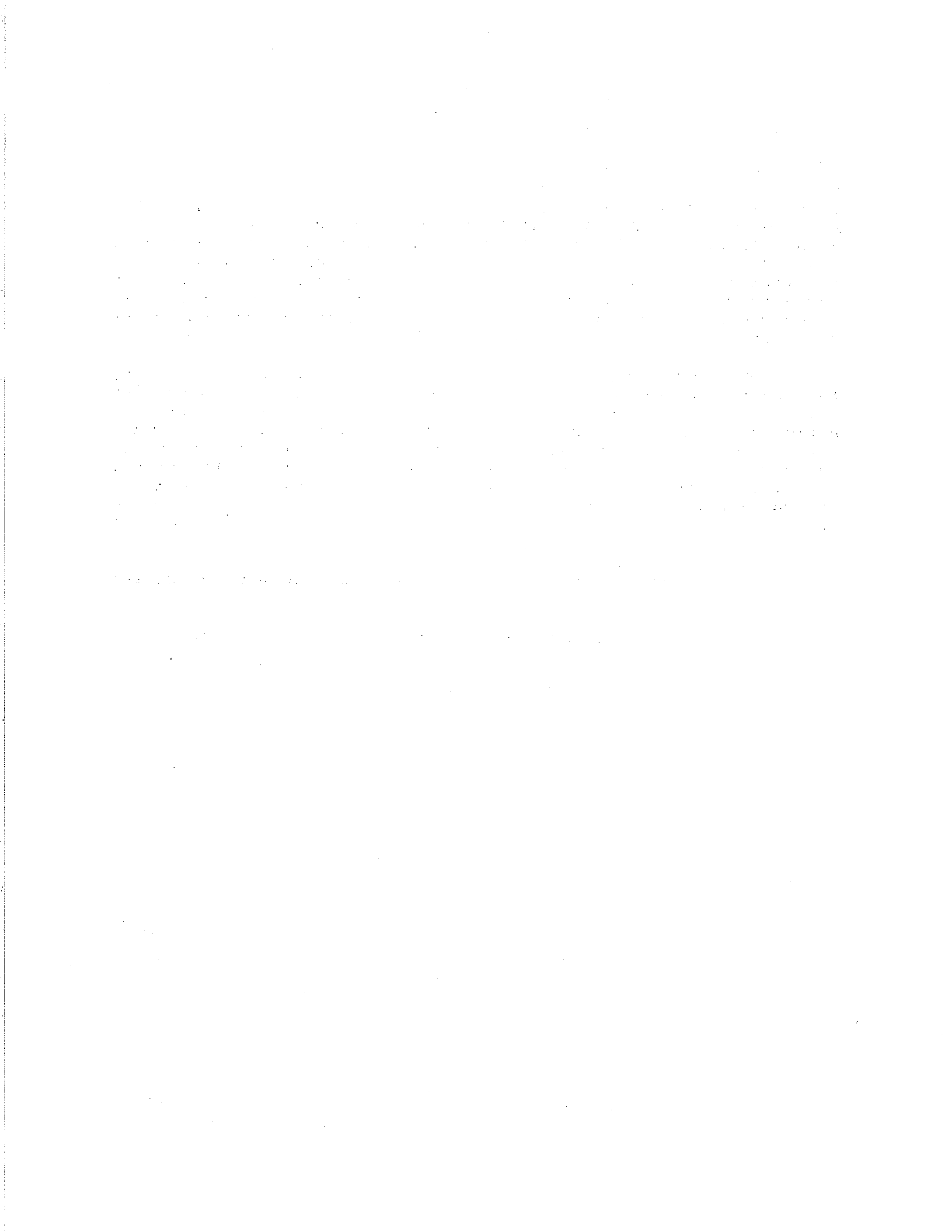
The Commission sent surveys to 555 different law enforcement agencies, schools, community programs, county probation offices, district parole offices and state and county correctional facilities to ascertain the presence of criminal street gangs in New Jersey and to examine potential gang control strategies. To guide survey respondents a criminal street gang was defined as: "a somewhat organized and durable group of juveniles and adults -- socially allied by turf concerns, status, symbols, special dress, colors or the like -- that creates an atmosphere of fear, intimidation or moral decline within the community by sponsoring violent, destructive or income-producing delinquent or criminal activity". Survey recipients were asked to identify any criminal street gangs operating in their jurisdictions/service areas or whose members or associates were housed in their correctional facilities within the last two years. The following is a breakdown of agencies receiving surveys:

- I. Law Enforcement Agencies - 211 (includes 169 municipal police departments, 21 county prosecutors' offices and 21 county sheriffs' offices).
- II. School Districts (in areas where municipal police were surveyed) - 132
- III. Community Programs - 128
- IV. County Probation Offices/District Parole Offices - 28
- V. State and County Correctional Facilities - 56

Survey results show that within the last two years at least 717 criminal street gangs have operated in New Jersey with a total membership of approximately 14,000. While gangs are heavily concentrated in urban areas, survey results show that criminal street gang activity is also commonplace in the suburbs.

Official denial of the existence of criminal street gangs remains a significant problem. Approximately 27.5 percent of survey recipients reported gang activity. The Commission believes that many more gangs operating in New Jersey have not been reported. Some potential reporters have not been able or willing to develop necessary intelligence or information. Others obviously are aware of a problem but choose to deny or minimize its existence. Moreover, due to time and resource limitations, the survey was not sent to all potential reporters in every locale.

The major urban and suburban areas of the state were surveyed, and the Commission believes a majority of gangs were reported. However, some survey recipients failed to report gang activity in areas where other recipients did report gang activity. In



addition, follow-up telephone calls revealed that some recipients unduly restricted the definition of criminal street gangs contained in the surveys.

The denial syndrome was manifested in a variety of forms. Some survey recipients maintained that a group is not a criminal street gang if it does not fit the mold of the notorious Los Angeles Crips and Bloods. Another typical response was to exclude groups lacking rigidly defined names, organization or leadership. Also if non-residents engaged in gang activity, it was sometimes not reported. Moreover, often groups were not reported if their behavior had not yet included serious crimes. In particular, schools often identified gangs that were unknown to the police or not defined by them as gangs.

The countywide statistics do not give an accurate picture of the numbers of gangs in some counties. Rather, they tend to list large numbers of gangs in a few counties, such as Camden and Monmouth, that have the best awareness and expertise concerning the gang problem. The Commission believes that survey recipients in those counties reported numbers of gangs consistent with actual numbers. In comparison to the aware counties, some respondents in several counties have failed to thoroughly assess the gang problem and develop intelligence on it. Their reported data do not reflect actual gang numbers.

The following tables, based on survey responses and input from the Concerned Officers Organization on Gang Activity (CO3GA), profile gang activity within each county in the state. Also included are numerical summaries of survey responses by county.

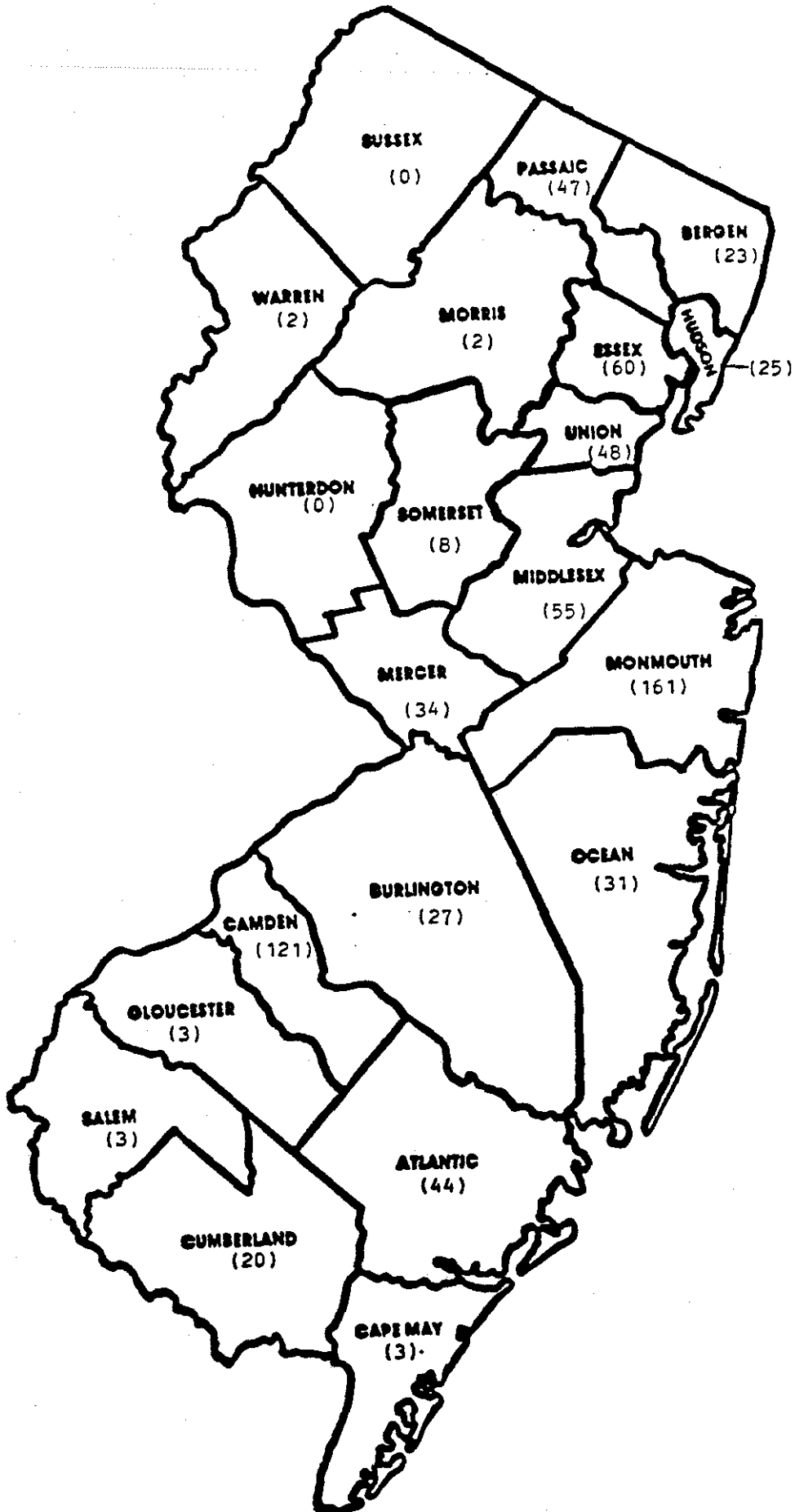
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NUMBER OF REPORTED GANGS AND APPROXIMATE MEMBERSHIP

COUNTY	NUMBER OF GANGS REPORTED	APPROXIMATE RANGE OF MEMBERSHIP	GANGS WITH MEMBERSHIP UNKNOWN
Atlantic	44	1693 - 1957	7
Bergen	23	125 - 131	15
Burlington	27	644 - 759	11
Camden	121	2619 - 3038	41
Cape May	3	43 - 43	0
Cumberland	20	187 - 216	9
Essex	60	971 - 1081	32
Gloucester	3	Unknown	3
Hudson	25	480 - 741	12
Hunterdon	0	0	0
Mercer	34	1235 - 1279	5
Middlesex	55	410 - 435	37
Monmouth	161	3102 - 3353	28
Morris	2	22 - 25	0
Ocean	31	907 - 1102	5
Passaic	47	Unknown	47
Salem	3	10 - 20	2
Somerset	8	80 - 110	2
Sussex	0	0	0
Union	48	875 - 1008	10
Warren	2	45 - 45	1
TOTALS:	<u>717</u>	<u>13,448 - 15,343</u>	<u>267</u>



CRIMINAL STREET GANGS BY COUNTY





SURVEY RESPONSES BY COUNTY

		Total Surveys Sent	Gang Activity Id'd	No Gang Activity Id'd	No Response
County:	Atlantic				
	I. Law Enforcement	6	3	1	2
	II. Schools	3	1	1	1
	III. Community Programs	2	-	-	2
County:	Bergen				
	I. Law Enforcement	20	4	13	3
	II. Schools	15	4	8	3
	III. Community Programs	11	1	1	9
County:	Burlington				
	I. Law Enforcement	12	5	5	2
	II. Schools	6	2	1	3
	III. Community Programs	1	-	1	-
County:	Camden				
	I. Law Enforcement	13	4	8	1
	II. School	7	3	3	1
	III. Community Programs	15	3	-	12
County:	Cape May				
	I. Law Enforcement	6	-	6	-
	II. Schools	2	-	2	-
	II. Community Programs	-	-	-	-
County:	Cumberland				
	I. Law Enforcement	5	3	1	1
	II. Schools	3	3	-	-
	III. Community Programs	5	2	-	3
County:	Essex				
	I. Law Enforcement	20	5	13	2
	II. Schools	16	4	7	5
	III. Community Programs	14	3	1	10
County:	Gloucester				
	I. Law Enforcement	6	-	6	-
	II. Schools	4	-	-	4
	III. Community Programs	1	-	1	-

County: Hudson

I. Law Enforcement	12	2	8	2
II. Schools	10	3	5	2
III. Community Programs	11	2	1	8

County: Hunterdon

I. Law Enforcement	3	-	2	1
II. Schools	1	-	1	-
III. Community Programs	1	-	1	-

County: Mercer

I. Law Enforcement	10	3	6	1
II. Schools	7	1	3	3
III. Community Programs	14	2	-	12

County: Middlesex

I. Law Enforcement	16	5	9	2
II. Schools	11	4	6	1
III. Community Programs	5	1	-	4

County: Monmouth

I. Law Enforcement	22	9	11	2
II. Schools	13	5	2	6
III. Community Programs	12	3	1	8

County: Morris

I. Law Enforcement	11	2	9	-
II. Schools	5	-	2	3
III. Community Program	4	-	1	3

County: Ocean

I. Law Enforcement	11	4	4	3
II. Schools	6	4	-	2
III. Community Programs	8	2	1	5

County: Passaic

I. Law Enforcement	8	2	5	1
II. Schools	5	1	2	2
III. Community Programs	7	-	2	5

County: Salem

I. Law Enforcement	4	1	2	1
II. Schools	2	1	1	-
III. Community Programs	2	-	1	1

County: Somerset

I. Law Enforcement	7	3	4	-
II. Schools	4	2	2	-
III. Community Programs	3	-	2	1

County: Sussex

I. Law Enforcement	3	-	2	1
II. Schools	2	-	1	1
III. Community Programs	2	-	1	1

County: Union

I. Law Enforcement	13	7	5	1
II. Schools	9	2	5	2
III. Community Program	6	2	-	4

County: Warren

I. Law Enforcement	3	-	2	1
II. Schools	1	-	-	1
III. Community Programs	4	2	-	2

Probation/Parole Offices	28	12	3	13
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Correctional Facilities	56	16	7	33
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Summary:

I. Law Enforcement	211	62 (29%)	122 (58%)	27 (13%)
II. Schools	132	40 (30%)	52 (40%)	40 (30%)
III. Community Programs	128	23 (18%)	15 (12%)	90 (70%)
IV. Probation/Parole	28	12 (43%)	3 (11%)	13 (46%)
V. Corrections	56	16 (25%)	7 (12%)	33 (59%)

Totals:	555	153 (27.5%)	199 (36%)	203 (36.5%)
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CRIMINAL ACTIVITIES LEGEND

A	Heroin trafficking	Q	Drive-by shooting
B	Cocaine	R	Homicide
C	Crack trafficking	S	Drive-by homicide
D	Marijuana trafficking	T	Counterfeiting goods
E	Methamphetamine trafficking	U	Gambling
F	Auto Theft	V	Weapons trafficking
G	Auto hijacking	W	Other weapons offenses (unregistered weapons; carrying without a permit, etc.)
H	Street robbery	X	Hate crimes
I	Home invasion robbery	Y	Money laundering
J	Arson	AA	Harassment
K	Credit card fraud	BB	PCP trafficking
I	Prostitution	CC	Intimidation
M	Burglary	DD	Illegal alien smuggling
N	Extortion	EE	Loitering
O	Aggravated assault	FF	Threats
P	Simple assault	GG	Drug distribution



COUNTY: ATLANTIC

<u>GANG NAME</u>	<u>ETHNICITY</u>	<u># OF MEMBERS</u>	<u>CRIMINAL ACTIVITIES</u>	<u>SOURCE OF INFORMATION</u>
1. Bones, Bonesmen, Skulls	Mixed White Ethnic	40	B, C, D, E, N, O, P, V, W, X, Z	Northfield PD, Pleasantville PD, CO3GA, Atlantic Co. Probation
2. Woodland Ave. Posse	African-American	30-40	B, C, D, H, N, O, P, V, W, Z	Pleasantville PD
3. A-Team	African-American	15-25	D, F, H, I, O, P, Z	Pleasantville PD
4. Jr. Salaams, Undertakers	African-American	12-45	A, B, C, D, H, N, O, P, Q, V, W, Z	Pleasantville PD, Atlantic City PD, Atlantic City School District, Atlantic Co. Probation, Manor Woods Residential Group Center
5. Untouchables	African-American	14-18	O, P, Z	Pleasantville PD
6. So Called Hustlers	African-American	10-20	C, D, O, P, Z	Pleasantville PD
7. 1-2 Posse	African-American Puerto Rican	10-40	B, C, D, H, I, N, O, P, V, W, Z	Pleasantville PD
8. NMF-No More Fair Ones	African-American Females	15-40	H, N, O, P, Z	Pleasantville PD
9. Woodland Ave. Girls	African-American Females	10-25	O, P, Z	Pleasantville PD
10. BFL-Bad F----- Ladies	African-American Females	Unknown	N, O, P, Z	Pleasantville PD
11. Back Cedar Lane	African-American	Unknown	D, O, P, Z	Pleasantville PD
12. Salaams	African-American	65	A, B, D, H, N, O, P, Q, R, S, V	Atlantic City PD, Atlantic Co. Justice Facility
13. Abdullaahs	African-American	70	A, B, D, H, N, O, P, Q, S, V	Atlantic City PD, Atlantic Co. Probation, Atlantic Co. Justice Facility

14.	Pitney Boys	African-American	25	A, B, H, N, R, P	Atlantic City PD, Atlantic Co. Probation, Atlantic City School District, Manor Woods Residential Group Center
15.	ANU-African National Ujama	African-American	15-22	A, B, D, H, K, O, P, Q, R, S, V	Atlantic City PD, Atlantic Co. Justice Facility
16.	Hit Squad, AKA Jr. Abdullahs	African-American	70	A, B, D, H, M, O, P, U, V, Z	Atlantic City PD, Atlantic City School District, Atlantic Co. Probation, Manor Woods Residential Group Center
17.	YGP-Young Generation Posse	African-American	25	A, B, D, H, P	Atlantic City PD, Atlantic City School District, Manor Woods Residential Group Center
18.	Baby Salaams	African-American	18	B, H, P	Atlantic City PD, Atlantic Co. Probation
19.	FJF-F-----, Jealous, Females & Findum, Juicem, F-----	African-American	40	P	Atlantic City PD, Atlantic City School District, Atlantic Co. Probation
20.	Gangsters	African-American Females	40	P	Atlantic City PD, Atlantic City School District
21.	Kings-Iowa Avenue	Mixed Hispanic	Not listed	P	Atlantic City School District
22.	Lynch Mob	African-American	25	B, D, M, O, P, V, W, Z	Atlantic City School District, Atlantic Co. Probation, Manor Woods Residential Group Center
23.	Muhammads, Muhammads/Venice Park	African-American	Not listed	B, D	Atlantic City School District, Manor Woods Residential Group Center
24.	K.O. Posse	African-American	120-140	B, P	Atlantic Co. Probation, CO3GA
25.	Jr. Black Mafia	African-American	100-130	Not listed	Atlantic Co. Probation, CO3GA
26.	Skin Heads	White	50-80	B, P, X	Atlantic Co. Probation, CO3GA
27.	VAC	African-American	Not listed	B, D, O, P, W, Z	Manor Woods Residential Group Center

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28.	Flavor Unit	African-American, Hispanic	Not listed	B, D, Z	Manor Woods Residential Group Center
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Concerned Officers Organization on Gang Activity has noted the presence of the following additional gangs in the county:

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| 29. | GMC Posse | African-American | 33 | Not listed | CO3GA |
| 30. | 8 Ball Posse | African-American | 11 | Not listed | CO3GA |
| 31. | Almighties | African-American,
Puerto-Rican | 65-75 | Not listed | CO3GA |
| 32. | Black Gurilla
Family | African-American | 10 | Not listed | CO3GA |
| 33. | Five Percenters | Hispanic | 230 | Not listed | CO3GA |
| 34. | Lords of
Destruction | African-American | 16 | Not listed | CO3GA |
| 35. | Brown Street Posse | African-American | 27 | Not listed | CO3GA |
| 36. | Klu-Klux Klan | White | 30-40 | Not listed | CO3GA |
| 37. | Puerto Rican Posse | Puerto Rican | 29 | Not listed | CO3GA |
| 38. | Latin Mob | Puerto Rican | 180-200 | Not listed | CO3GA |
| 39. | Third World Nation | White, Puerto
Rican | 90 | Not listed | CO3GA |
| 40. | WAR | White | 15 | Not listed | CO3GA |
| 41. | Playboys | White | 100 | Not listed | CO3GA |
| 42. | Kings | African-American,
Puerto Rican | Not listed | Not listed | CO3GA |

43.	The Unknown	African-American, Puerto Rican, White	28	Not listed	CO3GA
44.	Blades	White	10	Not listed	CO3GA

COUNTY: BERGEN

	<u>GANG NAME</u>	<u>ETHNICITY</u>	<u># OF MEMBERS</u>	<u>CRIMINAL ACTIVITIES</u>	<u>SOURCE OF INFORMATION</u>
1.	Lynch Mob	African-American, Puerto-Rican	Not listed	P	CO3GA, Teaneck Public Schools
2.	The Hitmen; The Posse	Mixed Black, Mixed Hispanic	5-6	P, W, Z, CC	Bergenfield PD
3.	GWA (Girl's With Attitudes)	Mixed Hispanic, Mixed White	5-10	P, CC	Bergenfield PD
4.	Posse Girls (Girlfriends of The Posse)	Mixed Black, Mixed Hispanic	5	P, CC	Bergenfield PD
5.	FUK Ching, FUKS	Chinese	20	A, I, K, L, M, N, O, P, U, W, Y, DD	Bergen Co. Prosecutor's Office
6.	Ghost Shadows	Chinese, Vietnamese	Unknown	A, I, L, M, N, O, P, U, W, Y	Bergen Co. Prosecutor's Office
7.	Flying Dragons; FD	Chinese, becoming Mixed Asian	Unknown	A, I, L, M, N, O, P, U, W, Y	Bergen Co. Prosecutor's Office
8.	White Tigers	Chinese, some Vietnamese	Unknown	A, I, L, N, O, P, U, W	Bergen Co. Prosecutor's Office

9.	Tong-On, TO	Chinese	Unknown	A, L, N, O, P, U, W	Bergen Co. Prosecutor's Office
10.	Korean Power, KP	Korean	Unknown	A, L, M, N, O, P, V, W, Y, DD	Bergen Co. Prosecutor's Office
11.	Green Goblins	Korean	25	I, M, N, O, P, W	Bergen Co. Prosecutor's Office
12.	Ma-Gui, Mo-Gui	Mixed Asian	20	I, M, N, O, P, W	Bergen Co. Prosecutor's Office
13.	Korean Gang Boys, KGB	Korean	20	H, I, M, N, O, P, V, W	Bergen Co. Prosecutor's Office
14.	Korean Fuk Ching, KFC	Korean	Unknown	A, E, K, L, N, O, P, W	Bergen Co. Prosecutor's Office
15.	Yakuza	Japanese	Unknown	L, N, O, P, U, Y, W	Bergen Co. Prosecutor's Office
16.	Jewell St. Posse	Mixed White, Mixed Hispanic, Mixed Black	25	D, F, H, P, W, Z, EE	Garfield PD, Garfield School District
17.	ACC-All City Crew	Mixed White, Hispanic, African-American	Not listed	Z	Rutherford HS
18.	The Posse	Hispanic, some White	Not listed	W, Z, EE	Cliffside Park HS
19.	Jamaican Posse	Afro-Caribbean	Not listed	Unknown	Bergen Co. Division of Family Guidance
20.	Violators	Unknown	Not listed	Unknown	Bergen Co. Division of Family Guidance
21.	Hitters	Unknown	Not listed	Unknown	Bergen Co. Division of Family Guidance
22.	Skinheads	Mixed White	Not listed	P	Bergen Co. Division of Family Guidance
23.	Satanic Cults (names unknown)	Unknown	Not listed	Unknown	Bergen Co. Division of Family Guidance

COUNTY: BURLINGTON

<u>GANG NAME</u>	<u>ETHNICITY</u>	<u># OF MEMBERS</u>	<u>CRIMINAL ACTIVITIES</u>	<u>SOURCE OF INFORMATION</u>
1. 40 Deuce Posse	African-American	10-15	C, D, H, P, Z	Burlington City PD, Burlington Co. Prosecutor's Office
2. Five Percenters, Gods, Five %'ers Nation of Islam	African-American, Mixed Black, Anglo-American	200-300	B, C, D, F, H, I, J, K, M, N, O, P, Q, R, U, V, W, X, Z	Pemberton Township PD, Burlington Co. Prosecutor's Office, Pemberton Township School District, CO3GA
3. Darkside Posse, The Darkside Posse, TDS, TDS Posse	African-American, Mixed Black	10-20	O, P, Q, U	Moorestown Township PD, Burlington Co. Prosecutor's Office, Evesham Township PD, CO3GA
4. Technical Knock Out Posse, TKO, TKO Posse	Mixed White, African-American	50	B, D, F, H, K, M, O, P, Q, U, V, Z	Evesham PD, CO3GA
5. 32nd St. Posse, 32nd & Westfield	Mixed Black, Hispanic, Mixed White	Unknown	B, O, P, U, V	Evesham PD, CO3GA
6. THR, THR Posse, The Rough Hood	Mixed Asian, Mixed Black, Mixed White	50	D, F, M, O, P, U, Z	Evesham PD, CO3GA
7. Skinheads, Skins	Mixed White	10	P, U, X	Evesham PD, CO3GA
8. Sharps, Skins Against Racial Prejudice	Mixed White, Mixed Black	100	F, J, M, P, U, Z	Evesham PD, CO3GA
9. KGB, Kings Grant Boys	Mixed White	20	J, M, Z	Evesham PD, CO3GA
10. Pack/Posse	African-American	Not listed	P	Willingboro Public Schools

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11.	Zoo	African-American, Hispanic	Not listed	P	Willingboro Public Schools
12.	Bush	African-American	Not listed	O, P, X, Z	Willingboro Public Schools, Burlington Co. Probation
13.	G-Town	African-American	Not listed	O, P, X, Z	Willingboro Public Schools, Burlington Co. Probation
14.	Buck Town	African-American	Not listed	P	Willingboro Public Schools
15.	Set City Mob	African-American	Not listed	P	Willingboro Public Schools
16.	Northside Posse	African-American	Not listed	P	Willingboro Public Schools
17.	Jungle	African-American	Not listed	P	Willingboro Public Schools
18.	Sunbury Village	African-American	Not listed	FF	Pemberton Township School District
19.	Lake Valley	African-American	Not listed	FF	Pemberton Township School District

Concerned Officers Organization on Gang Activity has noted the presence of the following additional gangs in the county:

20.	Original Play Boys	African-American	5	Not listed	CO3GA
21.	White Combat Skins	White	100	Not listed	CO3GA
22.	Brickside	White	15	Not listed	CO3GA
23.	Vandals of Destruction	White	22	Not listed	CO3GA
24.	3rd Power Movement	White	19	Not listed	CO3GA
25.	8 Balls	African-American	4	Not listed	CO3GA
26.	Nubian Nation	African-American	14	Not listed	CO3GA
27.	The League of Doom	African-American	15	Not listed	CO3GA

COUNTY: CAMDEN

<u>GANG NAME</u>	<u>ETHNICITY</u>	<u># OF MEMBERS</u>	<u>CRIMINAL ACTIVITIES</u>	<u>SOURCE OF INFORMATION</u>
1. "Fam" or Family	Mixed White Ethnic, African-American	50-75	B, C, D, F, H, I, M, O, P, V, W, X, Z	Gloucester Township PD
2. "STM" or Small Town Mob	Mixed White Ethnic, African-American, Puerto Rican	25-30	D, P, Z	Gloucester Township PD, Juvenile Resource Center
3. Glen Oaks Posse	Mixed White Ethnic, Italian-American	20-25	D, M, O, P, Z	Gloucester Township PD
4. 32 Posse, 32nd Street Posse	African-American, Puerto Rican	100-150	B, C, D, O, P, Q, V, W, X, Y, Z	Camden City PD, Camden Co. Prosecutor's Office, Gloucester Township PD, Cherry Hill PD, CO3GA, Camden City Public Schools, Nigeria-America Institute on Substance Abuse, Juvenile Resource Center, Camden Co. Dept. of Human Services, Camden Co. Youth Center
5. Sons of Malcolm X, SOMX	African-American, Hispanic-Puerto Rican, Dominican	40-50	A, B, C, D, F, G, H, I, J, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z	Camden City PD, Camden Co. Prosecutor's Office, CO3GA, Juvenile Resource Center, Camden Co. Community Services, Camden Co. Probation, Camden Co. Correctional Facility, Camden Co. Youth Center
6. Dominicans (North), 7th St. Dominicans	Hispanic-Dominicans	20-30	A, B, C, F, G, H, M, O, P, Q, V, W, X, Y, Z	Camden City PD, Nigeria-America Institute on Substance Abuse
7. Allah's Creation (Formerly)	African-American, Hispanic	30	A, B, C, F, G, H, M, O, P, Q, V, W, X, Y, Z	Camden City PD

8.	Smith Brothers	African-American	15	A, B, C, F, G, H, M, O, P, V, W, X, Z	Camden City PD
9.	Suburban Boys	African-American, Hispanic	15	B, C, F, G, H, I, M, O, P, Q, R, S, T, U, V, W, X, Z	Camden City PD, Camden Co. Youth Center
10.	8-Ball Posse, 8th and Central	African-American	25-30	A, B, C, D, F, G, H, I, M, O, P, Q, R, S, T, U, V, W, X, Z	Camden City PD, Camden Co. Prosecutor's Office, Camden Public Schools, Juvenile Juvenile Resource Center, Nigeria-America Institute Substance Abuse, Camden Co. Youth Center
11.	Centerville	African-American	15-30	B, C, D, F, G, H, M, O, P, V, W, X, Z	Camden City PD, Camden City Public Schools
12.	Topside	African-American, Afro-Caribbean- Jamaicans	25	B, C, D, F, G, H, I, M, O, P, Q, R, S, T, U, V, W, X, Z	Camden City PD, Camden Co. Prosecutor's Office, Camden Co. Youth Center
13.	Bean Boys	African-American, Hispanic	25	B, C, F, G, H, M, O, P, Q, V, W, X, Z	Camden City PD
14.	L.S.D., Lakeshore Drive, Big Money Makers	African-American, Hispanic-Puerto Rican	30-45	B, C, D, F, G, H, I, M, O, P, Q, R, S, T, U, V, W, X, Z	Camden City PD, Camden Co. Prosecutor's Office, Camden City School District, Nigeria-America Institute On Substance Abuse, Camden Co. Youth Center
15.	Green Bag Boys	African-American, Hispanic	15	B, C, F, G, H, M, O, P, V, W, X, Z	Camden City PD
16.	Pink Bag Boys	African-American, Hispanic	15	B, C, F, G, H, M, O, P, V, W, X, Z	Camden City PD
17.	4th & Viola	African-American, Hispanic	8-10	B, C, F, G, H, M, O, P, V, W, X, Z	Camden City PD
18.	4th Street (Cherry)	African-American, Hispanic	20	A, B, F, G, H, M, O, P, V, W, X, Z	Camden City PD
19.	6th Street (Royden)	African-American, Hispanic	35	B, C, F, G, H, M, O, P, V, W, X, Z	Camden City PD

20.	Sycamore Street Posse, SMP	African-American	20-30	A, B, C, F, G, H, I, M, O, P, Q, R, S, U, V, W, X, Z	Camden City PD, Camden Co. Prosecutor's Office, Camden Co. Youth Center
21.	Eighth Street Posse	African-American, Hispanic	20-30	B, C, F, G, H, I, M, O, P, Q, R, S, T, U, V, W, X, Z	Camden City PD, Camden Co. Youth Center
22.	Camelot, Camolot, Low Top, A.N.P	Hispanic- Dominican, Colombian, African- American, Afro-Ca- ribbean-Jamaican	20-25	A, B, C, D, F, G, H, I, M, O, P, Q, R, S, T, U, V, W, X, Y, Z	Camden City PD, Camden Co. Prosecutor's Office, Camden Co. Youth Center
23.	Camelot Girls	African-American Females	Not listed	Not listed	Camden Co. Youth Center
24.	Hilltop	African-American, Hispanic	30-60	B, C, D, F, G, H, I, M, O, P, Q, R, S, T, U, V, W, X, Z	Camden City PD, Camden Co. Prosecutor's Office, Camden City School District, Juvenile Resource Center, Camden Co. Youth Center, Nigeria-America Institute on Substance Abuse
25.	Bay City	African-American, Hispanic	20-30	B, C, D, F, G, H, I, M, O, P, Q, R, S, T, V, W, X, Z	Camden City PD, Camden Co. Prosecutor's Office, Camden Co. Youth Center
26.	Rose Street Posse, RSP, Rose Street Crew	African-American, Hispanic, Puerto Rican	15-50	A, B, C, D, F, G, H, I, M, O, P, Q, R, S, T, U, V, W, X, Y, Z	Camden City PD, Camden Co. Prosecutor's Office, Juvenile Resource Center, Nigeria- America Institute On Substance Abuse, Camden Co. Community Services, Camden Co. Youth Center
27.	1135 Liberty	African-American, Hispanic	25	B, C, F, G, H, M, O, P, V, W, X, Z	Camden City PD
28.	Far Rockaway	Afro-Caribbean- Jamaican	20	B, C, D, F, G, H, M, O, P, Q, V, W, X, Y, Z	Camden City PD
29.	Bronx	Afro-Caribbean- Jamaican	25	B, C, D, F, G, H, M, O, P, Q, V, W, X, Y, Z	Camden City PD

30.	McLeggan	Afro-Caribbean- Jamaican	25	B, C, D, F, G, H, M, O, P, Q, V, W, X, Y, Z	Camden City PD
31.	Strikers	Afro-Caribbean- Jamaican	20	B, C, D, F, G, H, M, O, P, Q, V, W, X, Y, Z	Camden City PD
32.	Hibbert	Afro-Caribbean- Jamaican	25	B, C, D, F, G, H, M, O, P, Q, V, W, X, Y, Z	Camden City PD
33.	Beacan Boys, Beacon Apartments	African-American	15-20	B, C, D, F, G, H, I, M, O, P, Q, R, S, T, U, V, W, X, Z	Camden City PD, Camden Co. Prosecutor's Office, Camden Co. Youth Center
34.	Morse Street Posse, MSP	African-American, Hispanic	20-30	B, C, D, F, G, H, I, M, O, P, Q, R, S, T, U, V, W, X, Z	Camden City PD, Camden Co. Prosecutor's Office, Camden Co. Youth Center
35.	Eutaw Posse	African-American	15-25	B, C, D, F, G, H, M, O, P, Q, R, S, V, W, X, Z	Camden City PD, Camden Co. Prosecutor's Office
36.	28th Street Posse	African-American, Hispanic	30-35	B, C, D, F, G, H, I, M, O, P, Q, R, S, T, U, V, W, X, Z	Camden City PD, Camden Co. Prosecutor's Office, Nigeria-America Institute on Substance Abuse, Camden Co. Youth Center
37.	24th Street Posse	African-American, Hispanic	20	B, C, D, F, G, H, I, M, O, P, Q, R, S, T, U, V, W, X, Z	Camden City PD, Camden Co. Prosecutor's Office, Camden City School District, Nigeria-America Institute On Substance Abuse, Juvenile Resource Center, Camden Co. Youth Center
38.	Alleyway Posse, AWP	African-American, Hispanic, White- Italians	20-30	A, B, C, D, F, G, H, I, M, O, P, Q, R, S, T, U, V, W, X, Z	Camden City PD, Camden Co. Prosecutor's Office, Camden Co. Youth Center
39.	McGuire Area, McGuire Projects	African-American, Hispanic- Dominicans	20-30	A, B, C, D, F, G, H, I, M, O, P, Q, R, S, T, U, V, W, X, Z	Camden City PD, Camden Co. Youth Center

40.	Centennial Village	African-American, Hispanic	20-25	B, C, F, G, H, M, O, P, V, W, X, Z	Camden City PD
41.	Ablett Village, A-V	African-American, Hispanic	30-40	B, C, D, F, G, H, I, M, N, O, P, Q, R, S, T, U, V, W, X, Z	Camden City PD, Camden Co. Prosecutor's Office, Juvenile Resource Center, Camden Co. Probation, Camden Co. Youth Center
42.	Westfield Gardens	African-American, Hispanic	75	A, B, C, F, G, H, M, O, P, V, W, X, Z	Camden City PD, Camden Co. Prosecutor's Office
43.	Hit Squad, Little Ceasars Crew	African-American, Hispanic	200	B, C, D, F, G, H, M, O, P, Q, R, S, V, W, X, Z	Camden City PD, Camden Co. Prosecutor's Office, Nigeria-America Institute On Substance Abuse, Camden Co. Community Services
44.	Darkside Mob, DSM	African-American, Hispanic	4-13	B, C, D, F, G, H, M, O, P, Q, R, S, V, W, X, Z	Camden City PD, Camden Co. Prosecutor's Office, CO3GA
45.	3rd Street (Sycamore)	Hispanic	10-15	A, B, C, F, G, H, I, M, O, P, Q, R, S, T, U, V, W, X, Z	Camden City PD, Camden Co. Prosecutor's Office, Camden Co. Youth Center
46.	Atlantic & Coral	African-American, Hispanic	15-20	B, C, F, G, H, M, O, P, V, W, X, Y, Z	Camden City PD
47.	Bitches With Attitudes, BWA	African-American, Hispanic Females	10-20	B, C, D, F, G, H, M, O, P, Q, R, S, V, W, Z	Camden City PD, Camden Co. Prosecutor's Office
48.	Gucci Girls, Gouchi Girls	African-American, Hispanic Females	25	B, C, D, F, G, H, I, M, O, P, Q, R, S, T, U, V, W, Z	Camden City PD, Camden Co. Prosecutor's Office, Juvenile Resource Center, Camden Co. Youth Center
49.	Lynch Mob Queens, Females of Lynch Mob	African-American, Hispanic Females	30	B, C, D, F, G, H, I, M, O, P, Q, R, S, T, U, V, W, Z	Camden City PD, Camden Co. Prosecutor's Office, Camden Co. Youth Center
50.	Rush Girls	African-American, Hispanic Females	25	B, C, D, F, G, H, I, M, O, P, Q, R, S, T, U, V, W, Z	Camden City PD, Camden Co. Prosecutor's Office, Camden Co. Youth Center

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51.	White Supremacists	Caucasion Females	15-20	B, C, F, G, H, M, O, P, V, W, X, Z	Camden City PD
52.	Strong Island Posse, SI	African-American, Hispanic-Puerto Rican	40	B, C, D, F, G, H, I, M, O, P, Q, R, S, T, U, V, W, X, Z	Camden City PD, Camden Co. Prosecutor's Office, Camden Co. Youth Center
53.	6th Street Lynch Mob, Lench Mob	African-American, Hispanic-Puerto Rican	75-100	B, C, D, F, G, H, I, M, O, P, Q, R, S, T, U, V, W, X, Z	Camden City PD, Camden Co. Prosecutor's Office, Juvenile Resource Center, Camden Co. Probation, Camden Co. Youth Center
54.	6th Street Lynch Mob Juniors	African-American, Hispanic-Puerto Rican	35	B, C, D, F, G, H, M, O, P, Q, R, S, V, W, Z	Camden City PD, Camden Co. Prosecutor's Office, Nigeria-America On Substance Abuse, Camden Co. Community Services
55.	Parkside Mob, PSM	African-American	50	A, B, C, D, F, G, H, I, M, N, O, P, Q, R, S, T, U, V, W, X, Z	Camden City PD, Camden Co. Prosecutor's Office, Juvenile Resource Center, Camden Co. Probation, Camden Co. Youth Center, Nigeria-America Institute on Substance Abuse
56.	Parkside Mob Jr, PMJ	African-American	25-30	B, C, D, F, G, H, I, M, N, O, P, Q, R, S, U, W, X, Z	Camden City PD, Camden Co. Prosecutor's Office, Camden Co. Probation
57.	2nd Street, Wall Posse	African-American, Hispanic	10-15	B, C, D, F, G, H, I, M, O, P, Q, R, S, T, U, V, W, Z	Camden Co. Prosecutor's Office, Nigeria-America Institute on Substance Abuse, Camden Co. Youth Center
58.	3rd Street and Chestnut St.	African-American, Hispanic- Dominicans	25	B, C, D, F, G, H, I, M, O, P, Q, R, S, T, U, V, W, Z	Camden Co. Prosecutor's Office, Camden Co. Youth Center
59.	4th and Cedar	African-American, Hispanic	30	A, B, C, D, F, G, H, I, M, O, P, Q, R, S, T, U, V, W, Z	Camden Co. Prosecutor's Office, Camden Co. Youth Center, Nigeria-America Institute on Substance Abuse
60.	4, 5, 6-Downtown Posse, Downtown Posse	African-American, Puerto Rican	50-75	A, B, C, D, F, G, H, I, M, O, P, Q, R, S, T, U, V, W, Z	Camden Co. Prosecutor's Office, Juvenile Resource Center, Camden Co. Community Services, Camden Co. Probation, Camden Co. Youth Center, Nigeria-America Institute on Substance Abuse

61.	5th Street	African-American, Hispanic	10-15	B, C, D, F, G, H, I, M, O, P, Q, R, S, T, U, V, W, Z	Camden Co. Prosecutor's Office, Camden Co. Youth Center
62.	6th and Ferry	African-American, Hispanic	25-30	B, C, D, F, G, H, M, O, P, Q, R, S, V, W, Z	Camden Co. Prosecutor's Office
63.	7th and York	Hispanic-Puerto Rican	7-10	B, C, D, F, G, H, M, O, P, Q, R, S, V, W, Z	Camden Co. Prosecutor's Office
64.	25th Street Posse	African-American, Hispanic, Jamaican	15	B, C, D, F, G, H, M, O, P, Q, R, S, V, W, Z	Camden Co. Prosecutor's Office
65.	29th Street	African-American	20	B, C, D, F, G, H, I, M, O, P, Q, R, S, T, U, V, W, Z	Camden Co. Prosecutor's Office, Camden Co. Youth Center
66.	33rd Street	African-American, White-Anglo- American	30-40	B, C, D, F, G, H, I, M, O, P, Q, R, S, T, U, V, W, Z	Camden Co. Prosecutor's Office, Camden Co. Youth Center
67.	33rd Street Kramer Hill	African-American, Hispanic	Not listed	Not listed	Camden Co. Youth Center
68.	APR-Anti Pack Rats	African-American, Hispanic	100	A, B, C, D, F, G, H, I, M, O, P, Q, R, S, T, U, V, W, X, Z	Camden Co. Prosecutor's Office, Camden Co. Youth Center
69.	Benson Street	African-American	25	B, C, D, F, G, H, M, O, P, Q, R, S, V, W, Z	Camden Co. Prosecutor's Office
70.	Dudley Grange	White, Anglo- American, African- American, Hispanic	60	B, C, D, F, G, H, I, M, O, P, Q, R, S, T, U, V, W, Z	Camden Co. Prosecutor's Office, Camden Co. Youth Center
71.	Little 8th Street	African-American	40	B, C, D, F, G, H, M, O, P, Q, R, S, V, W, Z	Camden County Prosecutor's Office

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72.	North Side Posse, NSP	African-American, Hipanic-Puerto Rican	200	B, C, D, F, G, H, M, O, P, Q, R, S, V, W, Z	Camden Co. Prosecutor's Office, . Juvenile Resource Center, Nigeria-America Institute on Substance Abuse
73.	Washington Apartment Boys	African-American, Hispanic	20-25	B, C, D, F, G, H, I, M, O, P, Q, R, S, T, U, V, W, Z	Camden Co. Prosecutor's Office, Camden Co. Youth Center
74.	Whitman Park Boys	African-American, Hispanic	75	B, C, D, F, G, H, I, M, O, P, Q, R, S, T, U, V, W, Z	Camden Co. Prosecutor's Office, Camden Co. School District, Camden Co. Youth Center
75.	Ashland Kick Ass, AKA Gang	Mixed White Ethnic	Not Listed	P, Z	Cherry Hill School District*
76.	Pollack Town	African-American	Not listed	P, Z	Juvenile Resource Center
77.	Untouchables	African-American	Not listed	P, Z	Juvenile Resource Center
78.	Mexicanos	Mexican	Not listed	P, Z, GG	Juvenile Resource Center
79.	Eastside Girls	Not listed	Not listed	P, Z	Juvenile Resource Center
80.	BIM	African-American	Not listed	P, Z	Juvenile Resource Center
81.	Junior Black Mafia, JBM	African-American	Not listed	P, Z	Juvenile Resource Center, Nigeria-America Institute On Substance Abuse, CO3GA
82.	Ninjal	African-American, Puerto Rican	Not listed	P, Z	Juvenile Resource Center
82.	RSP, Raritan Street Posse	Not listed	Not listed	P, Z	Juvenile Resource Center
84.	IHM (Intermatial Hit Man)	Not listed	Not listed	P, Z	Juvenile Resource Center
85.	32 Unknowns, The Unknown, The Unknown Juniors	Not listed	Not listed	P, Z	Juvenile Resource Center, Nigeria-America Institute on Substance Abuse
86.	War Zone Posse	Not listed	Not listed	P, Z	Juvenile Resource Center

87.	Danger Zone Posse	Not listed	Not listed	P, Z	Juvenile Resource Center
88.	Seven Deadly Sins	Not listed	Not listed	P, Z	Juvenile Resource Center
89.	6th Street Whores	African-American Females	Not listed	O, P, W	Nigeria America-Institute On Substance Abuse
90.	9th Street, Undertakers	African-American	Not listed	O, P, W, GG	Nigeria-America Institute On Substance Abuse
91.	Library Street Posse, The Jamaicans	African-American, Afro-Caribbean, White	Not Listed	B, C, F, H, I, M, O, P, Q, R, S, T, U, V, W, Z	Nigeria-America Institute On Substance Abuse, Camden Co. Youth Center
92.	Parkside Whores	African-American Females	Not listed	O, P, W, Z	Nigeria-America Institute On Substance Abuse
93.	Parkside Queens	African-American Females	Not listed	O, P, W, Z	Nigeria-America Institute on Substance Abuse, Camden Co. Dept. of Human Services
94.	23rd Street Gang	African-American, Puerto Rican	Not listed	P, Z	Juvenile Resource Center
95.	Utah Street Gang	African-American	Not listed	W, GG	Nigeria-America Institute On Substance Abuse
96.	Utah Street Gang Bitches	African-American Females	Not listed	O, P, GG	Nigeria-America Institute On Substance Abuse
97.	9th Street, The Puerto Rican Hit Squad	Hispanic	Not listed	O, P, W, GG	Nigeria-America Institute On Substance Abuse
98.	Showtime	Hispanic	Not listed	O, P, W, GG	Camden Co. Dept. of Community Services
99.	Mudbones	African-American	Not listed	B, C, F, H, I, M, O, P, Q, R, S, T, U, V, W, Z	Camden Co. Youth Center
100.	Project Hustlers	African-American	Not listed	B, C, F, H, I, M, O, P, Q, R, S, T, U, V, W, Z	Camden Co. Youth Center

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101. Fruit Posse	African-American	Not listed	B, C, F, H, I, M, O, P, Q, R, S, T, U, V, W, Z	Camden Co. Youth Center
102. Everett Street Boys	Hispanic	Not listed	B, C, F, H, I, M, O, P, Q, R, S, T, U, V, W, Z	Camden Co. Youth Center
103. Dog House	African-American, Afro-Caribbean- Jamaican, Hispanic	Not listed	B, C, F, H, I, M, O, P, Q, R, S, T, U, V, W, Z	Camden Co. Youth Center
104. Lions Cafe	African-American, Afro-Caribbean- Jamaican, Hispanic	Not listed	B, C, F, H, I, M, O, P, Q, R, S, T, U, V, W, Z	Camden Co. Youth Center
105. 6th Street & Berkley Boys	African-American	Not listed	B, C, F, H, I, M, O, P, Q, R, S, T, U, V, W, Z	Camden Co. Youth Center
106. 4th Royd	African-American, Hispanic	Not listed	B, C, F, H, I, M, O, P, Q, R, S, T, U, V, W, Z	Camden Co. Youth Center
107. Lewis Street Posse	African-American, Afro-Caribbean- Jamaicans	Not listed	B, C, F, H, I, M, O, P, Q, R, S, T, U, V, W, Z	Camden Co. Youth Center
108. K.B.O.	African-American	Not listed	B, C, F, H, I, M, O, P, Q, R, S, T, U, V, W, Z	Camden Co. Youth Center
109. Camelot Girls	African-American, Females	Not listed	B, C, F, H, I, M, O, P, Q, R, S, T, U, V, W, Z	Camden Co. Youth Center
110. AMB	White-Anglo American	Not listed	Not listed	Pennsauken School District
111. Rio Grande	Latinos	Not listed	Not listed	Pennsauken School District
112. Westfield Avenue	African-American	Not listed	Not listed	Pennsauken School District

113. 34th Street Posse Not listed Not listed Not listed Pennsauken School District

Concerned Officers Organization on Gang Activity has noted the presence of the following additional gangs in the county:

114. Confederate Hammer Skins	White	15	Not listed	CO3GA
115. Five Percenters	African-American	100	Not listed	CO3GA
116. TKO Posse	African-American, White	80	Not listed	CO3GA
117. White Combat/ White Power	White	15	Not listed	CO3GA
118. Aryan Glory Skin-heads	White	10-15	Not listed	CO3GA
119. Pennsauken Skin-heads	White	20	Not listed	CO3GA
120. Strike Force	White	20	Not listed	CO3GA
121. Voorhees Kicker Boys	White	10	Not listed	CO3GA

COUNTY: CAPE MAY

GANG NAME ETHNICITY # OF MEMBERS CRIMINAL ACTIVITIES SOURCE OF INFORMATION

No gangs identified by survey responses

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Concerned Officers Organization on Gang Activity has noted the presence of the following gangs in the county:

1.	Blades	White	8	Not listed	CO3GA
2.	Sketers/Punkers	White	16	Not listed	CO3GA
3.	Skinheads	White	19	Not listed	CO3GA

COUNTY: CUMBERLAND

<u>GANG NAME</u>	<u>ETHNICITY</u>	<u># OF MEMBERS</u>	<u>CRIMINAL ACTIVITIES</u>	<u>SOURCE OF INFORMATION</u>
1. Jamaican Posse	Jamaicans	40	A, B, C, D	Cumberland Co. Prosecutor's Office, CO3GA
2. GWA-Girls With An Attitude	African-American	15-20	H, P, Z	Cumberland Co. Prosecutor's Office, Bridgeton School District, Tri-County Community Action Program
3. Fourth Street Posse, FSP	African-American	12	A, B, D, E, O, V, X, Z	Vineland PD, Vineland Public Schools, CO3GA, Cumberland Co. Juvenile Detention Center
4. Prophets of Destruction, POD, Posses of Destruction, Peach St. Posse	African-American, Mixed Hispanic	10	A, B, D, E, F, H, M, O, V, X, Z	Vineland PD, Vineland Public Schools, Cumberland Co. Juvenile Detention Center
5. Axtell Estates Posse, ATP, Axtell Posse	African-American, Mixed Hispanic, Puerto Rican	8-12	A, B, D, E, O, V, X, Z	Vineland PD, Vineland Public Schools, Cumberland Co. Juvenile Detention Center

6.	Walnut Manor Posse, WMP, Pretty Boys Don't Play	Mixed Hispanic, Puerto Rican	20	A, B, D, E, O, V, X Z	Vineland PD, Vineland Public Schools, Cumberland Co. Juvenile Detention Center
7.	Earl Gardens Posse, Park Town Posse, EGP	African-American, Mixed Hispanic	12	A, B, D, E, F, M, O, P, H, V, X, Z	Vineland PD, Vineland Public Schools
8.	Boriquas Don't Play, B.D.P., 6th Street Posse	Mixed Hispanic, Puerto Rican	20-40	A, B, C, D, E, F, H, O, P, R, V, X, Z	Vineland PD, Vineland Public Schools, Tri-County Community Action Program, Cumberland Co. Juvenile Detention Center, Cumberland Co. Prosecutor's Office
9.	PSP, Parker Street Posse	African-American, Mexican, White	Not listed	B, D, P	Bridgeton School District, Cumberland Co. Juvenile Detention Center
10.	Hilltop	African-American, Puerto Rican	Not listed	B, D, P	Bridgeton School District, Millville School District, Cumberland Co. Juvenile Detention Center
11.	PJB, Project Boys, Project Posse, SSP, South Side Posse	African-American, Mexican, Puerto Rican, White	Not listed	B, D, P	Bridgeton School District, Cumberland Co. Juvenile Detention Center
12.	CSP, Cohansey Street Posse	African-American	Not listed	P	Bridgeton School District
13.	Dark Side, Dark Side Posse, DSP	African-American	20	B, D, P, Z	Bridgeton School District, Tri-County Community Action Program, Cumberland Co. Juvenile Detention Center
14.	Hell Raisers	African-American	Not listed	P	Bridgeton School District
15.	Latin Kings	Puerto Rican	Not listed	P	Bridgeton School District
16.	Strong-Island Posse	African-American	Not listed	B, D	Bureau of Parole (D.O. #10-Vineland, NJ)
17.	Manor Boys	African-American	Not listed	B, D	Cumberland Co. Juvenile Detention Center

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18. The Heights	African-American	Not listed	B, D	Cumberland Co. Juvenile Detention Center
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Concerned Officers Organization on Gang Activity has noted the presence of the following additional gangs in the county:

19. Crips	African-American	10	Not listed	CO3GA
20. The Flaming Sword	African-American	20	Not listed	CO3GA

COUNTY: ESSEX

<u>GANG NAME</u>	<u>ETHNICITY</u>	<u># OF MEMBERS</u>	<u>CRIMINAL ACTIVITIES</u>	<u>SOURCE OF INFORMATION</u>
1. Hit Squad	African-American, Hispanic	50-80	A, B, D, F, H, O, P, V, W, Z	Essex Co. Prosecutor's Office, Newark Police Department
2. Naughty Newarkers	Hispanic	70	Z	Essex Co. Prosecutor's Office
3. Lench Mob (pronounced Lynch Mob)	African-American, Hispanic, Afro-Caribbean	20	A, B, F, H, O, P, V, W, Z	Essex Co. Prosecutor's Office, Essex Co. Probation Department
4. Grafton Avenue Posse, GAP	African-American, Hispanic	40-50	A, B, D, F, H, O, P, W, Z	Essex Co. Prosecutor's Office, Newark Police Department
5. Body Snatchers	African-American	Unknown	Z	Essex Co. Prosecutor's Office
6. Down Newark Posse, DNP	African-American	Unknown	Z	Essex Co. Prosecutor's Office
7. The 108's	African-American	30-40	B, F, G, H, W	Newark Police Department
8. South Orange Avenue Pushers, SOAP	African-American	30	B, C, D, F, G, H, O, P, Q, V, W	Newark Police Department, East Orange Police Department, East Orange School District

9.	Prince Street Posse	African-American	25-30	B, C, D, F, G, H, O, R, W	Newark Police Department, Essex Co. Probation Department
10.	The Avon Posse	African-American	20	F, H, O	Newark Police Department
11.	Wainwright Lynch Mob	African-American	15-20	B, W	Newark Police Department
12.	The Zoo Crew, Zoo Crew Posse	African-American	50-60	A, B, D, D, F, G, H, I, M, O, P, Q, R, V, W, Z	Newark Police Department, East Orange Police Department, East Orange School District, Essex Co. Probation Department
13.	The South Wards	African-American	20	W, GG	Newark Police Department
14.	The 181 Posse	African-American	25	G, H	Newark Police Department
15.	Skinheads	White	15	X, GG	Newark Police Department
16.	Kick Ass Bitches	African-American Females	15-20	O, P, CC	Newark Police Department
17.	Bong Hit Team, B.H.T., BH Tucey	Mixed-White, African-American	10-15	D, F, M, Z	Montclair Police Department, Montclair Public School
18.	Montclair Hit Team	African-American	10	C, H, O, P, W, X	Montclair Police Department
19.	Good Fellas	White, Hispanic	10	D	Montclair Police Department
20.	Bad Ass Bitches, B.A.B.'s-Females/ Bad As Boys-Males	African-American	15	B, D, F, H, M, O, P, U, W, X, Z	Irvington Police Department, East Orange School District
21.	Myrtle Avenue Posse, M.A.P	African-American	10	B, D, F, H, M, O, P, U, W, Z	Irvington Police Department
22.	21st Street Posse	African-American, Afro-Caribbean	25	A, B, D, F, H, M, O, P, Q, U, V, W, Z	Irvington Police Department, Catholic Community Services
23.	Harrison Street Posse, HSP	Mixed-Black	Unknown	A, B, F, G, H, O, P, Q, R, V, W, Z	East Orange Police Department, East Orange School District

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24.	All Bitch Crew, ABC	African-American Females	Unknown	D, H, L, N, O, P, W, Z	East Orange Police Department, East Orange School District
25.	Munhattan Posse, Munn Ave Posse, MAP	African-American, Afro-Caribbean	Unknown	B, D, F, H, O, P, Q, V, W	East Orange Police Department, East Orange School District
26.	Knockout Posse, KOP	Mixed-Black	Unknown	N, O, P, X, W, Z, GG	East Orange Police Department, East Orange School District
27.	Hard Heads	African-American	15	H, L, O, P, Z	Montclair Police Department
28.	Little City Posse	African-American	Unknown	F, O, P, W, GG	East Orange School District
29.	Black Jacks	African-American	Unknown	Z	Montclair Public Schools
30.	The Posse	African-American, Females	Unknown	Z	Montclair Public Schools
31.	Wannabees	African-American, White	Unknown	Z, AA, CC	Montclair Public Schools
32.	Exxon Crew	African-American	Unknown	M, Z, GG	Montclair Public Schools
33.	Hit Team	African-American	Unknown	Z, CC	Montclair Public Schools
34.	Broughton Ave. Boys, Broughton Ave Posse	Italian-American	Not Listed	Z	Bloomfield High School
35.	Charles Street Posse	Italian-American	Not Listed	Z	Bloomfield High School
36.	Berkeley Avenue Boys, Berkeley Avenue Posse	Italian-American	Not Listed	Z	Bloomfield High School
37.	19th Avenue Boys	African-American	Not Listed	F, G, H, I, M, N, O, P, V, W, X	Irvington Public Schools, Essex Co. Probation Department
38.	Chancellor Boys	African-American, Afro-Caribbean	Not Listed	P, Z	Irvington Public Schools

39.	Most Wanted	Not listed	Not Listed	Not Listed	Christ Hospital Community Mental Health Center
40.	Red Devils	African-American	Not Listed	H, O, P, V, W, Z, CC	Essex Co. Probation Department
41.	Bedrock Boys	African-American	Not Listed	B, C, G, H, O, V, W, Z	Essex Co. Probation Department
42.	Golden Girls	African-American	Not Listed	F, P, W	Essex Co. Probation Department
43.	Crochet Girls	African-American	Not Listed	F, P, W	Essex Co. Probation Department
44.	Rough Necks	African-American	Not Listed	B, C, Z	Essex Co. Probation Department
45.	East Side Crew	Puerto Rican, African-American, Portuguese	Not Listed	D, F, O, P, V, W, Z	Essex Co. Probation Department
46.	Hayes Home	African-American	Not Listed	B, C, D, F, W	Essex Co. Probation Department
47.	Howard Street Posse	African-American	Not Listed	B, C, D, F, W	Essex Co. Probation Department
48.	17th Avenue Gang	African-American	Not Listed	B, C, D, F, W	Essex Co. Probation Department
49.	Avon Avenue Gang	African-American	Not Listed	B, C, D, F, W	Essex Co. Probation Department
50.	Clinton Avenue Gang	African-American	Not Listed	B, C, D, F, W	Essex Co. Probation Department
51.	Osborne Terrace Gang	African-American	Not Listed	B, C, D, F, W	Essex Co. Probation Department
52.	Renner Avenue Gang	African-American	Not Listed	B, D, D, F, W	Essex Co. Probation Department
53.	Hootersville	African-American, Hispanic	Not Listed	E, F, G, H, I, M, O, P, V, W, X, Z	Essex Co. Probation Department
54.	So. 20th Street Group	African-American, Hispanic	25	B, C, D, O, W	Catholic Community Services
55.	18th Ave. Group	African-American, Hispanic	15-20	B, C, G, P, W	Catholic Community Services

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Concerned Officers Organization on Gang Activity has noted the presence of the following additional gangs in the county:

56.	Five Percenters	African-American	350	Not Listed	CO3GA
57.	Madison Avenue Posse	African-American	18	Not Listed	CO3GA
58.	KO Posse	White	23	Not Listed	CO3GA
59.	Princeton Street Posse	African-American	20	Not Listed	CO3GA
60.	Zodiac Posse	African-American	25	Not Listed	CO3GA

COUNTY: GLOUCESTER

	<u>GANG NAME</u>	<u>ETHNICITY</u>	<u># OF MEMBERS</u>	<u>CRIMINAL ACTIVITIES</u>	<u>SOURCE OF INFORMATION</u>
1.	Junior Black Mafia	African-American	Not listed	C, D, F, Z	Gloucester Co. Juvenile Detention Center
2.	Skinheads	White	Not listed	X, Z	Gloucester Co. Juvenile Detention Center
3.	Five Percenters, 5%'ers	White	Not listed	X, Z	Gloucester Co. Juvenile Detention Center

COUNTY: HUDSON

	<u>GANG NAME</u>	<u>ETHNICITY</u>	<u># OF MEMBERS</u>	<u>CRIMINAL ACTIVITIES</u>	<u>SOURCE OF INFORMATION</u>
1.	Born To Kill	Vietnamese	100-250	A, E, F, I, L, N, O, R, T, U, V, W, Y, Z	Hudson Co. Prosecutor's Office, Jersey City PD, Catholic Community Services

2.	Canal Street Boys	Vietnamese	50-100	A, E, F, I, L, N, O, R, T, U, V, W, Y	Hudson Co. Prosecutor's Office, Jersey City PD
3.	Flying Dragons	Vietnamese	Unknown	A, E, F, I, L, N, O, R, T, U, V, W, Y	Hudson Co. Prosecutor's Office, Jersey City PD
4.	Most Wanted	Filipino, Colombian, African-American, Vietnamese	50-75	F, H, M, P, R, Z	Hudson Co. Prosecutor's Office, Jersey City PD, CO3GA
5.	Vasaya Boys	Filipino	Not listed	F, H, M, N, O, Q, W, Z	Hudson Co. Prosecutor's Office, Jersey City PD, CO3GA
6.	La Familia	African-American, Hispanic, Puerto- Rican	30-40	H, M, P, W, Z, FF, GG	Hudson Co. Prosecutor's Office, Jersey City PD, North Bergen School District, West New York School District
7.	New House Posse	African-American, Puerto Rican	15-25	W, Z, GG	Hudson Co. Prosecutor's Office, Jersey City PD
8.	Misfits, (Splinter Group - Dot Busters)	Irish, German, Polish	Not listed	H, O, P, X, Z	Hudson Co. Prosecutor's Office, Jersey City PD
9.	Kapotiro aka Filipino Brotherhood	Filipino	Unknown	Unknown	Hudson Co. Prosecutor's Office, Jersey City PD
10.	Little Demon Crew	African-American	15-20	Z, GG	Hudson Co. Prosecutor's Office, Jersey City PD
11.	Green Dragon	Chinese	Not listed	Not listed	Hudson Co. Prosecutor's Office, Jersey City PD
12.	Time For Crime	Puerto Rican	Not listed	H, W, Z	Hudson Co. Prosecutor's Office, Jersey City PD
13.	All For One (AFO)	Filipino, Colom- bian, Vietnamese, African-American	18	F, H, M, Z	Hudson Co. Prosecutor's Office, Jersey City PD

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14.	Viet Ching	Chinese, Vietnamese	Unknown	T	Hudson Co. Prosecutor's Office, Jersey City PD
15.	Gum Sing	Chinese	Unknown	Unknown	Hudson Co. Prosecutor's Office, Jersey City PD
16.	The Posse (Uptown, Mid-Town & Downtown)	Hispanic, Latino	Not listed	M, P, W, Z	North Bergen School District
7.	Wet Bandits	Hispanic, Latino	Not listed	M, P, W, Z	North Bergen School District
18.	CIA	Mixed White Ethnic	Not listed	P, W, Z, GG	Division of Youth and Family Services - Jersey City District Office
19.	Bloods	Mixed Black Ethnic, Afro-Caribbean	Not listed	P, W, Z, GG	Division of Youth and Family Services - Jersey City District Office

Concerned Officers Organization on Gang Activity has noted the presence of the following additional gangs in the county:

20.	Bayonne Bulldogs	White	35-40	Not listed	CO3GA
21.	Devil Worshipers	White	9	Not listed	CO3GA
22.	Five Percenters	African-American	80	Not listed	CO3GA
23.	Jersey City Boot Boys	White	19	Not listed	CO3GA
24.	Pisca	Not listed	5	Not listed	CO3GA
25.	Shower Posse	Jamaican	60	Not listed	CO3GA

COUNTY: HUNTERDON (NO GANGS REPORTED OR IDENTIFIED)

COUNTY: MERCER

<u>GANG NAME</u>	<u>ETHNICITY</u>	<u># OF MEMBERS</u>	<u>CRIMINAL ACTIVITIES</u>	<u>SOURCE OF INFORMATION</u>
1. Devine Land Posse	African American	12-16	B, C, D, O, P, Q, R, S, W, BB	Trenton PD, Mercer Co. Prosecutor's Office
2. Wilber Posse	African American	6-10	B, C, O, P, Q, R, W, BB	Trenton PD, Mercer Co. Prosecutor's Office
3. New York Boys	African American	6-8	B, C, O, P, R, W	Trenton PD, Mercer Co. Prosecutor's Office
4. Polanco Family	Hispanic-Dominican	4	B, O, P	Trenton PD
5. Southside Posse	Hispanic-Puerto Rican	15-30	A, B, F, H, M, O, P, Z	Trenton PD, Mercer Co. Prosecutor's Office, CYO-Mercer Co, Mercer Co. Youth Detention Center
6. LSOB - Light Skinned or Brown	Hispanic-Puerto Rican	15-30	A, B, O, P	Trenton PD
7. Coats Posse	Afro-Caribbean	6-8	D, O, P, W	Trenton PD
8. Suicide Posse	Afro-Caribbean	15	C, H, O, P, W, X	Trenton PD, Mercer Co. Prosecutor's Office
9. Young Guns	Afro-Caribbean-Jamaican	6	H, O, P, W	Trenton PD
10. New Wave	Afro-Caribbean	6-8	D, O, P, W	Trenton PD
11. Spangler Posse	Jamaican	Unknown	C, D, W	Mercer Co. Prosecutor's Office

12.	Pit Bulls	Italian-American, Hispanic	Unknown	C, H, M, O, P, X	Mercer Co. Prosecutor's Office, Ewing PD, Mercer Co. Probation Dept., Mercer Co. Youth Detention Center
13.	Fifth Dimension	African-American	20	C	Mercer Co. Prosecutor's Office
14.	The Posse	African-American	Unknown	P	West Windsor-Plainsboro School District
15.	Lanka Lanks	African American	Unknown	P, Z	Mercer Co. Probation Office

Concerned Officers Organization on Gang Activity has noted the presence of the following additional gangs in the county:

16.	Dark Vengeance	African-American, White, Hispanic	10	Not listed	CO3GA
17.	Bloodhound Posse	African-American, Puerto Rican	44	Not listed	CO3GA
18.	Bloods (No affiliation to California Bloods)	African-American	45	Not listed	CO3GA
19.	Blue Blood Vikings	White	5	Not listed	CO3GA
20.	CBS Posse	African-American	59	Not listed	CO3GA
21.	Confederate Hammer Skins	White	75	Not listed	CO3GA
22.	Eisenhower Street Posse	Black, Hispanic	63	Not listed	CO3GA
23.	Five Percenters	African-American	320	Not listed	CO3GA
24.	Junior Black Mafia	African-American	165	Not listed	CO3GA
25.	Mellon Street Posse	African-American, Hispanic	11	Not listed	CO3GA

26.	Oliver Street Posse	African-American	30	Not listed	CO3GA
27.	OSSI	White	10	Not listed	CO3GA
28.	Sin Tribe	African-American	11	Not listed	CO3GA
29.	South Street Posse	African-American	70	Not listed	CO3GA
30.	Stronghold Posse	African-American	35	Not listed	CO3GA
31.	Trenton Guards	White	Unknown	Not listed	CO3GA
32.	Trenton Posse	African-American Females	60	Not listed	CO3GA
33.	Tri-State Posse	White	100	Not listed	CO3GA
34.	Willow Street Posse	African-American	11	Not listed	CO3GA

COUNTY: MIDDLESEX

	<u>GANG NAME</u>	<u>ETHNICITY</u>	<u># OF MEMBERS</u>	<u>CRIMINAL ACTIVITIES</u>	<u>SOURCE OF INFORMATION</u>
1.	Most Wanted	African-American, White, Asian, American-Asian, Hispanic, Philipano	85	F, H, J, I, M, O, P, Q, W, V, W, X, Z, GG	Middlesex Co. Prosecutor's Office, South Plainfield PD, CO3GA, Middlesex Co. Probation Dept.
2.	Lost Boys, AKA: Too High Crew, AKA: THC	White, African- American, Mixed- Hispanic	15-25	H, M, O, P, W, V, W, Z	Middlesex Co. Prosecutor's Office, Woodbridge PD

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3.	Shakedown Posse	African-American, White	25	A, B, C, D, F, H, I, M, O, P, Q, W, X, Z	Middlesex Co. Prosecutor's Office, Middlesex Co. Probation Office
4.	Lynch Mob	African-American, White, Mixed- Hispanic	25	H, M, O, P, Q, W, Z, GG	Middlesex Co. Prosecutor's Office, CO3GA, Perth Amboy Public Schools
5.	Capone Brothers, Capone Boys & Girls	Mixed-Hispanic, Italian-American, African-American, Dominican	15-20	A, M, O, P, T, V, W, Z	Middlesex Co. Prosecutor's Office, Perth Amboy PD
6.	Waterfront Boys, Waterfront Posse	Mixed-Hispanic, Dominican, African-American	15	P, Z	Middlesex Co. Prosecutor's Office, Perth Amboy Public Schools
7.	Up Town Gang	Mixed-Black	35	A, B, C, D, F, H, I, M, O, P, Q, R, S, W, Z	Middlesex Co. Prosecutor's Office, Middlesex Co. Department of Adult Corrections, Puerto Rican Action Board, Middlesex Co. Department of Youth Services
8.	Downtown Gang,	Mixed-Black	50	A, B, C, D, F, H, I, M, O, P, Q, R, S, W	Middlesex Co. Prosecutor's Office, Middlesex Co. Department of Adult Corrections, Perth Amboy Public Schools, Puerto Rican Action Board, Middlesex Co. Department of Youth Services
9.	Iselin Posse, AKA: F---- Up Dudes, FUD, AKA: Da Boyz	White, Mixed- Hispanic	10-15	M, O, P, U, W, X, Z	Woodbridge PD, Woodbridge Township School District
10.	Out For Blood	White	6	O, P, W, Z	Woodbridge PD, CO3GA, Woodbridge Township School District
11.	Porch Monkey Crew AKA: PMC	African-American, White, Mixed- Hispanic	16	J, M, O, P, Z	Woodbridge PD, Woodbridge Township School District
12.	Skin Threat	White	Unknown	O, P, W, X, Z	Woodbridge PD
13.	Above The Law AKA: ATL	White	7	O, P, W, X, Z	Woodbridge PD, Woodbridge Township School District

14.	Carteret Destruction Crew, CDC	Mixed-Black, Mixed-White	10-12	Z	Carteret PD
15.	Flamingo's	Mixed-White, Mixed-Hispanic	3-6	Z	Carteret PD
16.	Rocking Third Group	African-American, Afro-Caribbean	Not listed	O, P, GG	Piscataway Township Schools
17.	The Heights	African-American, Afro-Caribbean	Not listed	O, P, GG	Piscataway Township Schools
18.	Boredom	Mixed-White	Not listed	Z	Piscataway Township Schools
19.	Puerto Rican Chrome Posse, PCP	Puerto Rican	Not listed	Not listed	Piscataway Township Schools
20.	Gangsta' Bitches	African-American, Hispanic Females	Not listed	Not listed	Perth Amboy Public Schools
21.	DBB, Deadly But Beautiful	African-American, Hispanic Females	Not listed	Not listed	Perth Amboy Public Schools
22.	State Street Posse, SSP	Puerto Rican, Dominican, Cuban, African-American, Mexican	Not listed	O, P, W, Z, GG	Perth Amboy Public Schools
23.	TLR, The Little Rascals	African-American, Hispanic	Not listed	Not listed	Perth Amboy Public Schools
24.	Devils Den Posse	Mixed-Hispanic	Not listed	O, P, W, Z, GG	Perth Amboy Public Schools
25.	Hall Ave. Boys Crew	Mixed-Hispanic, African-American, Afro-Caribbean	Not listed	W, Z, GG	Perth Amboy Public Schools
26.	Money Making Crew, MMC,	Mixed-Hispanic	Not listed	W, Z, GG	Perth Amboy Public Schools
27.	Kids Going Berserk, KGB	Mixed-Hispanic	Not listed	W, Z, GG	Perth Amboy Public Schools

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28.	Organized Crime Unit, OCU	Mixed-Hispanic	Not listed	W, Z, GG	Perth Amboy Public Schools
29.	Huntington Posse	Black, Puerto Rican	Not listed	O, Z	Perth Amboy Public Schools
30.	Delaney/Dunlap Posse, D/D Posse	Puerto Rican, Black	Not listed	O, P, Z, GG	Perth Amboy Public Schools
31.	Stockton Street Mob	Puerto Rican, Black	Not listed	O, P, V, W, Z, GG	Perth Amboy Public Schools
32.	White Boys Gang	Mixed-White	Not listed	Z, GG	Perth Amboy Public Schools
33.	Mexican Posse	Mexican	Not listed	Z	Perth Amboy Public Schools
34.	Dominican Posse	Dominican	Not listed	Z	Perth Amboy Public Schools
35.	Macy Blvd. Posse, MBP	Black	Not listed	A, B, C, D, F, H, M, O, P, W, X, Z	Middlesex Co. Probation Department, Middlesex Co. Department of Adult Corrections
36.	Down By Law, DBL	Black	Not listed	A, B, C, D, F, H, M, O, P, W, Z	Middlesex Co. Probation Department, Middlesex Co. Department of Adult Corrections
37.	Junior Black Mob, JBM	Black	Not listed	B, C, D, F, H, O, P, W, Z	Middlesex Co. Probation Department, Middlesex Co. Department of Adult Corrections
38.	Hitt'em Hurt'em Posse 3, HHP#3	Black	Not listed	O, P, Z	Middlesex Co. Probation Department, Middlesex Co. Department of Adult Corrections
39.	Skinheads	Mixed-White	Not listed	F, M, O, P, W, X, Z	Middlesex Co. Probation Department, Middlesex Co. Department of Adult Corrections
40.	Born To Kill, BTK	Asian	Not listed	N	Middlesex Co. Probation Department, Middlesex Co. Department of Adult Corrections

41.	Posse	Mixed-White	Not listed	O, P	Middlesex Co. Probation Department, Middlesex Department of Adult Corrections
42.	Out For Blood, OFB	Mixed-White	Not listed	O, P	Middlesex Co. Probation Department, Middlesex Co. Department of Adult Corrections
43.	Country Gang	African-American	Not listed	H	Middlesex Co. Department of Adult Corrections
44.	Five Percenters 5%'ers	African-American	Not listed	H, V	Middlesex Co. Department of Adult Corrections
45.	Together Brothers Crew, TBC	African-American, Puerto Rican	Not listed	A, B, C	Middlesex Co. Department of Adult Corrections
46.	Boriquas	Puerto Rican	Not listed	Not listed	Middlesex Co. Department of Adult Corrections
47.	Fishes	African-American	Not listed	Q, S	Middlesex Co. Department of Adult Corrections
48.	Shower 2	African-American	Not listed	A, B, C, D, V	Middlesex Co. Department of Adult Corrections
49.	Sprangs	African-American	Not listed	A, B, C, D, V	Middlesex Co. Department of Adult Corrections
50.	Chrome Boys	African-American	Not listed	B, H	Middlesex Co. Department of Adult Corrections
51.	Dockers	White	Not listed	J, O, X, Z	Middlesex Co. Department of Adult Corrections

Concerned Officers Organization on Gang Activity has noted the presence of the following additional gangs in the county:

52.	F--- The Mother F-----	African-American	30	Not listed	CO3GA
53.	Mother F-----	African-American	30	Not listed	CO3GA
54.	Skinheads	White	18	Not listed	CO3GA

55.	United Christian Skinheads	White	15	Not listed	CO3GA
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COUNTY: MONMOUTH

<u>GANG NAME</u>	<u>ETHNICITY</u>	<u># OF MEMBERS</u>	<u>CRIMINAL ACTIVITIES</u>	<u>SOURCE OF INFORMATION</u>
1. Rockwell Ave. Posse	African-American, Latino	15-22	A, B, F, H, I, M, O, P, Q, W, Z, CC	Long Branch PD, Monmouth Co. Prosecutor's Office, CO3GA, Long Branch Public Schools, Monmouth Co. Correctional Facility
2. Morris Ave. Posse, M.A.P.	African-American, Hispanic-Puerto Rican	10	A, B, D, H, O, P, W, Z	Long Branch PD, Monmouth Co. Correctional Facility
3. Bust Your Shit, B.Y.S.	African-American, Hispanic-Puerto Rican	10	P, Z	Long Branch PD, Long Branch Public Schools
4. White Boys	Mixed White Ethnic	20	O, P, W, Z	Long Branch PD, Long Branch Public Schools
5. Queneta	Puerto-Rican	Unknown	Z	Long Branch PD
6. Five Percenters, 5%'ers, Gods	African-American, Hispanic-Puerto Rican, White Italians	400-500	A, B, D, D, F, G, H, I, J, M, N, O, P, Q, R, T, V, W, X, Y, Z, AA, CC, EE	Howell Township PD, Matawan PD, Freehold Borough PD, Eatontown PD, Red Bank PD, Asbury Park PD, Monmouth Co. Prosecutor's Office, CO3GA, Middletown Township School District, Asbury Park School District, Youth & Family Counseling Services, Monmouth Co. Division of Social Services, Bureau of Parole D.O. #3, Monmouth Co. Probation, Monmouth Co. Correctional Facility, Monmouth Co. Youth Detention Center

7.	Latin Kings, LA Kings, Bulldogs, L.K.	Mixed Hispanic, Latino, African-American	10-13	M, O, P, W, Z	Howell Township PD, Monmouth Co. Prosecutor's Office, CO3GA, Monmouth Co. Correctional Facility
8.	Devil Worshipers-Satanist, Black Magic	Mixed White Ethnic	10-20	O, P, Z	Howell Township PD, Monmouth Co. Prosecutor's Office, CO3GA
9.	Straight Edge Positive Skins	White	Not Listed	W, X, Z	Howell Township PD
10.	Klu Klux Klan, K.K.K.	White-Anglo American	15-30	O, P, W, Z	Howell Township PD, Monmouth Co. Prosecutor's Office, Monmouth Co. Correctional Facility
11.	White Aryan Resistance, WAR, Skinheads	White-Anglo American	15-20	O, P, W, X, Z	Howell Township PD, Matawan PD, Monmouth Co. Prosecutor's Office, CO3GA, Monmouth Co. Correctional Facility
12.	Jamaican Posse	Afro-Caribbean	Not Listed	A, B, C, D, I, O, P, V, W	Red Bank PD
13.	Cazeeks, Kazeeks, KAZ	African-American	Not Listed	A, B, C, D, H, O, P, V, W, Z	Red Bank PD, Asbury Park School District, Monmouth Co. Correctional Facility
14.	800 Posse	African-American	10	H, O, M, P, Z	Asbury Park PD, Monmouth Co. Prosecutor's Office, CO3GA
15.	Another Death Creation	African-American	22	F, H, M, O, P, Z	Asbury Park PD, Monmouth Co. Prosecutor's Office, CO3GA
16.	Beat Down Posse	African-American, Hispanic-Puerto Rican	12	A, B, C, D, F, H, M, N, O, P, Z	Asbury Park PD, Monmouth Co. Prosecutor's Office, CO3GA
17.	Black Nubian Sisters	African-American Females	10	H, M, O, P, Z	Asbury Park PD, Monmouth Co. Prosecutor's Office, CO3GA, Asbury Park School District
18.	Bloods	African-American	10-15	A, B, D, D, F, H, I, M, O, P, W, X, Z	Asbury Park PD, Monmouth Co. Prosecutor's Office, CO3GA, Wall Youth Center, Monmouth Co. Correctional Facility

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19.	Boriqua	Hispanic-Latino	10	F, H, I, M, O, P, W, Z, GG	Asbury Park PD, Monmouth Co. Prosecutor's Office, CO3GA
20.	Boston Asbury Posse	African-American	5	H, M, O, P, Z	Asbury Park PD, Monmouth Co. Prosecutor's Office, CO3GA
21.	Bostonway Posse B.W.P.	African-American Females	33	A, B, C, D, H, I, M, O, P, Z	Asbury Park PD, Monmouth Co. Prosecutor's Office, CO3GA, Monmouth Co. Correctional Facility
22.	Civilized Black Brothers	African-American	27	H, M, O, P, Z	Asbury Park PD, Monmouth Co. Prosecutor's Office, CO3GA
23.	Devestating Black, Brothers, D.B.B.'s	African-American	61	A, B, C, D, F, H, I, M, N, O, P, Q, R, V, W, Z, CC	Asbury Park PD, Monmouth Co. Prosecutor's Office, CO3GA, Asbury Park School District, Monmouth Co. Correctional Facility, Monmouth Co. Youth Detention Center
24.	Eastern Hammer Skins, EHS	Mixed White Ethnic	20-25	D, E, F, H, J, M, O, P, Q, V, W, X, Z	Asbury Park PD, Howell Township PD, Monmouth Co. Prosecutor's Office, CO3GA, Monmouth Co. Youth Detention Center, Monmouth Co. Correction Facility
25.	Exotic Black Sisters	African-American Females	17	F, H, I, M, O, P, W, Z, GG	Asbury Park PD, Monmouth Co. Prosecutor's Office, CO3GA
26.	Females Beyond Control, F.B.C.	African-American Females	25	F, H, I, M, O, P, W, Z, GG	Asbury Park PD, Monmouth Co. Prosecutor's Office, CO3GA, Monmouth Co. Correctional Facility
27.	Fourth Avenue Posse, F.A.P.	African-American, Afro-Caribbean-Jamaicans, Hispanic	18	H, J, O, P, Q, W, Z, CC	Asbury Park PD, Monmouth Co. Prosecutor's Office, CO3GA, Monmouth Co. Correctional Facility
28.	F--- Home Boys Up Intentional, F.B.I.	African-American, Hispanic, Puerto Rican, Mixed White Ethnic	80-90	F, H, I, M, O, P, X, Z, GG	Asbury Park PD, Monmouth Co. Prosecutor's Office, CO3GA, Monmouth Co. Correctional Institute Facility
29.	Gang In Black Posse	African-American	9	H, I, M, N, O, P, Z	Asbury Park PD, Monmouth Co. Prosecutor's Office, CO3GA

30.	Get Fresh Crew, G.F.C.	African-American Females	15	A, B, C, D, H, M, N, O, P, X, Z	Asbury Park PD, Monmouth Co. Prosecutor's Office, CO3GA, Monmouth Co. Correctional Facility
31.	Hashon Posse	African-American	11	H, M, O, P, Z	Asbury Park PD, Monmouth Co. Prosecutor's Office, CO3GA
32.	Home Boys Only, H.B.O.'s	African-American	22	B, C, D, F, H, I, M, N, O, P, Q, V, W, Z	Asbury Park PD, Monmouth Co. Prosecutor's Office, CO3GA, Asbury Park School District, Monmouth Co. Division of Social Services, Monmouth Co. Correctional Facility
33.	Hoods	African-American, Mixed White Ethnic Females	20	H, M, O, P, Z	Asbury Park PD, Monmouth Co. Correctional Facility
34.	Jr. Devastating Black Brothers	African-American	30	B, C, D, F, H, I, M, N, O, P, Q, W, X, Z, CC	Asbury Park PD, Monmouth Co. Prosecutor's Office, CO3GA
35.	Juice Brothers Inc., JBI	African-American	20-25	H, M, N, O, P, Q, W, X, Z, CC	Asbury Park PD, Monmouth Co. Prosecutor's Office, CO3GA, Monmouth Co. Correctional Facility
36.	Kingston Posse Forever	Afro-Caribbean	10	E, H, M, O, P, Q, W, X, Z, CC	Asbury Park PD, Monmouth Co. Prosecutor's Office, CO3GA
37.	Leave Us Alone	African-American, Puerto Rican, White	8	H, M, O, P, W, X, Z	Asbury Park PD, Monmouth Co. Prosecutor's Office, CO3GA
38.	Nabate Posse	African-American	5	H, M, O, P, Z	Asbury Park PD, Monmouth Co. Prosecutor's Office, CO3GA
39.	No Slouching Posse	African-American Females	5	H, M, N, O, P, W, Z	Asbury Park PD, Monmouth Co. Prosecutor's Office, CO3GA
40.	North Asbury Posse, N.A.P.	African-American, Mixed White Ethnic	50	H, M, O, P, X, Y, Z	Asbury Park PD, Monmouth Co. Prosecutor's Office, CO3GA, Monmouth Co. Correctional Facility

41.	Pimp Daddy Posse, P.D.P.	African-American, Mixed White Ethnic	14	D, H, O, P, Z	Asbury Park PD, Monmouth Co. Prosecutor's Office, CO3GA, Monmouth Co. Correctional Facility
42.	Posse In Effect, P.I.E.	African-American Females	45	D, G, F, H, I, M, N, O, P, Q, Z, GG	Asbury Park PD, Monmouth Co. Prosecutor's Office, CO3GA, Monmouth Co. Correctional Facility
43.	Puerto Rican Posse, P.R. Posse	Puerto Rican	22	P, W, Z	Monmouth Co. Prosecutor's Office, CO3GA, Monmouth Co. Correctional Facility
44.	Puerto Rican Victory Posse, P.V.P.	Hispanic-Puerto Rican	50-100	D, E, G, H, M, N, W, X, Z	Asbury Park PD, Monmouth Co. Prosecutor's Office, CO3GA, Monmouth Co. Correctional Facility
45.	Puerto Rican Victory Party	Puerto Rican	100	P, W, Z	Monmouth Co. Prosecutor's Office, CO3GA
46.	Ready and Willing, R.A.W.	African-American, Mixed White Ethnic, Latino	12	H, O, P, Z	Asbury Park PD, Monmouth Co. Prosecutor's Office, CO3GA, Monmouth Co. Correctional Facility
47.	Rolling Hard Sisters, R.H.S.	African-American Females	50-55	H, M, O, P, Z	Asbury Park PD, Monmouth Co. Prosecutor's Office, CO3GA, Monmouth Co. Correctional Facility
48.	11th Avenue Posse	African-American	10	O, P, Q, W, Z, CC	Monmouth Co. Prosecutor's Office, CO3GA
49.	Alfa Group	White	5	O, P, W, Z	Monmouth Co. Prosecutor's Office, CO3GA
50.	Allied Lock Pickers	White	5	P, M, Z	Monmouth Co. Prosecutor's Office, CO3GA
51.	Always Kicking Ass	African-American, Hispanic-Latino	22	F, H, I, M, Q, W, Z, CC	Monmouth Co. Prosecutor's Office, CO3GA
52.	Always Rolling Deep	Hispanic-Latino	5	P, W, Z, GG	Monmouth Co. Prosecutor's Office, CO3GA
53.	Ansar Muslims	African-American	8	P, W, Z	Monmouth Co. Prosecutor's Office, CO3GA

54.	Aryan Nation Skins	Mixed White Ethnic	16	P, W, Z	Monmouth Co. Prosecutor's Office, CO3GA, Monmouth Co. Correctional Facility
55.	Bad Boys, B.B.	Mixed White Ethnic	13	P, W, Z	Monmouth Co. Prosecutor's Office, CO3GA, Monmouth Co. Correctional Facility
56.	Black Ex Girls	African-American Females	10	P, W, Z	Monmouth Co. Prosecutor's Office, CO3GA
57.	Black Mob, B.M.	African-American	5	F, H, I, M, W, Z, GG	Monmouth Co. Prosecutor's Office, CO3GA, Monmouth Co. Correctional Facility
58.	Bloodhound Posse- Bloods	African-American, Hispanic-Puerto Rican	Not Listed	F, H, I, M, W, Z, GG	Monmouth Co. Prosecutor's Office, CO3GA, Monmouth Co. Correctional Facility
59.	Boot Boys, B.B.	Mixed White Ethnic	25	P, W, Z	Monmouth Co. Prosecutor's Office, CO3GA, Monmouth Co. Correctional Facility
60.	Boys to Men to Jail	White	5	P, W, Z,	Monmouth Co. Prosecutor's Office, CO3GA
61.	Crips	African-American, Puerto Rican, Latino	13	F, H, I, M, W, X, Z, GG	Monmouth Co. Prosecutor's Office, CO3GA, Monmouth Co. Correctional Facility
62.	Crips (Wannabees)	African-American	8	F, H, I, M, W, Z, GG	Monmouth Co. Prosecutor's Office, CO3GA
63.	Devils	White	16	P, Z	Monmouth Co. Prosecutor's Office, CO3GA
64.	Dissing Many Males, D.M.S.	African-American, Mixed White Ethnic	25	P, W, Z	Monmouth Co. Prosecutor's Office, CO3GA, Monmouth Co. Correctional Facility
65.	Doc Martin Skinheads-Skins	Mixed White Ethnic	20-35	P, X, W, Z, GG	Monmouth Co. Prosecutor's Office, CO3GA, Wall Youth Center, Monmouth Co. Correctional Facility
66.	Eighty-Five Percenters, 85%	African-American	5	P, Z	Monmouth Co. Prosecutor's Office, CO3GA, Monmouth Co. Correctional Facility
67.	Federation of Brothers in Effect	White	17	P, Z	Monmouth Co. Prosecutor's Office, CO3GA

68.	Fisher Avenue Posse, F.A.P.	African-American	12	P, Z, GG	Monmouth Co. Prosecutor's Office, CO3GA, Monmouth Co. Correctional Facility
69.	Gangster Bitches Sister	African-American Females	20	P, Z	Monmouth Co. Prosecutor's Office, CO3GA
70.	Garfield Posse, G.F.	African-American	Not Listed	F, H, I, M, P, Q, W, Z, CC, GG	Monmouth Co. Prosecutor's Office, CO3GA, Monmouth Co. Correctional Facility
71.	Guardians of the Hill-Skins	Mixed White Ethnic	48	P, W, Z	Monmouth Co. Prosecutor's Office, CO3GA, Monmouth Co. Correctional Facility
72.	Hate Squad, H.S. Skins	Mixed White Ethnic	10	P, W, Z	Monmouth Co. Prosecutor's Office, CO3GA, Monmouth Co. Correctional Facility
73.	Hazlet Crime Posse	White	8	P, Z	Monmouth Co. Prosecutor's Office, CO3GA
74.	Hazlet King Pin Posse	White	5	P, W, Z	Monmouth Co. Prosecutor's Office, CO3GA
75.	Horde Crew	White	11	Z	Monmouth Co. Prosecutor's Office, CO3GA
76.	Hype Crew, H.C.	African-American Females	10	P, W, Z	Monmouth Co. Prosecutor's Office, CO3GA, Monmouth Co. Correctional Facility
77.	Unique Neptune, Brother, U.N.B.'s, United Neptune Brothers	African-American	75	D, F, H, M, O, P, W, Z	Monmouth Co. Prosecutor's Office, CO3GA, Monmouth Co. Probation Department, Monmouth Co. Correctional Facility
78.	Jr. Unique Neptune Brothers, Jr. United Neptune Brothers	African-American	23	F, H, I, K, M, O, P, Q, U, W, Z, CC, GG	Monmouth Co. Prosecutor's Office, CO3GA, Monmouth Co. Probation Department
79.	Juice Crew, J.C.	African-American	35	P, W, Z	Monmouth Co. Prosecutor's Office, CO3GA, Monmouth Co. Correctional Facility
80.	Kasual Koolers, K.K.	African-American Females	30	F, H, I, M, P, W, Z, GG	Monmouth Co. Prosecutor's Office, CO3GA Monmouth Correctional Facility

81.	Kausing Much Damage	African-American, Mixed White Ethnic	25	F, H, I, M, P, W, Z, GG	Monmouth Co. Prosecutor's Office, CO3GA, Monmouth Co. Correctional Facility
82.	KO Posse	African-American, Asian	17	F, H, I, M, P, U, W, Z, GG	Monmouth Co. Prosecutor's Office, CO3GA
83.	Living Posse, L.P.	Mixed White Ethnic	5	P, W, Z	Monmouth Co. Prosecutor's Office, CO3GA, Monmouth Co. Correctional Facility
84.	Lynch Mob	Mixed White Ethnic	15	F, H, I, M, P, W, Z, GG	Monmouth Co. Prosecutor's Office, CO3GA, Monmouth Co. Correctional Facility
85.	Malicious Bitches in Effect, M.B.I.	African-American, Mixed White Ethnic, Puerto Rican Females	50-60	P, W, Z, GG	Monmouth Co. Prosecutor's Office, CO3GA, Monmouth Co. Correctional Facility
86.	Metal Heads- Devil	Mixed White Ethnic	50	P, Z	Monmouth Co. Prosecutor's Office, CO3GA, Monmouth Co. Correctional Facility
87.	Middlebrook Posse	African-American, Latino	15	F, H, I, M, P, W, Z, GG	Monmouth Co. Prosecutor's Office, CO3GA Ocean Township School District
88.	Middletown Posse, M.T.P.	Mixed White Ethnic	Not Listed	P, W, Z	Monmouth Co. Prosecutor's Office, CO3GA, Keansburg Public Schools, Monmouth Co. Correctional Facility
89.	Monroe Ave. Bomb Squad, M.A.B.	African-American, Latino	13	F, H, I, M, P, W, Z, GG	Monmouth Co. Prosecutor's Office, CO3GA, Monmouth Co. Correctional Facility
90.	Most Wanted	African-American, Asian, Mixed White Ethnic, Hispanic	35	F, H, I, M, P, Q, W, Z, CC, GG	Monmouth Co. Prosecutor's Office, CO3GA, Middletown Township School District, Monmouth Co. Correctional Facility
91.	Mutha F----- Newport Bitches	African-American	10	P, W, Z	Monmouth Co. Prosecutor's Office, CO3GA
92.	Neptune City Crush N.C.C	Mixed White Ethnic	19	F, H, I, M, P, W, Z, CC, GG	Monmouth Co. Prosecutor's Office, CO3GA, Monmouth Co. Correctional Facility
93.	New 3rd World- Skins, N3W	Mixed White Ethnic	55-60	P, W, X, Z	Howell Township PD, Monmouth Co. Prosecutor's Office, CO3GA, Monmouth Co. Correctional Facility

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94.	New York Boys, N.Y.B.	African-American	10	F, H, I, M, P, Q, W, Z, CC, GG	Monmouth Co. Prosecutor's Office, CO3GA, Monmouth Co. Correctional Facility
95.	Niggers F----- Large, N.F.L., Niggers For Life	African-American	5	P, Z	Monmouth Co. Prosecutor's Office, CO3GA, Monmouth Co. Correctional Facility Ocean Township School District
96.	Niggers that Rock, N.T.R.	African-American	45-50	P, W, X, Z	Monmouth Co. Prosecutor's Office, CO3GA, Monmouth Co. Correctional Facility
97.	North End Posse, N.E.P.	Mixed White Ethnic	Not Listed	F, H, I, M, P, Q, W, Z, CC, GG	Monmouth Co. Prosecutor's Office, CO3GA, Monmouth Co. Correctional Facility
98.	North Hollywood Boys, N.H.B.	White	5	P, Z, W	Monmouth Co. Prosecutor's Office, CO3GA, Monmouth Co. Correctional Facility
99.	Northend Boys- Skins	Mixed White Ethnic	5	P, W, Z	Monmouth Co. Prosecutor's Office, CO3GA, Monmouth Co. Correctional Facility
100.	Original Play Boys, O.P.B	African-American	13	P, W, Z	Monmouth Co. Prosecutor's Office, CO3GA, Monmouth Co. Correctional Facility
101.	Posse of Warriors Ending Raceism	African-American, Mixed White Ethnic	15	P, W, Z	Monmouth Co. Prosecutor's Office, CO3GA, Monmouth Co. Correctional Facility
102.	Public Crime Posse	African-American, White	4	F, H, I, M, P, W, Z, GG	Monmouth Co. Prosecutor's Office, CO3GA
103.	Puerto Bomb Squad	Hispanic-Puerto Rican Females	11	F, H, I, M, P, W, Z	Monmouth Co. Prosecutor's Office, CO3GA
104.	Rock Fearless Nation, R.F.N.	African-American, Hispanic-Puerto Rican, Mixed White Ethnic	100	F, H, I, M, P, W, Z, GG	Monmouth Co. Prosecutor's Office, CO3GA, Monmouth Co. Correctional Facility
105.	S.L.A.Y.E.R.- Devil	Mixed White Ethnic	14	X, Z	Monmouth Co. Prosecutor's Office, CO3GA, Monmouth Co. Correctional Facility
106.	Sanational Black Sisters	African-American	13	P, Z	Monmouth Co. Prosecutor's Office, CO3GA

107. Satan Worshipper Club	White	11	W, X, Z	Monmouth Co. Prosecutor's Office, CO3GA
108. Satans Disciples	White	11	Not Listed	Monmouth Co. Prosecutor's Office, CO3GA
109. Sewall Avenue Posse	African-American, Females	15	P, W, Z, GG	Monmouth Co. Prosecutor's Office, CO3GA, Asbury Park School District
110. Sharp Skins, Skinheads Against Racial Prejudice	African-American, Asian, Mixed White Ethnic, Hispanic	16	P, W, Z, GG	Howell Township PD, Monmouth Co. Prosecutor's Office, CO3GA, Monmouth Co. Correctional Facility
111. Sisters In The Fullest, S.I.F.	African-American Females	25	P, W, Z	Monmouth Co. Prosecutor's Office, CO3GA, Monmouth Correctional Facility
112. Sisters Rolling Strong	African-American Females	11	P, Q, W, Z, CC	Monmouth Co. Prosecutor's Office, CO3GA
113. Skinhead Assault Crew - Skins	Mixed White Ethnic	7	P, W, X, Z	Monmouth Co. Prosecutor's Office, CO3GA, Monmouth Co. Correctional Facility
114. Skins Against Racism	Mixed	7	P, Z	Monmouth Co. Prosecutor's Office, CO3GA
115. Skull Clan-Devil	White	25	P, W, Z	Monmouth Co. Prosecutor's Office, CO3GA, Monmouth Co. Correctional Facility
116. Spanish Crips	Hispanic-Latino	76	P, W, Z	Monmouth Co. Prosecutor's Office, CO3GA, Monmouth Co. Correctional Facility
117. SS Action Group-Skins	Mixed White Ethnic	Not Listed	P, W, X, Z	Monmouth Co. Prosecutor's Office, CO3GA, Monmouth Co. Correctional Facility
118. Street Artist	Hispanic-Puerto Rican	10	Z	Monmouth Co. Prosecutor's Office, CO3GA
119. Sunshine Posse, S.S.P.	African-American, Hispanic	33	P, Q, W, Z, CC	Monmouth Co. Prosecutor's Office, CO3GA, Monmouth Co. Correctional Facility
120. Superior White Assault Crew-Devil	Mixed White Ethnic	4	W, Z	Monmouth Co. Prosecutor's Office, CO3GA, Monmouth Co. Correctional Facility

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121. Terror Dome, T.D.	African-American	13	P, W, X, Z	Monmouth Co. Prosecutor's Office, CO3GA, Monmouth Co. Correctional Facility
122. The Man Power Posse	African-American, Hispanic, White	Not Listed	P, W, X, Z	Monmouth Co. Prosecutor's Office, CO3GA
123. The New Caszeeks	African-American	42	P, W, X, Z	Monmouth Co. Prosecutor's Office, CO3GA
124. The Raiders	White	5	X, Z	Monmouth Co. Prosecutor's Office, CO3GA
125. The Tribe, 5%	African-American	10	P, W, X, Z, GG	Monmouth Co. Prosecutor's Office, CO3GA, Monmouth Co. Correctional Facility
126. The Troopers	African-American, White	8	P, W, X, Z	Monmouth Co. Prosecutor's Office, CO3GA
127. The Un Disable	African-American Females	10	P, W, X, Z	Monmouth Co. Prosecutor's Office, CO3GA
128. The White Anarchist-Skins	Mixed White Ethnic	20	P, W, X, Z	Monmouth Co. Prosecutor's Office, CO3GA Monmouth Co. Correctional Facility
129. Twinbrook Posse, T.B.P.	African-American, Hispanic, Mixed White Ethnic	63	P, W, Z	Monmouth Co. Prosecutor's Office, CO3GA Monmouth Co. Correctional Facility Ocean Township School District
130. UJAAMA, African National	African-American	80	F, H, I, M, P, W, Z GG	Monmouth Co. Prosecutor's Office, CO3GA, Monmouth Co. Correctional Facility
131. Unique Neptune Girls	African-American	9	Z	Monmouth Co. Prosecutor's Office, CO3GA
132. Untouchable	African-American	18	P, W, Z	Monmouth Co. Prosecutor's Office, CO3GA
133. White Aryan Nation Skins	Mixed White Ethnic	25-30	P, X, Z	Monmouth Co. Prosecutor's Office, CO3GA, Monmouth Co. Correctional Facility
134. White Boys Can't Compete	African-American	5	P, W, X, Z	Monmouth Co. Prosecutor's Office, CO3GA
135. White Combat Skinheads	Mixed White Ethnic	19	P, W, X, Z	Monmouth Co. Prosecutor's Office, CO3GA Monmouth Co. Correctional Facility

136. White Knights	White	7	P, W, Z	Monmouth Co. Prosecutor's Office, CO3GA
137. White Purist American Society- Skins	Mixed White Ethnic	33	P, W, Z	Monmouth Co. Prosecutor's Office, CO3GA, Monmouth Co. Correctional Facility
138. White Ranks Union- Skins	Mixed White Ethnic	3	P, W, X, Z	Monmouth Co. Prosecutor's Office, CO3GA, Monmouth Co. Correctional Facility
139. WICCA-Devils	White	Not Listed	P, Z	Monmouth Co. Prosecutor's Office, CO3GA, Monmouth Co. Correctional Facility
140. Wise Intelligent Sisters	African-American Females	30	P, W, Z	Monmouth Co. Prosecutor's Office, CO3GA,
141. Wrecking Crew- Wrecking	African-American, Mixed White Ethnic	10	F, H, I, M, P, W, Z, GG	Monmouth Co. Prosecutor's Office, CO3GA, Monmouth Co. Correctional Facility
142. Deli Boys	White	Not Listed	P	Middletown Township School District
143. Long Branch Brothers, LBB	African-American	Not Listed	Unknown	Middletown Township School District
144. Long Branch Sisters	African-American Females	Not Listed	Unknown	Middletown Township School District
145. Delgado's Crime Family	Mixed Hispanic	Not Listed	Unknown	Middletown Township School District
146. Age 9	Hispanic-Puerto Rican	Not Listed	P, Z, FF	Keansburg Public Schools
147. Peaceskins (Anti-Skinhead)	White	Not Listed	P	Wall Youth Center
148. SBB's, South Belmar Boys	African-American, Mixed Hispanic	Not Listed	P	Wall Youth Center
149. WWB's, White Wall Boys	White	Not Listed	P	Wall Youth Center
150. Z Boys	African-American	Not Listed	J, O, P, W, Z, FF, GG	Monmouth Co. Division of Social Services

151. Black Boys Corporated, BBC's	African-American	Not Listed	P, W, Z	Monmouth Co. Division of Social Services
152. Rat Pack	African-American Females	Not Listed	P, W, Z	Monmouth Co. Division of Social Services
153. Clanners	White	Not Listed	P, X, Z	Monmouth Co. Division of Social Services
154. MDS	African-American,	Not Listed	GG	Long Branch Public Schools
155. Boys In The Hood	African-American	Not listed	P, W, Z	Monmouth Co. Division of Social Services
159. Bradley Park Posse, B.P.P.	African-American	Not Listed	Not Listed	Monmouth Co. Correctional Facility
160. Fruit of Islam, F.O.I.	African-American	Not Listed	Not Listed	Monmouth Co. Correctional Facility
161. Bombers	Mixed	Not Listed	Z	Ocean Township School District

COUNTY: MORRIS

<u>GANG NAME</u>	<u>ETHNICITY</u>	<u># OF MEMBERS</u>	<u>CRIMINAL ACTIVITIES</u>	<u>SOURCE OF INFORMATION</u>
1. Jamaican Posse	Afro-Caribbean-Jamaican	12-15	B,D,K,O,P,W,Y	Morris Co. Prosecutor's Office, Morris Co. Correctional Facility
2. Unidentified Gang	White	10	P,W,X,Z	Parsippany PD

COUNTY: OCEAN

<u>GANG NAME</u>	<u>ETHNICITY</u>	<u># OF MEMBERS</u>	<u>CRIMINAL ACTIVITIES</u>	<u>SOURCE OF INFORMATION</u>
1. Brookwood Posse	African-American Mixed White Ethnic (Italian-American)	12-16	D, J, M, O, P, W, Z, AA	Jackson Township PD, Jackson School District
2. Neppas	Hispanic-Mixed Ethnic, Puerto Rican, African- American, White	12-14	B, C, D, M, Z	Jackson Township PD, Jackson School District
3. Quineppas, aka Gods	Hispanic-Mixed Ethnic, African- American	4-6	B, M, Z, GG	Jackson Township PD, Jackson School District
4. Terminator Knight Warriors, TKW, Ninja Night Warriors	Mixed White Ethnic	18-20	J, M, O, P, W, X, Z	Jackson Township PD, Jackson School District
5. Aryan Nation	White	2	P, W, X, Z	Jackson Township PD
6. Five Percenters, 5%'ers, Gods	African-American, Puerto-Rican, Afro-Caribbean	250-300	B, C, D, F, H, I, O, P, Q, R, V, W, X, Z	Jackson Township PD, Lakewood PD, South Toms River PD, Lakewood School District, Manchester School District, Lacey Township School District, Lakewood School Based Program, Ocean Co. Dept. of Corrections, CO3GA
6a. Queens	Not listed	Not listed	Not listed	Lakewood PD
7. Jerk Off Posse, J.O.P.	Mixed White, African-American	15-25	H, M, O, P, W, X, Z	Lakehurst PD, Lakewood PD, CO3GA
8. La Posse	African-American	30	B, F, H, I, O, P, Q, V, X	Lakewood PD

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9.	Jamaican Posse	Afro-Caribbean	40	A B, D, O, P, Q, V	Lakewood PD, Lakewood School Based Program
10.	Skinheads	Anglo-American-White	20	X	Lakewood PD, Lakewood School Based Program
11.	Gods-Latin	Hispanic-Puerto-Rican	40	B, D, O, P	Lakewood PD
12.	Night Crawlers	Puerto Rican & Mixed Hispanic	10-25	B, R	Lakewood PD, Ocean Co. Department of Corrections
13.	Latin Kings	Puerto Rican & Mixed Hispanic	40-60	G, D, O, P	Lakewood PD, Lakewood School Based Program
13a.	Latin Queens	Not listed	Not listed	Not listed	Lakewood PD
14.	Nietas	Puerto Rican & Mixed Hispanic	50-60	H, W	Lakewood PD, Lakewood School Based Program
15.	R.I.P. "Rest In Peace"	Puerto Rican & Mixed Hispanic	15-30	Not listed	Lakewood PD
16.	Nubians	Puerto Rican & African-American	Unknown	Not listed	Lakewood PD
17.	C.H.P., Center Homes Posse	African-American	35-50	B, C, H, J, K, O, P, Q, S, X, Z	South Toms River PD, Ocean Co. Department of Corrections
18.	Dillard's Posse	African-American	Not listed	B, C, H, O, P, R	Ocean Co. Dept. of Corrections

Concerned Officers Organization on Gang Activity has noted the presence of the following additional gangs in the county:

19.	Anti-African American Society	White	Not listed	Not listed	CO3GA
20.	Bricktown Guards	White	38	Not listed	CO3GA
21.	Satans Disciples	White	11	Not listed	CO3GA
22.	Eastern Hammer Skinheads	White	43	Not listed	CO3GA

23.	Rolling Hard Sisters	African-American Females	4	Not listed	CO3GA
24.	Crips	Hispanic	5	Not listed	CO3GA
25.	Devil Worshipers	White	13	Not listed	CO3GA
26.	Devastating Black Brothers	African-American	10	Not listed	CO3GA
27.	Sharp	White	16	Not listed	CO3GA
28.	The Burn Outs	White	85	Not listed	CO3GA
29.	Pernas Boys	White	14	Not listed	CO3GA
30.	F--- Home Boys Up Intenational	African-American, Hispanic	60	Not listed	CO3GA
31.	Stoke Posse	Not listed	15	Not listed	CO3GA

COUNTY: PASSAIC

	<u>GANG NAME</u>	<u>ETHNICITY</u>	<u># OF MEMBERS</u>	<u>CRIMINAL ACTIVITIES</u>	<u>SOURCE OF INFORMATION</u>
1.	Lynch Mob	African-American	Not listed	C, GG	Paterson PD, Passaic Co. Probation Division
2.	Regulators	African-American	Not listed	W, GG	Paterson PD, Passaic Co. Probation Division
3.	Market Street Posse (Upper Market Street)	Hispanic	Not listed	C, GG	Paterson PD, Passaic Co. Probation Division
4.	School 2 Posse (Lower Market St.)	Hispanic	Not listed	C, W, GG	Paterson PD, Passaic Co. Probation Division

5.	Wayne Ave. Posse, 9MM	Hispanic-Dominican, Latino	Not listed	C, F, P, W, GG	Paterson PD, Passaic Co. Probation Division
6.	East Main Street Posse	Puerto Rican	Not listed	W, GG	Paterson PD
7.	12th Ave. Posse (Upper E. 23rd St.)	African-American, Jamaican	Not listed	W, GG	Paterson PD, Passaic Co. Probation Division
8.	Lower 12th Ave. Posse, Afros, Afroettes	African-American	Not listed	O, P, W, GG	Paterson PD, Passaic Co. Probation Division
9.	10th Avenue Posse	African-American, Jamaican	Not listed	O, P, W, GG	Paterson PD, Passaic Co. Probation Division
10.	Park Avenue Posse (Lower (Park Avenue)	Hispanic	Not listed	F, W, EE, GG	Paterson PD
11.	Park Avenue Posse (Upper Park Avenue)	African-American	Not listed	F, W, GG	Paterson PD
12.	School 28 Posse	African-American, Hispanic	Not listed	N, W, GG	Paterson PD
13.	North 3rd St. Posse	African-American Females	Not listed	C, W, GG	Paterson PD, Passaic Co. Probation Division
14.	C.C.P. Posse	African-American	Not listed	P, W, GG	Paterson PD, Passaic Co. Probation Division
15.	North Main Street Street Posse	African-American	Not listed	C, P, W, GG	Paterson PD, Passaic Co. Probation Division
16.	South Paterson Boys*	Hispanic	Not listed	F, H, M, O, P, W, Z	Paterson PD
17.	Market Street Boys*	Hispanic	Not listed	F, H, M, O, P, W, Z	Paterson PD

*primarily a graffiti gang

18.	Madison Avenue Boys*	Hispanic	Not listed	F, H, M, O, P, W, Z	Paterson PD
19.	Madison Street Beech Boys*	Hispanic	Not listed	F, H, M, O, P, W, Z	Paterson PD
20.	Day Crew*	Hispanic	Not listed	F, H, M, O, P, W, Z	Paterson PD
21.	Wayne Avenue Posse*	Hispanic	Not listed	F, H, M, O, P, W, Z	Paterson PD
22.	Trenton Avenue Posse*	Hispanic	Not listed	F, H, M, O, P, W, Z	Paterson PD
23.	School 8 Kids*	Hispanic	Not listed	F, H, M, O, P, W, Z	Paterson PD
24.	Riverside Gang*	Hispanic	Not listed	F, H, M, O, P, W, Z	Paterson PD
25.	Hard to Overcome*	Hispanic	Not listed	F, H, M, O, P, W, Z	Paterson PD
26.	Union Avenue Posse*	Hispanic	Not listed	F, H, M, O, P, W, Z	Paterson PD
27.	Competition Is None*	Hispanic	Not listed	F, H, M, O, P, W, Z	Paterson PD
28.	Paterson Most Wanted*	Hispanic	Not listed	F, H, M, O, P, W, Z	Paterson PD
29.	Tagged Graffiti Fresh*	Hispanic	Not listed	F, H, M, O, P, W, Z	Paterson PD
30.	The Graffiti Force*	Hispanic	Not listed	F, H, M, O, P, W, Z	Paterson PD
31.	School 14 Crew*	Hispanic	Not listed	F, H, M, O, P, W, Z	Paterson PD
32.	Keen Street Posse*	Hispanic	Not listed	F, H, M, O, P, W, Z	Paterson PD
33.	School 9 Crew*	Hispanic	Not listed	F, H, M, O, P, W, Z	Paterson PD

*primarily a graffiti gang

34.	The Young Mob*	Hispanic	Not listed	F, H, M, O, P, W, Z	Paterson PD
35.	4th Street Posse*	Hispanic	Not listed	W, Z	Paterson PD
36.	Toys Must Die*	Hispanic	Not listed	F, H, M, O, P, W, Z	Paterson PD
37.	Sparrow Street Boys*	Hispanic	Not listed	F, H, M, O, P, W, Z	Paterson PD
38.	Going All City*	Hispanic	Not listed	F, H, M, O, P, W, Z	Paterson PD
39.	Can't Be Stopped*	Hispanic	Not listed	F, H, M, O, P, W, Z	Paterson PD
40.	Riverside Posse*	Hispanic	Not listed	F, H, M, O, P, W, Z	Paterson PD
41.	Bombing Public City*	Hispanic	Not listed	F, H, M, O, P, W, Z	Paterson PD
42.	Paterson Town Latins*	Hispanic	Not listed	F, H, M, O, P, W, Z	Paterson PD
43.	Chukas	Mexican	Unknown	Z	Passaic PD
44.	Palamos	Mexican	Unknown	Z	Passaic PD, Passaic Co. Probation Div.
45.	Rosa's Posse	African-American, Hispanic, White	Not listed	H, W, AA	Clifton Public Schools
46.	The Gammas	African-American	Not listed	C, U, W	Passaic Co. Probation Division
47.	Ax Gang, aka Green Dragons	Korean/Chinese	Unknown	N, W	District Parole Office #1

*primarily a graffiti gang

COUNTY: SALEM

<u>GANG NAME</u>	<u>ETHNICITY</u>	<u># OF MEMBERS</u>	<u>CRIMINAL ACTIVITIES</u>	<u>SOURCE OF INFORMATION</u>
1. East Side Posse	African-American	10-20	B,H,O,W,Z	Salem Co. Prosecutor's Office

2.	Jungle Brother Posse	African-American	Not listed	P	Salem City School District
3.	Another Bad Creation	African-American	Not listed	P	Salem City School District

COUNTY: SOMERSET

	<u>GANG NAME</u>	<u>ETHNICITY</u>	<u># OF MEMBERS</u>	<u>CRIMINAL ACTIVITIES</u>	<u>SOURCE OF INFORMATION</u>
1.	Latin Kings	Hispanics, Puerto Rican, Mullatos	15-25	D, H, M, O, P, Q, W, Z	Somerset Co. Prosecutor's Office, North Plainfield PD, North Plainfield Public Schools, Somerset Co. Probation
2.	Mexican Posse, Mexicans	Hispanic, Mexican	10-15	F, P, Z	Somerset Co. Prosecutor's Office, North Plainfield PD
3.	South Grove Posse, SGP, Grove	African-American	20-25	A, O, P, Q, W, Z	Franklin Township PD, Somerset Co. Probation, Franklin Township School District
4.	Parkside, P-Side	African-American	15-20	A, B, F, M, O, P, Q, W, Z	Franklin Township PD, Franklin Township School District
5.	Slippery Pickle Gang	Mixed White, Vietnamese	5-10	P	North Plainfield PD
6.	The Mob	African-American	Not listed	P, W	Franklin Township School District
7.	Jamaican Posse	Afro-Caribbean	Not listed	P, W	Franklin Township School District

Concerned Officers Organization on Gang Activity has noted the presence of the following additional gangs in the county:

8.	Somerset Posse	African-American	15	Not listed	CO3GA
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COUNTY: SUSSEX (NO GANGS REPORTED OR IDENTIFIED)

COUNTY: UNION

<u>GANG NAME</u>	<u>ETHNICITY</u>	<u># OF MEMBERS</u>	<u>CRIMINAL ACTIVITIES</u>	<u>SOURCE OF INFORMATION</u>
1. Five Points Posse, 5PP	White	40	D, H, P, U, X	Union PD
2. Akro	Asian, African-American, White	20	D, M	Union PD
3. Ninth Avenue Posse	African-American	15-20	B, C, F, H, O, P, Q, W	Linden (City) PD
4. Highway Posse, The Posse	African-American Females	10-15	H, O, P, W, FF	Elizabeth PD, Elizabeth School District, CO3GA
5. Hilltop/Clinton	African-American	Not listed	Not listed	Plainfield PD, Plainfield Public Schools
6. Sleepy Hollow Gang	African-American	Not listed	Not listed	Plainfield PD, Plainfield Public Schools
7. Dis Kids	African-American	Not listed	Not listed	Plainfield PD, Plainfield Public Schools
8. Arlington Ave Posse	African-American	35	Not listed	Plainfield PD, Plainfield Public Schools, CO3GA
9. Prescott and Second	African-American	Not listed	Not listed	Plainfield PD, Plainfield Public Schools
10. Bricks	African-American	Not listed	Not listed	Plainfield PD, Plainfield Public Schools

11.	Westervelt	African-American	Not listed	Not listed	Plainfield PD, Plainfield Public Schools
12.	Female Posse	African-American	Not listed	Not listed	Plainfield PD, Plainfield Public Schools
13.	Latin Kings	Mixed Hispanic- Puerto Rican, Colombian	35	M, P, W, Z, GG	Plainfield PD, Westfield PD, Plainfield Public Schools, Elizabeth Neighborhood Services, CO3GA
14.	6th St. Boys, East 6th St. Posse	African-American	45	Not listed	Plainfield PD, Plainfield Public Schools, CO3GA
15.	Get Paid Crew	African-American	Not listed	W, Z, GG	Elizabeth Neighborhood Services, CO3GA
16.	Down By Law	African-American	15-20	W, Z, GG	Elizabeth Neighborhood Services, CO3GA
17.	Nasty Boys	African-American, Hispanic	15	Z	Elizabeth Neighborhood Services, CO3GA
18.	South Park Posse	African-American	25-30	W, GG	Elizabeth Neighborhood Services, CO3GA
19.	Pierce Manor Posse	African-American	15	W, GG	Elizabeth Neighborhood Services, CO3GA
20.	Bayway Posse	African-American	12-15	W, GG	Elizabeth Neighborhood Services, CO3GA
21.	White Alliance	Mixed White	13	X	Elizabeth Neighborhood Services, CO3GA
22.	Pioneer Posse	African-American	14	GG	Elizabeth Neighborhood Services, CO3GA
23.	Migliore Posse	African-American, Hispanic	12	W, Z, GG	Elizabeth Neighborhood Services, CO3GA
24.	2nd Street Posse, Posse	African-American	Not listed	Z	United Family & Children's Society
25.	Puma Crew, Crew	African-American	Not listed	Z	United Family & Children's Society
26.	Most Wanted	Hispanic	38	Z	United Family & Children's Society, CO3GA
27.	Shower Posse	Afro-Caribbean- Jamaican	20	A, D, F, N, R, W	Union Co. Prosecutor's Office
28.	Folks	African-American	15-20	C, H, O, Q, W, Z	Union Co. Prosecutor's Office

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29. Skin Heads White 10-15 X Union Co. Prosecutor's Office

Concerned Officers Organization on Gang Activity has noted the presence of the following additional gangs in the county:

- 30. Five Percenters African-American, Hispanic 100-200 Not listed CO3GA
- 31. Crush Crew African-American 10 Not listed CO3GA
- 32. Legend of Doom African-American 5 Not listed CO3GA
- 33. Home Boys Only African-American 15 Not listed CO3GA
- 34. Lynch Mob African-American 16 Not listed CO3GA
- 35. Madison Ave. Posse African-American 25 Not listed CO3GA
- 36. Play Boys African-American 12 Not listed CO3GA
- 37. Sommerset Crew African-American, Hispanic 5 Not listed CO3GA
- 38. The Bricks African-American 50 Not listed CO3GA
- 39. The Family African-American 23 Not listed CO3GA
- 40. The Lost Boys African-American 25 Not listed CO3GA
- 41. The Third Street Gang-Prescott African-American 50 Not listed CO3GA
- 42. Third Street Posse, 700 Block African-American 40 Not listed CO3GA
- 43. Watchung Avenue Posse African-American 5 Not listed CO3GA
- 44. Wolf Pack Gang African-American 11 Not listed CO3GA
- 45. Untouchable White 20 Not listed CO3GA

46.	Hilltop Hustler	African-American, Hispanic	35	Not listed	CO3GA
47.	Darkside	White	4	Not listed	CO3GA
48.	4SB's	Hispanic	20	Not listed	CO3GA

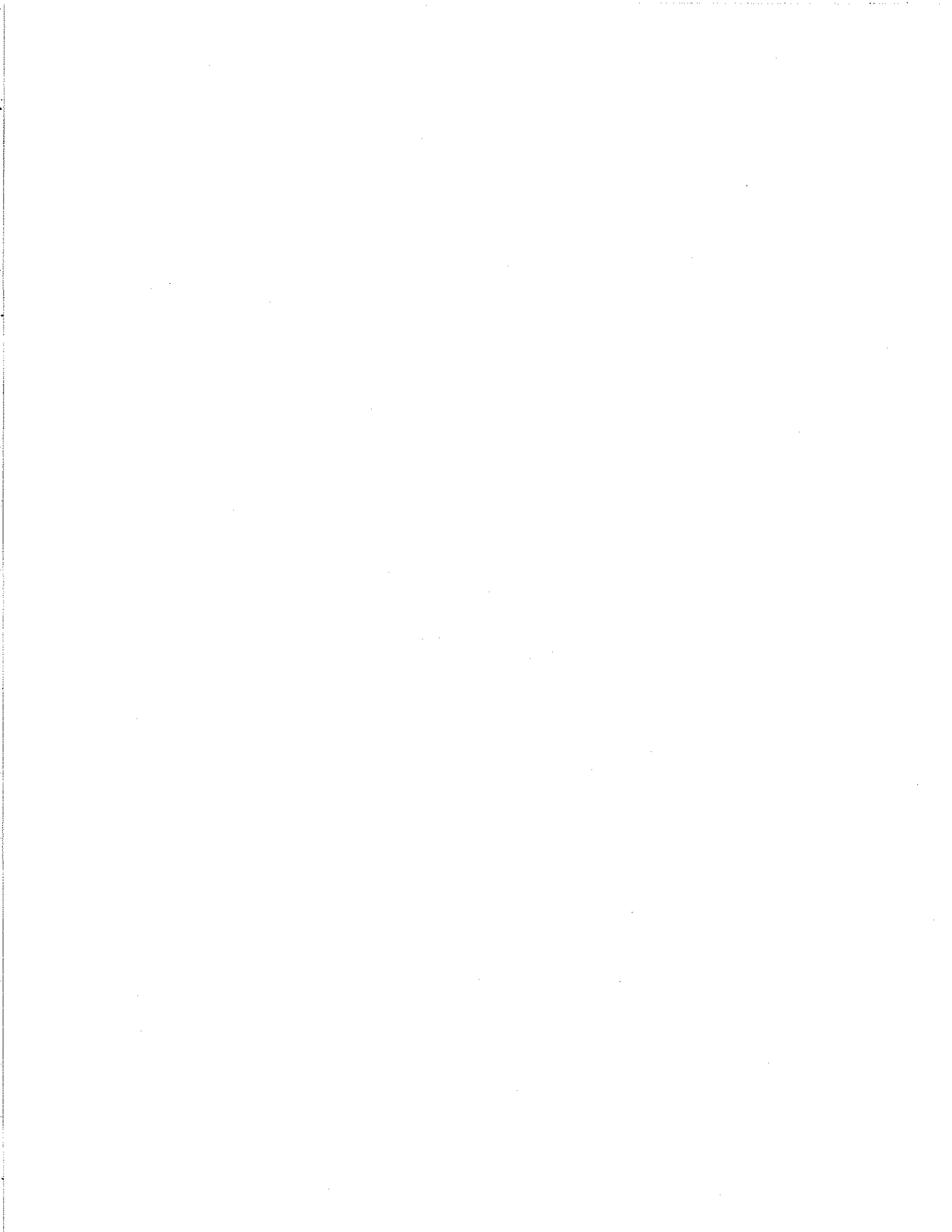
COUNTY: WARREN

	<u>GANG NAME</u>	<u>ETHNICITY</u>	<u># OF MEMBERS</u>	<u>CRIMINAL ACTIVITIES</u>	<u>SOURCE OF INFORMATION</u>
1.	Skinheads (Neo-Nazi groups)	Italian, Slavic, German	Not listed	P, X, AA	Catholic Charities Diocese of Metuchen-Warren Co. Office, Warren Co. Dept. of Human Services
Concerned Officers Organization on Gang Activity has noted the presence of the following additional gangs in the county:					
2.	New Jersey Invisible Empire	White	45	Not listed	CO3GA

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APPENDIX B

WHAT'S HAPPENING
NEWSLETTER



WHAT'S HAPPENING!

609-757-3467

Fall, 1993

Camden County Youth Center, Lakeland Campus, Blackwood, N.J. 08012

DAD

He Ain't Never There

Eddie, 15

If I was a dad, I'd ask my son if he need any help with his homework.

I'd ask him if he wanted to do something special with me --

Go to the arcade.
Go to the mall.
Get some gear.

I'd want him to talk to me. And I would listen, not like a dad-and-son thing, but like a friend to be like.

A kid needs a father and a friend.

My dad lives with me. But he ain't never there.

At my house, I feel like the man of the house. I gotta do what he don't.

Sometime he don't be home -- weeks at a time.

I never really have time to be a kid.

I never wanted to be like my dad.

Miquel, 16



RIOT at East Camden Middle

L. Ski, 16

The riot start after the basketball game -- hallway outside the East Camden Middle School gym. Unknowns fightin the Two-Eight Youngsters.

An Unknown get up in a Two-Eight face. An then it's knives. Razor blades. Black eyes. Busted noses. Blood all over the halls. Girls screamin, cryin. People steppin on eachother to get outside.

Fifty to a hundred people fightin.

Crazy!

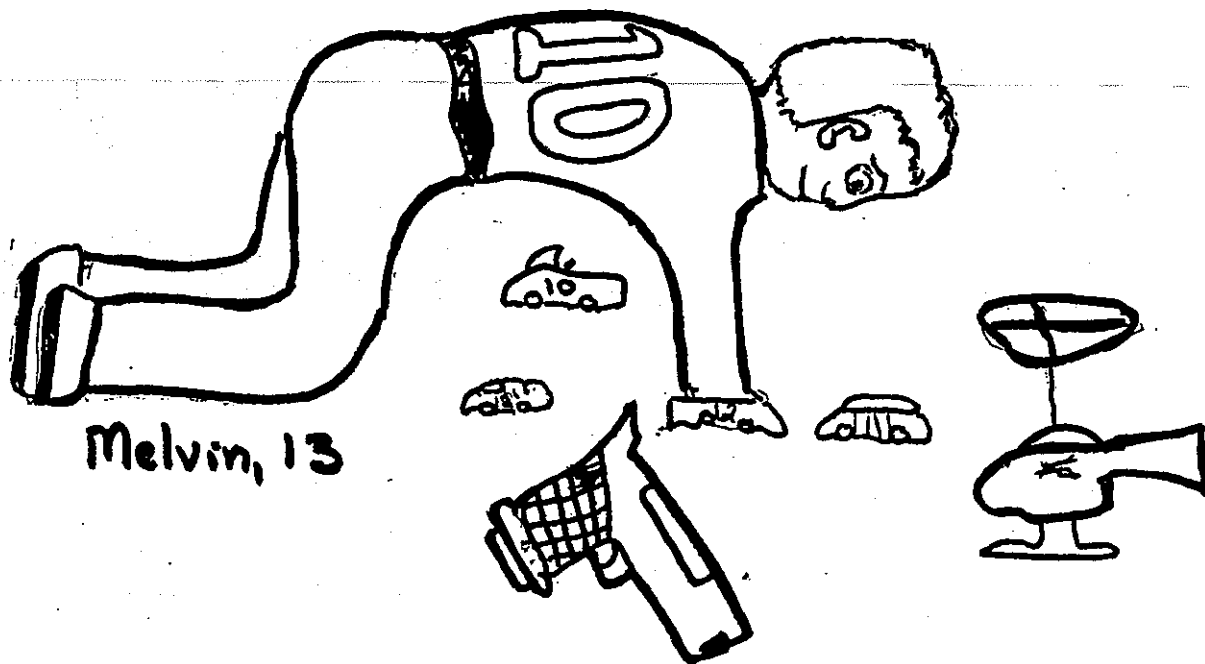
War inside the school.

An even fists an knives is not enough.

Guns. Someone duck out to get the guns. Bullets sprayin the crowd out on the parkin lot.

Three girls, two dudes get shot that night.

I carry my gun every day. ■



Melvin, 13

Matchbox cars and a gun I Was 'THE MAN'

Shakeem, 16

I owned my first gun when I was ten years old.

No other kids I know had a gun.

I was **THE MAN**. No one could get close to me. A black, .25 automatic. It was bigger than my hand.

A gun. **THE MAN**. Respect. I wasn't ten years old any more. I was a man. Not to be played with.

Someone dropped the gun in a street fight. I snatched it and stuffed it in my pants.

Back home, I sat on my bed playing with it.

I took the clip out. Cocked it back and forth. Taught myself how it worked.

Kahil and I learned to shoot it down on the beach under the Boardwalk. A ten year old. Red matchbox cars. A clear plastic water pistol. And a black .25 automatic. ■

They'll BURY me in Evergreen Cemetery

L. Ski., 16

I keep thinkin how my funeral gonna be.

My friends, my mom, my uncles, my aunts, my grandmom
cryin by my casket.

My mom sayin, I told 'im. I told 'im.

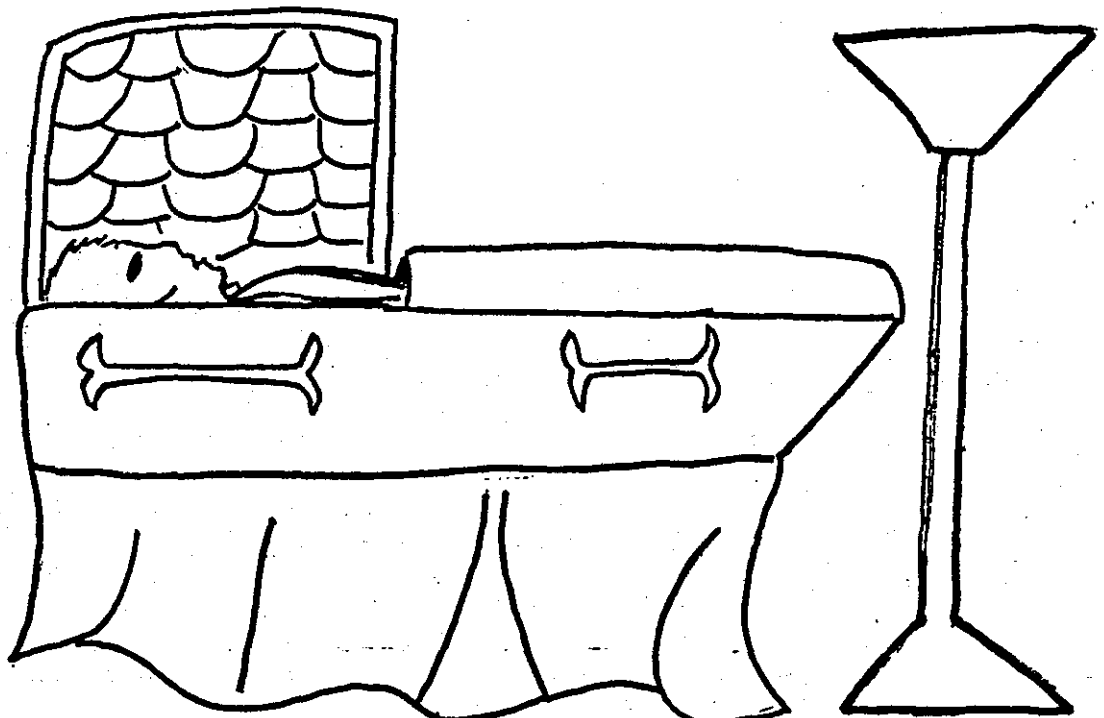
I got a feelin it be in St. Joseph's.. Stained glass
windows. Carpet on the floor.

The bulletin with my picture will say IN REMEMBRANCE OF...
And it will say... WHY DID HE HAVE TO LEAVE ME? HE WAS A
NICE CHILD...VERY RESPECTFUL...SMART...HE CAN'T BE GONE...

They'll bury me in Evergreen Cemetery.

Gone. Case closed.

A boy and a gun.



Dead Kids

Felix, 13

It strange.

Next thing you see some guy. Next thing you know -- they killed.

Everybody go to the funeral when a kid get killed.

Eli. Stephan. Naldo. Samalica. P.J.

Shot. Killed. Overdose. They stabbed P.J. in the face. They cut off his stuff an put it in a plastic bag.

Carlos -- they shot him in the thigh, the shoulder, two times in the face. Three times in the stomach. Nine times they shot him.

You stand there in the funeral home looking into a casket.

My temper make me want to shoot.

Kill.

Tears come out my eyes.

My hands shake.

In a way I wanta look. In a way I don't.

I still got the black T-shirt. In memory of Samalica. ■



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Ezell, 15

GIRL

on the streets

When your mom
puts you out

age 16

It's hard bein on the streets.

When my mom put me out -- mom doin crack cocaine -- don't want me round....

Out on the streets, you gotta get money the best way you can. Any man. Usually man with a car. Usually man with money. Half hour. In the back seat. Road side. Dark alley. All night.

Sixteen years old an wanting to fall asleep. But you can't.

You turn your mind off. Even the first time.

Man all over you.

For \$50. \$30.

Sometimes I want to shoot my mom right in the head. Blood runnin down all over. For puttin me there. ■

God, PLEASE
don't let me die

The night I overdosed on crack...
The pipe...real slow..drift to sleep...ask God
not to let me die...

...everythin gettin louder...louder...
the T.V. almost lastin in my ear...an me gettin
real, real cold...sweater on...coat on...everythin
cold...my eyes closin an driftin off...an then my
heart stop and jolt me...Dag! Please, God, don't
let me die. God, please don't let me die...

..please don't.... ■

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Death - An Everyday Thing

Joey, 11

The dead body of this guy was shot in the head. Big hole over next to his temple. In the neck an back.

On the 10th Street Little League field.

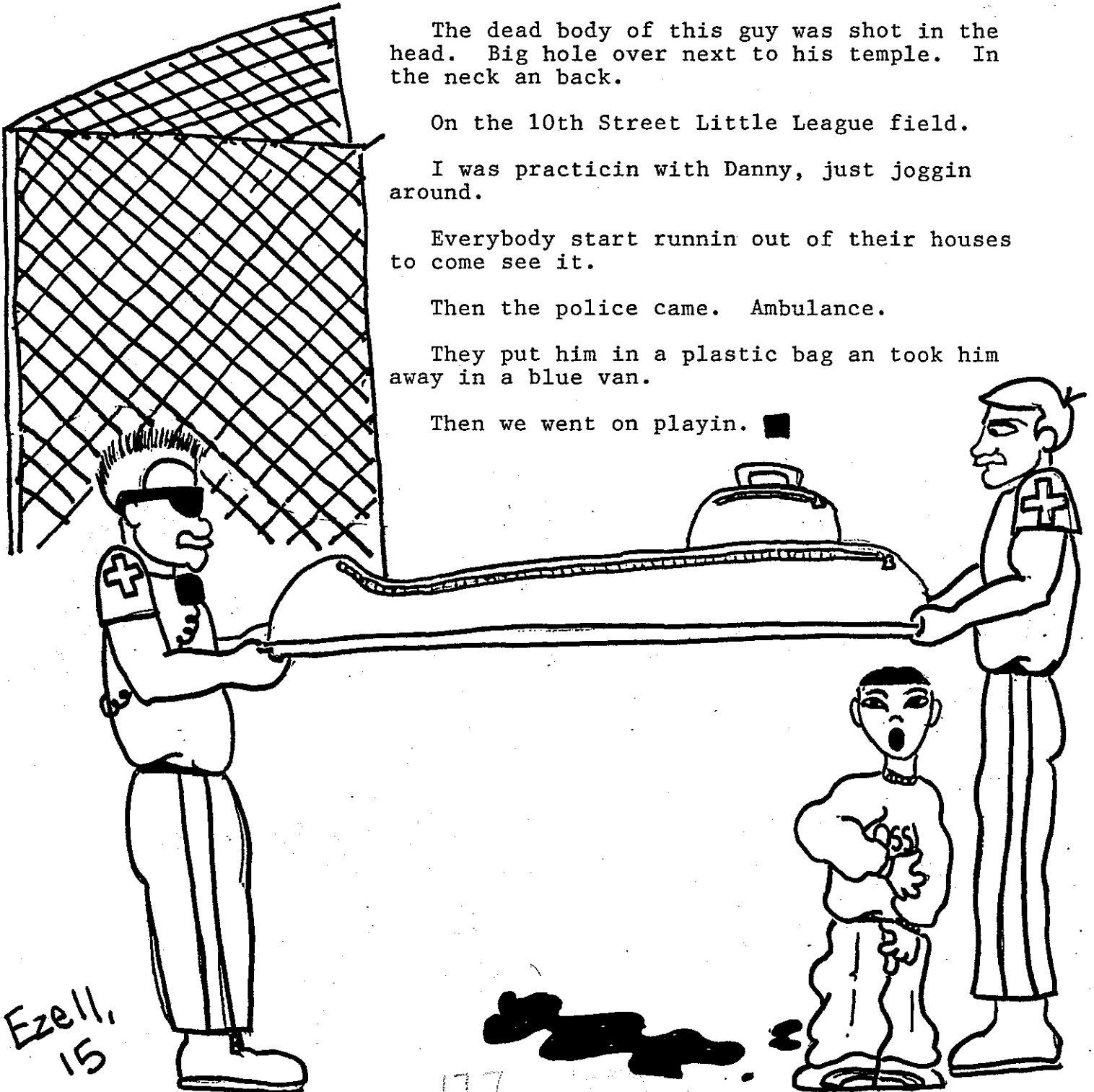
I was practicin with Danny, just joggin around.

Everybody start runnin out of their houses to come see it.

Then the police came. Ambulance.

They put him in a plastic bag an took him away in a blue van.

Then we went on playin. ■



Ezell,
15

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I Sit on your Grave, JASON

Arnell

It was all a big mistake,
Jason. How you died.

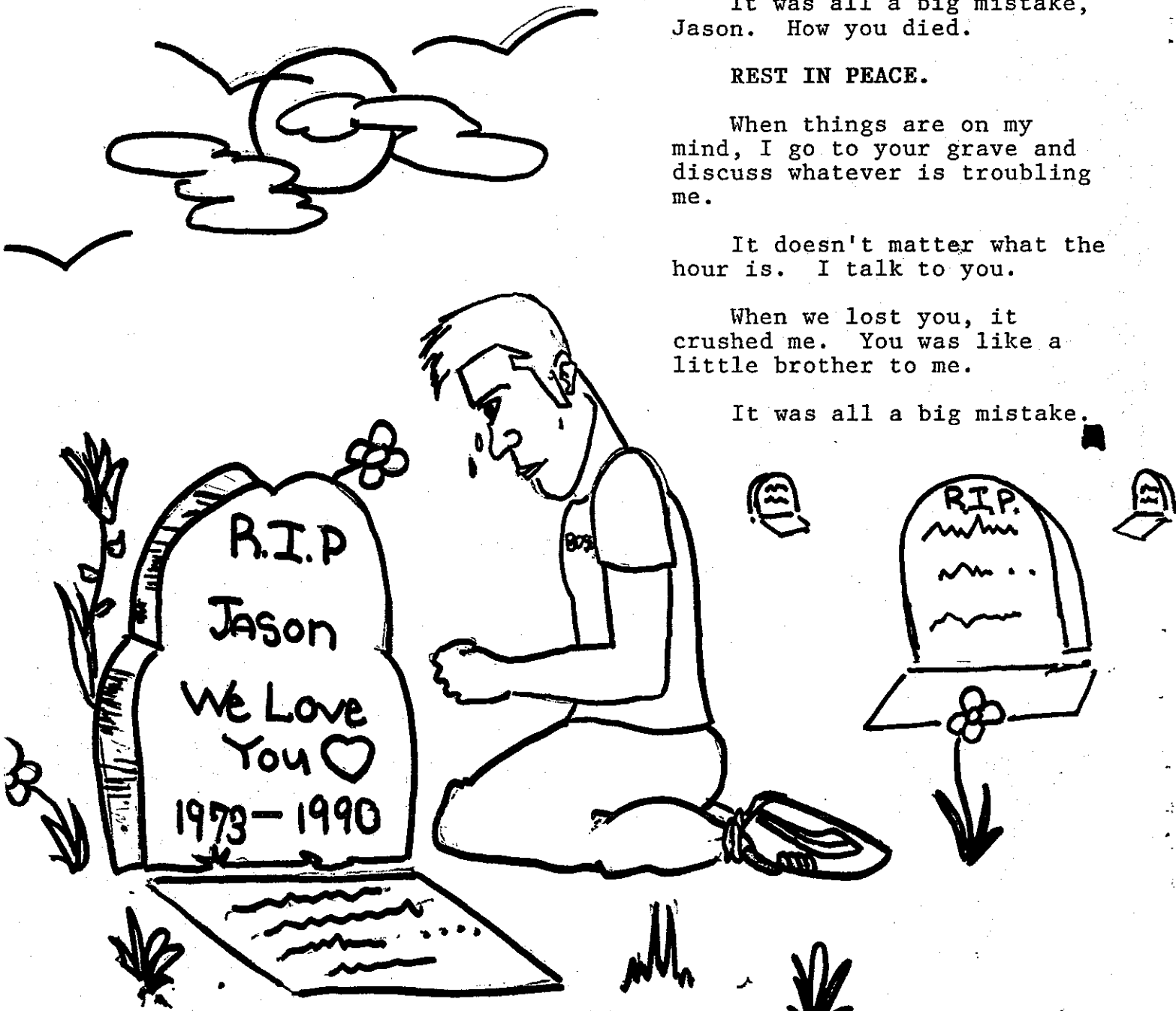
REST IN PEACE.

When things are on my
mind, I go to your grave and
discuss whatever is troubling
me.

It doesn't matter what the
hour is. I talk to you.

When we lost you, it
crushed me. You was like a
little brother to me.

It was all a big mistake.



WHAT'S HAPPENING!

609-757-3467

July, 1993

Camden County Youth Center, Lakeland, Blackwood, New Jersey 08012

Joey Died of Drugs I Couldn't Tell His Mom

Eddie, 15

When my friend Joey died, his mom asked me, Tell me the truth. Did Joey do drugs?

She was cryin.

I was stutterin -- uh...uh...uh....

How do you tell your best friend's mom that her son's a geezer? Died of beat drugs. Blow an battery acid.

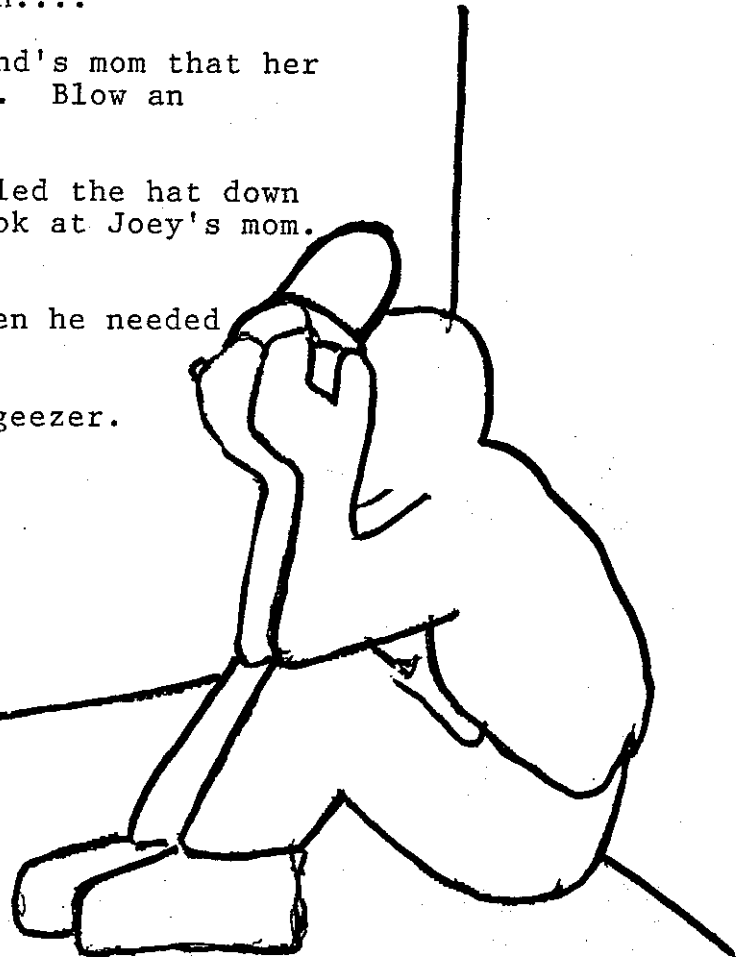
I hid my face in my hands, pulled the hat down over my face so I didn't have to look at Joey's mom. I kep thinkin it was my fault.

I shouldn't have dissed him when he needed my help.

I shouldn't have called him a geezer.

I knew the girl did drugs. I shouldn't have hooked Joey up with her.

We all went out an got drunk that night. ■



GAN

Ain't No Tomorrow

Puerta Rick, 18

There ain't no tomorrow.

You only got NOW.

Every other nights -- Fridays and Saturdays --
bullets flyin everywhere. Pop..pop..pop.... teenagers
duckin. Runnin everywhere.

My boy Rick goes to New York. Never come back.
They find his body. Shot in the chest. Dead in an
alleyway.

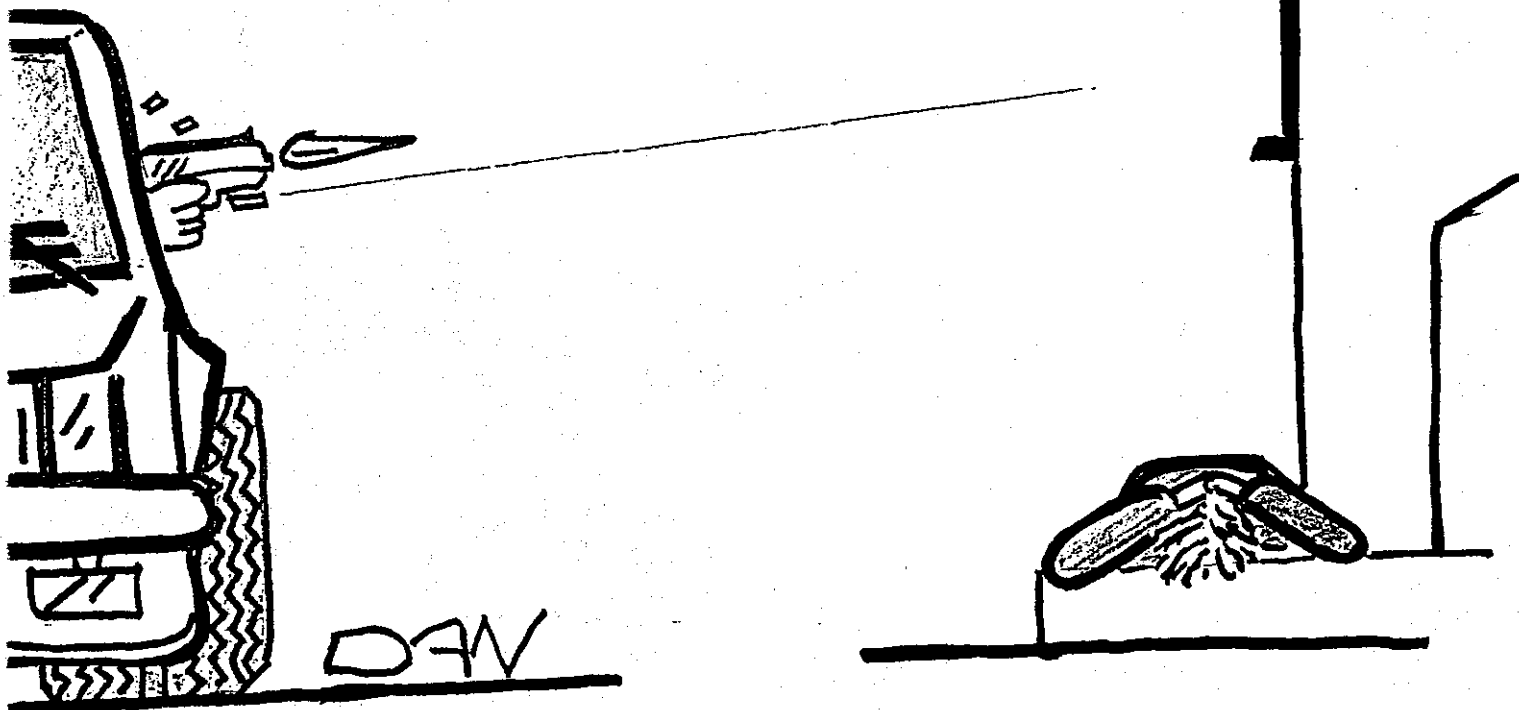
It makes you precautious. Lookin over your
shoulder. Day an night. You never know when you
gonna be next.

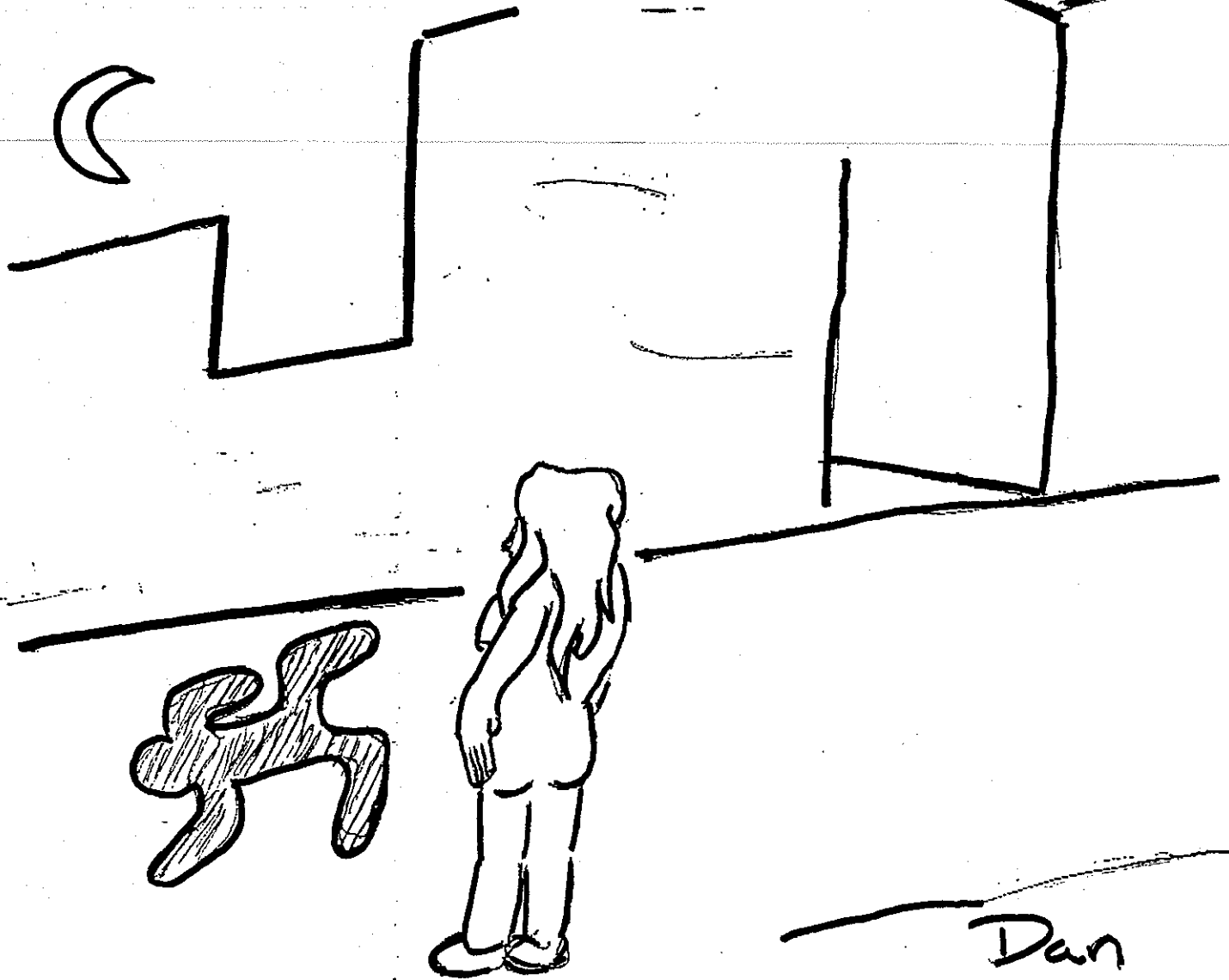
No one to trust.

Always carryin a gun.

Ain't no more fair ones, just shoot
outs. That's all it is.

Jus pull your gun. ■





Smiley Was Dead

Key Love, 13

Me an Millie was sittin on the doorstep this weekend, smokin a cigarette. One O'clock in the mornin.

Smiley walk in front the house. Go inside the house. It late. An I don't want nothin to happen to you.

I know Smiley for like two years.

Millie an I went inside.

I heard gunshots as I lock the door. Pop..pop..popppp....

I ran to the body on the street. He was gaspin for breath.

No! it can't be true. Can't be true. I start cryin, No! No! No!

Smiley was dead.

They give me his rings. Checked his pockets for drugs.

That whole night I didn't go to sleep. ■

Dan

My Boys or The Man With Dreams? Tug-of-War

Eric, 17

You been with this group all your life. Friends. Go to dances with them. Parties. Go see movies. Go to lakes and parks together. Stay overnight with eachother.

Then a teacher that cares about you looks at your grades -- knows your talent -- he starts pointing you down a different path. I know you can change.

You sit down an talk. School College.

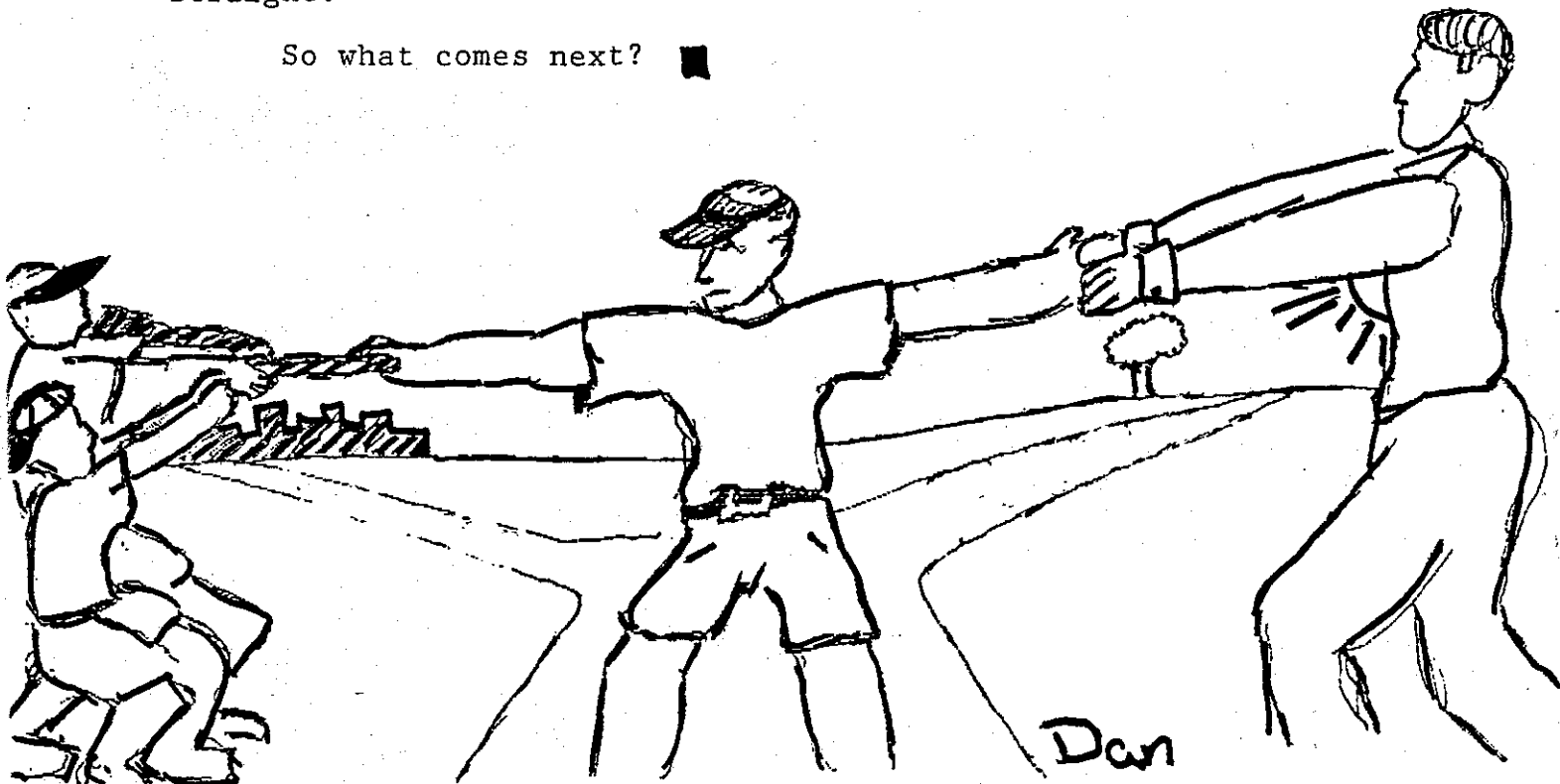
The man puts dreams in your head. Forget the parties. Forget the dances. Forget the crowd. Make a future.

You goin to libraries, stayin after school, goin to museums. You start encouragin your friends to go the same path.

One day in school at lunchtime, your friends be wisperin: I think he's losing it.

Suddenly you're a man alone. They say you goin straight.

So what comes next? ■



SCHOOL

Blood
Drippin
Down
My Eye

Arnaldo, 16

Six stitches over my eye. Hit with a bat in front of Pyne Poynt Middle School. Blood drippin down my eye.

All by myself an no one there to protect me or nothin. I couldn't really move or run cause I had this heavy book bag full of books.

I never find out who or why.

You don't feel safe at all in school. Only feel safe with a lot of friends. A posse. Watch each other's back.

If you be writin or somethin in the classroom, you gotta watch your back.

Kids set fires in

trash cans. Go to library, throw books around. Guns in school cause they scared.

Three guards guard the exits. But they can't be everywhere. ■



Graduation
Day

Arnaldo, 16

The day I graduated from 8th grade, my mom was there, my brother, my grandmom, my uncle, lotta friends was there an I was wearin a black an gray tux.

For once in that school -- Pyne Poynt -- I felt happy. Everybody shakin hands, happy. Nobody mad. Lotta

kids goin up an givin speeches.

I was spectin people to start throwin bottles, start screamin. None of that happened.

People takin pictures. I got a picture -- me in front of the school, inside the school with teachers and friends.

Nobody carry guns to school that day.

No one was afraid. ■

She
Told
Me
I Was Good

Arnaldo, 16

My teacher in 4th grade liked the way I painted. She told me I was good.

First time anyone ever told me I did anything good.

She used to always tell me, Don't let my dreams fall to the dirt.

I decided I want to be a painter. ■



Not Ever Gonna Stop Til There None of Us Left

Eddie, 15

9:30 on Thursday night,
Smokey tells me my boy Giro is
dead.

Don't be playin with me.

But I can tell by the way
Smokey is talkin. All true.

Last Sunday, me an Giro was
chillin at the shore.

Now 15 years old an dead.

It hits you harder later. You
put your face in the pillow.
You squeeze the pillow. You
punch it with your fist an
with your head.

The third friend I lost in
just two years.

First you lose Joey. Battery
acid.

Then you lose Miguel.
Crashed in a stolen car.

Then you lose Giro, shot
in the chest an the stomach by
the Cambodians.

Not ever gonna stop til there
none of us left. ■

Daddy Went Away

Mary, 13

Once in a blue moon my dad
check up on me. He move out
when I was 8 years old.

He got another kid now.

It makes me seem like he
don't care about me now. ■

WHAT'S HAPPENING!

609-757-3467

May - June, 1993

Camden County Youth Center, Lakeland, Blackwood, New Jersey 08012

No Mom Just a Big Empty Space

Mommy's Little Angel, 13

I don't have a mom any more.

All of my other friends have moms.

Talk to them.
Give them advice.
Comb their hair.
Go to their school plays.
Cook all their favorite foods.

My mom's in prison. Clinton.

Birthdays. I want to tell her that I love her. But she isn't there.

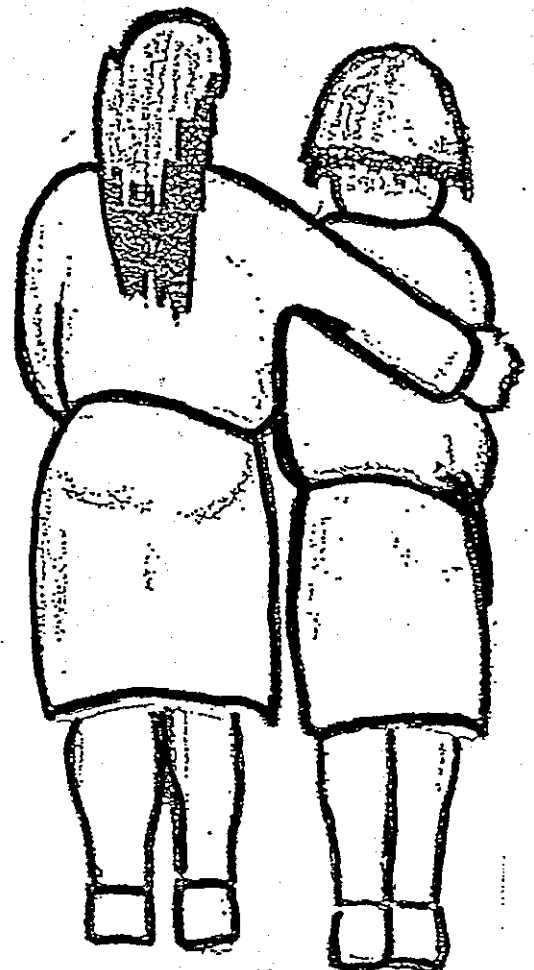
Mother's Day. I wanted to say, I love you.

I need my mom for boy talk -- how boys are. When Mike broke my heart, I wanted to run home and tell my mom. But she wasn't there.

Just a big empty space.

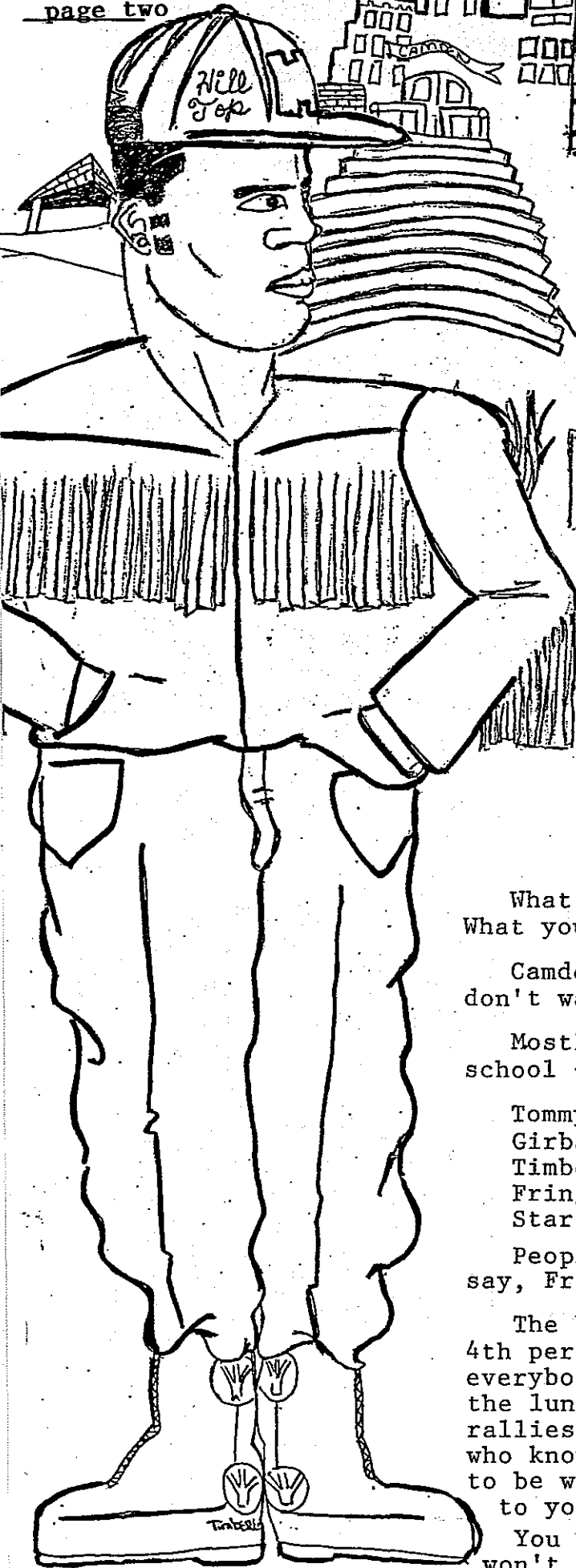


Miguel 16



Miguel, 16

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You Gotta DRESS For School

Cool, 16

What you know -- what you learn don't count.
What you wear does.

Camden High is a high fashion school. You don't wanta be left out; you gotta dress.

Mostly the object of the game -- clothes for school -- is to wear something no one has.

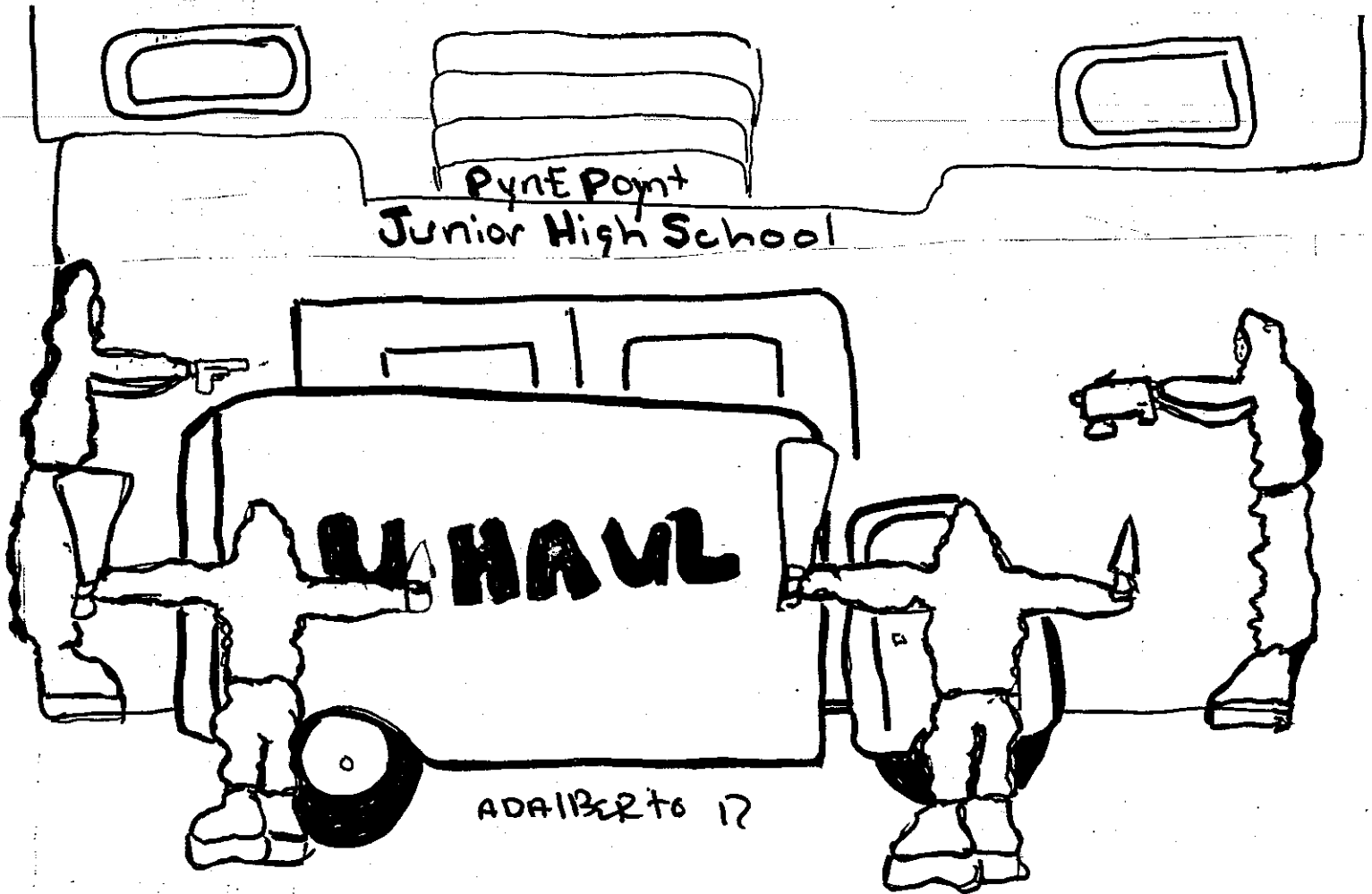
- Tommy Hill figure tap gear (shirt) -- \$73
- Girbaud (pants) hangin baggy -- \$90
- Timberland boots -- Super Tims -- \$200
- Fringey leather jacket -- \$290
- Starter caps -- \$20

People ax you, Where you get that? An you say, From my tailor.

The big deal -- to be seen. By everybody. 4th period lunch. 6th period lunch -- when everybody's outside -- skip a class to stretch the lunch period fashion show into two. Pep rallies. Basketball games. You know somebody who know somebody who know somebody popular -- to be with the in group -- so people come up to you.

You don't dress up -- you be left out. They won't cool with you. Nobody wants to be a NOBODY at The High.

Ezell, 14



I Never Went Back To School

Fernando, 16

Everyday they used to be fights at the school. Pyne Poynt School.

Fights in the lunchroom -- food fights. Fights in the hallway. In the bathroom. In the front of the school.

The Lynch Mob came in a U-Haul truck -- bats, knives,

.38s, Nigger-beaters.

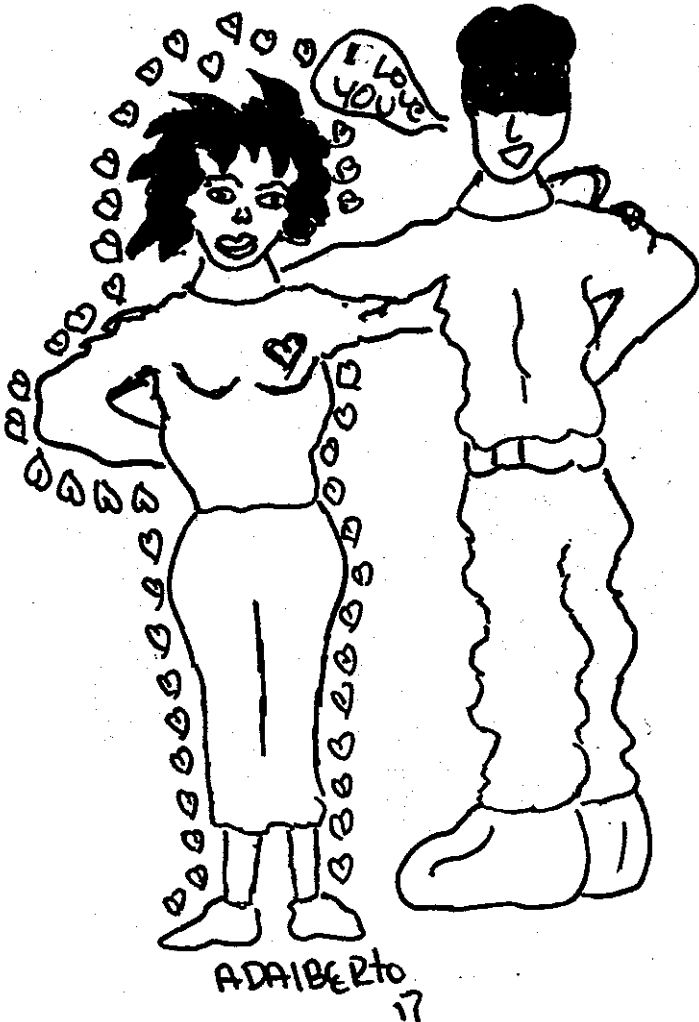
3.05 p.m. In the front of the school.

Waitin for guys from North Side.

Like me.

I ran out the back. Through the bushes. After that, I never really go back to school. ■





He Say I Love You

Wilma, 13

Mike say he love me. Be with me for ever. Never gonna let me go. Love me with all his heart. Kiss me. Hug me n stuff.

My heart go BOOM, BOOM, BOOM. I give Mike a big hug -- arms all around him -- ten minutes never let him go. I know he tellin the truth.

Three months later Mike tell my sister Jeanette that he love her.



Miguel Is Gonna Die

Reynaldo, 13

Seventh an York is bad.

This little kid, Miguel. Eight years old. Three houses up from me. Sleep on the street. Hot. Cold. He sleep outside in this dirty car. Cause his mom throw him out.

I would of throw him out too. Steal his mom VCR an sell it. I be watchin him. Stealin people's money.

Miguel do the pipe. Cocaine. Like his dad.

Eight years old.

Feedin his habit by stickin people up. I see him put this gun up to this ol lady's head.

I break his pipe. Throw it away.

Miguel stole this girl's ear ring.

One of these days Miguel gonna die. ■

Everyone Wants to be Rich SHORTCUTS

Boshule, 15

Two sides pullin out there. Both sides want you. You want both sides.

Usually only one side wins.

You get into 9th grade -- teachers pushin you about the future. Goin to college. Gettin careers.

You get a tingle in your stomach -- cause you scared. No man in your neighborhood goes to college.

Makes you think. Lotta people go to college an they can't get jobs.

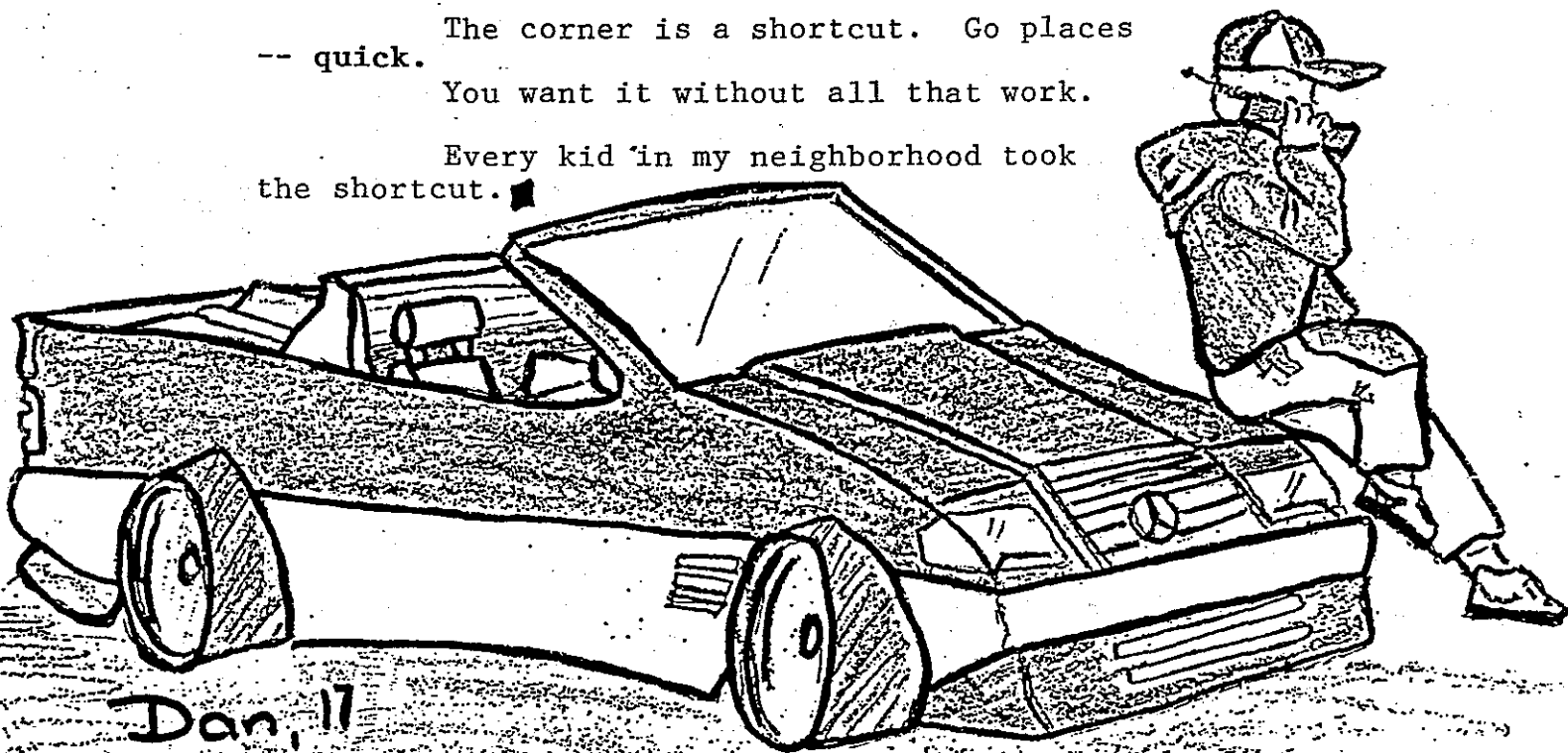
Lotta people don't go to college an they do get jobs. Get rich.

You see teenagers on the corner -- right outside your house -- drive cars that you dream of havin -- Beamer (BMW) or a Benz. Wear nice clothes -- Girbaud, Tommy Hill figure, Nikes, Air Jordan sneakers.

The corner is a shortcut. Go places -- quick.

You want it without all that work.

Every kid in my neighborhood took the shortcut.



Dan, 17

Bullet holes All Over My Shirt

Fernando, 16

I thought I was gonna die.

The dude pointin a .38 special at my head. Hid in his jacket. North 9th Street.

I think -- I'ma die!

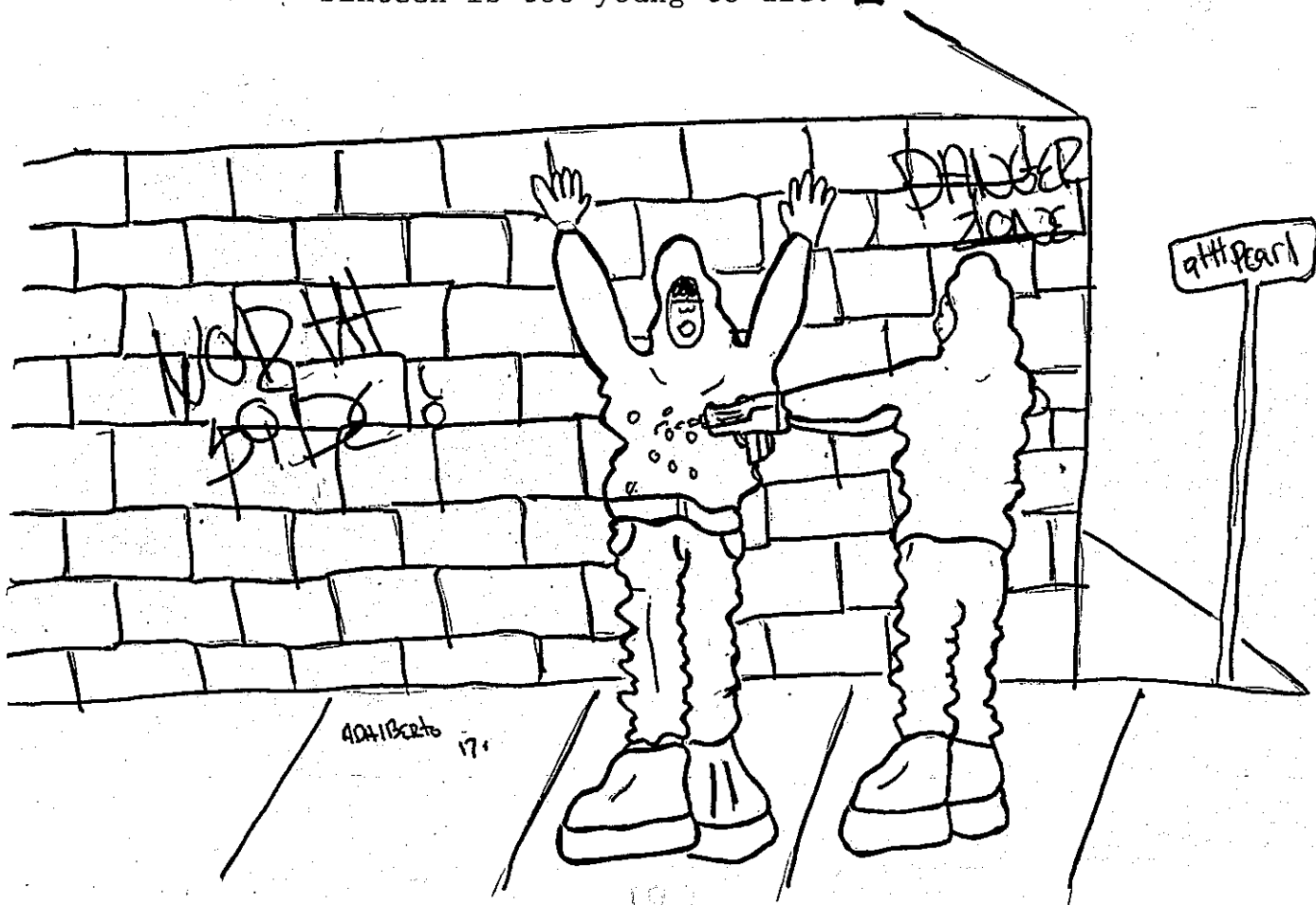
What's up!!!!

I push the guy away. Gimme a one on one -- a fair one.

My legs is ditchin round cars, through the alleys, -- runnin 30 miles an hour an left the dude way back.

Bullet holes all over my shirt -- bullet through my hood. Blood runnin down my legs from jumpin over barb wire.

Sixteen is too young to die. ■



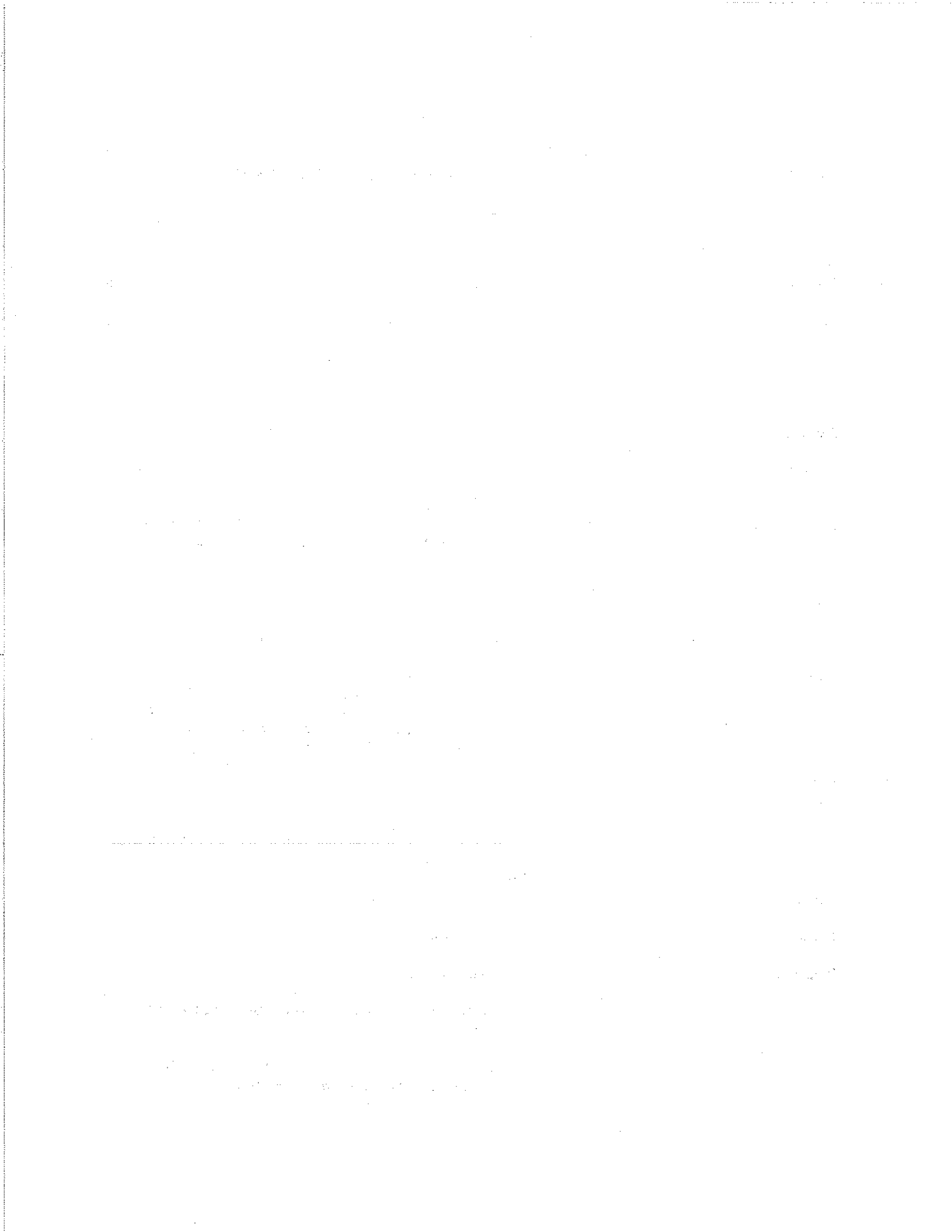
APPENDIX C
"STREETOLOGY"

Blk 190

"STREETOLOGY"

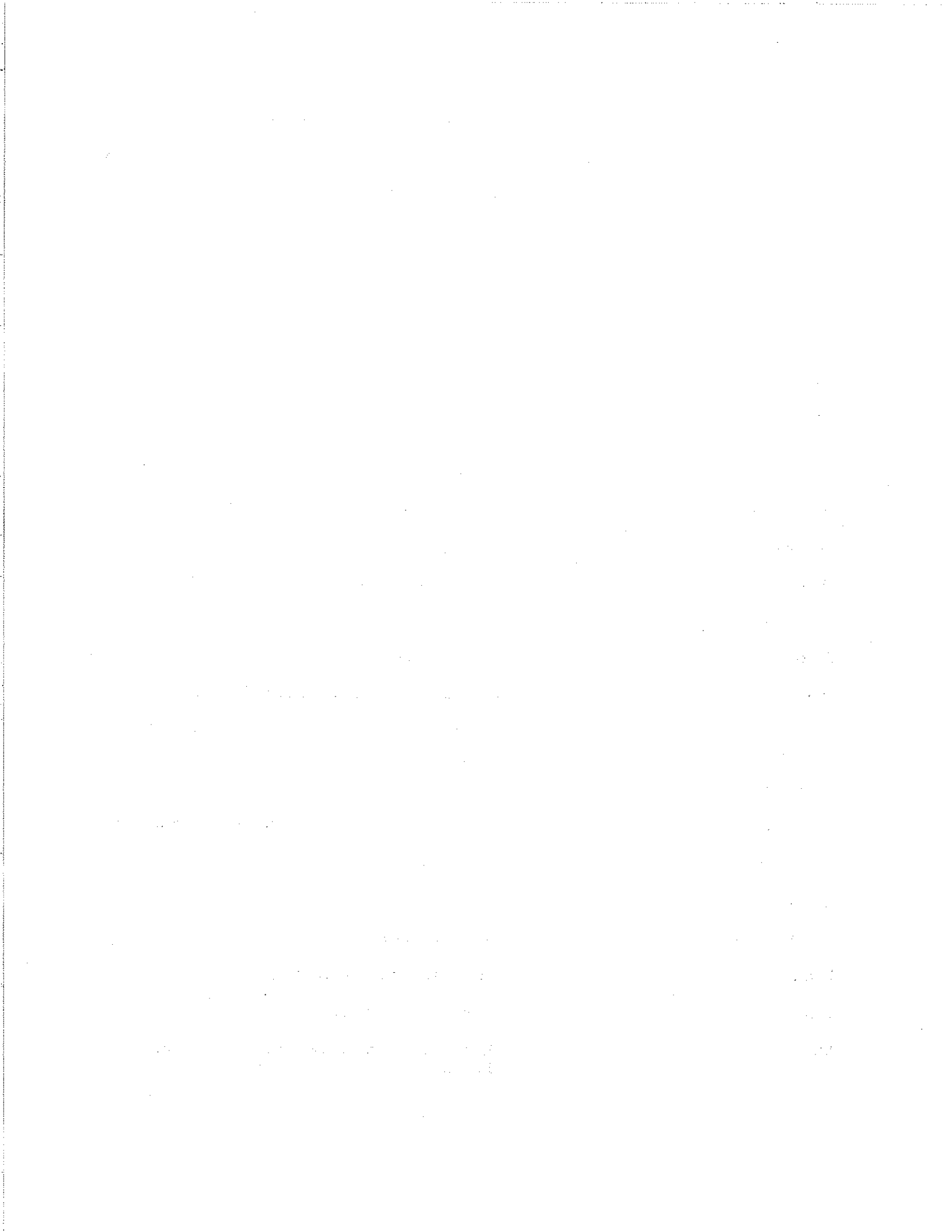
(Sources: Concerned Officers Organization on Gang Activity; Hip Hop and Graffiti Dictionary; Ron Stallworth, "Gangster" Rap Music; and Darlyne R. Pettinicchio, The Punk Rock and Heavy Metal Handbook)

Ace kool	Best friend or backup.
All-city	When a graffiti writer gets his tag written on all the major transit lines and locales in a city or town.
Amerikkka	Derogatory reference to America as a haven for the Ku Klux Klan.
Anarchy	All out attack.
Are you dirty?	Do you have drugs?
Audi 5000	I'm out of here/to leave the area.
B-beat or b-bop	Funky music suitable as an instrumental track for rapping. B-bop is often used derogatorily, as in "I don't want to hear that b-bop."
B-boy	Originally used to describe the hard-core dancers at a party. Later used as a substitute for break dancer.
Back in the day	In the past.
Back-spin	A deejay technique for manipulating records on a turntable, usually involving the repetition of certain key musical phrases.
Bad	Good.
Bar letter or mechanical letter	A style of graffiti that is almost impossible for outsiders to decipher. Extension bars and arrows are added to each letter and these bars twist and swirl in baroque patterns.
Bart Simpson	Having a new type of drug to be tried.
Benzo	Mercedes Benz automobile.
Bitch	Female scoped out for conquest. Female out to bleed a man for as much money and material possessions as she can. Powerful, strong, aggressive and assertive woman who is in control of her immediate surroundings (meaning among female gang members).
Bite	To steal someone else's style. Used by graffiti writers, break dancers, and rappers.

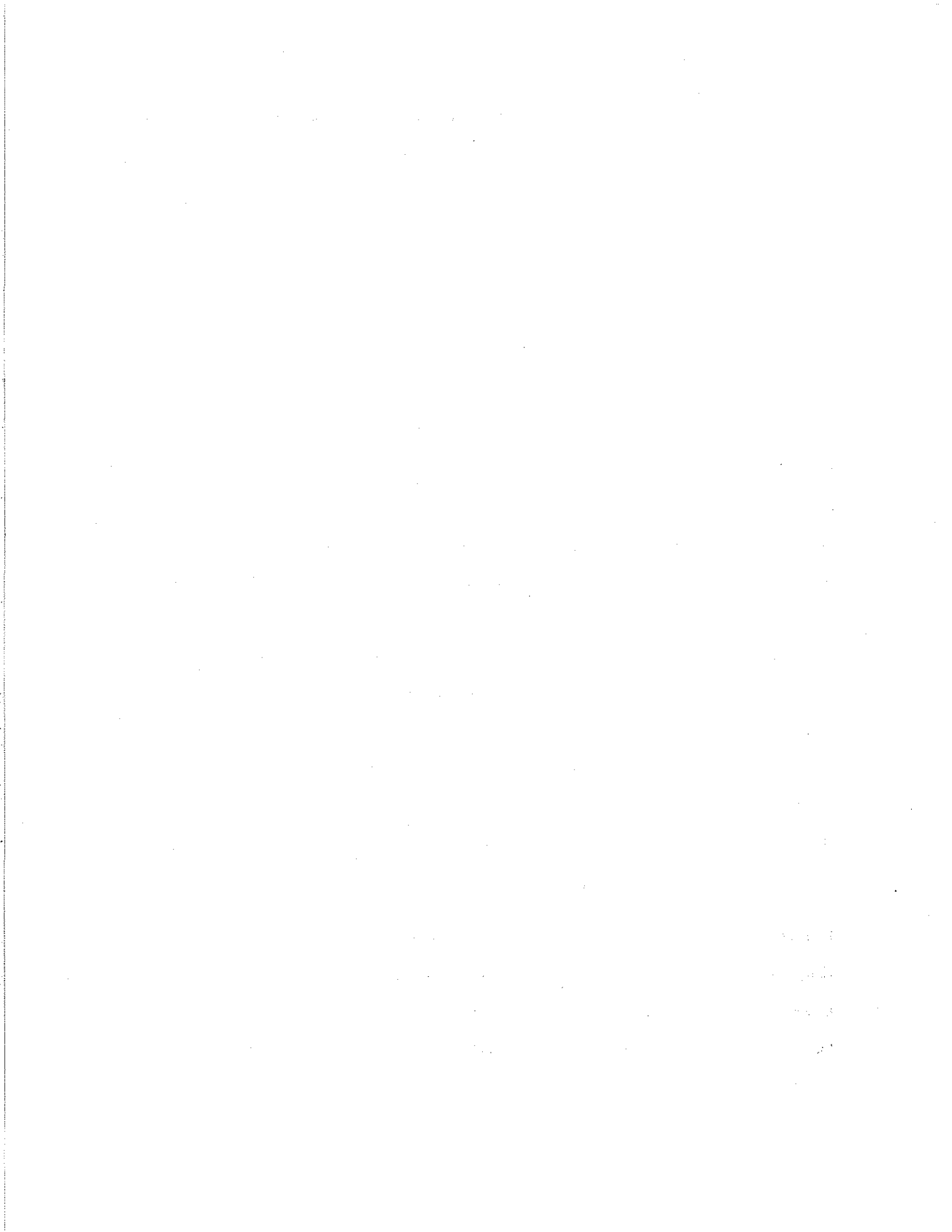


Biter	Someone who takes ideas from others and is unable to invent those of his own.
Blazing	You look good/I would like to get next to you.
Bo	Marijuana.
Bomb	To write a large amount of graffiti at one time.
Book or break out	Run, get away, depart, leave.
Book of Life	Jive Percenter Book.
Box or blaster	Portable tape player and/or radio.
Break	Run, get away, leave quickly.
Breakdown	Shotgun.
Breaking	A form of dance that involves acrobatic spins and is usually done as a competition between males.
Broadway letters	Elongated letters which originated in Philadelphia and were used by graffiti writers on the Upper West Side of New York.
Brush up, or pushup, on him	Attack him.
Bubble letters	Soft, rounded letters originated by Phase 2.
Buff	To remove graffiti. In 1973, the New York Metropolitan Transit Authority (MTA) began using solvents to erase graffiti markings on the outsides of subway cars. A year later, they began washing the exteriors of trains with industrial solvents. The writers dubbed this program "the buff."
Bug	Strange, weird, crazy.
Bug out	To mystify; to impress with a display of originality; to go wild or turn strange.
Building	Studying to be a Five Percenter.
Bullet	One year in jail.
Bumper kit	Female's butt.
Burn	To show up an opponent. Used in graffiti, breaking and rapping.
Burner	A graffiti piece that shows up the opposition. Any multi-colored piece that shows original style.

Buster	Youngster trying to be a gang member or fake gang member.
Busting	Fighting/involved in violence.
C-Cypher Power	COP.
CC	Cops on the corner.
Check it out	Listen to what I have to say.
Chill	Cool, okay, superior.
Chill Out	Stop it/ don't do that/ calm down.
Chillin'	Hanging out/relaxing.
Cloud	A background for a graffiti outline.
Colors	Gang colors (on a handkerchief, gymshoes/laces, etc.).
Come on down with that.	You have a debt to pay.
Commissary	Store.
Coolin' out	Hanging out.
Cragared down	Low-rider-type car or gang banger.
Crank	Mentally unstable person.
Crazy	Expected to do the unexpected (a term of admiration) to keep adversaries off balance.
Crazy motherfucker	One who should not be crossed for fear of the consequences. One not afraid to die.
Crazy bad	Talking or acting stupid.
Crew	A group of friends (as in dance crew, crime crew, hanging out crew, etc.). A person may belong to several crews at the same time.
Crush	To destroy; to out-perform (see burn); an exceptionally beautiful girl, as in "She's crush."
Cutting	A deejay technique for manipulating records on a turntable, usually involving the repetition of certain key phrases. For example, the phrase "good time" was often cut so that the audience heard "good ... good ... good ... good time." Unlike backspinning, which requires two copies of the same record, cutting can be done with only one.
DGA	An abusive insult (short for "Don't get around.").



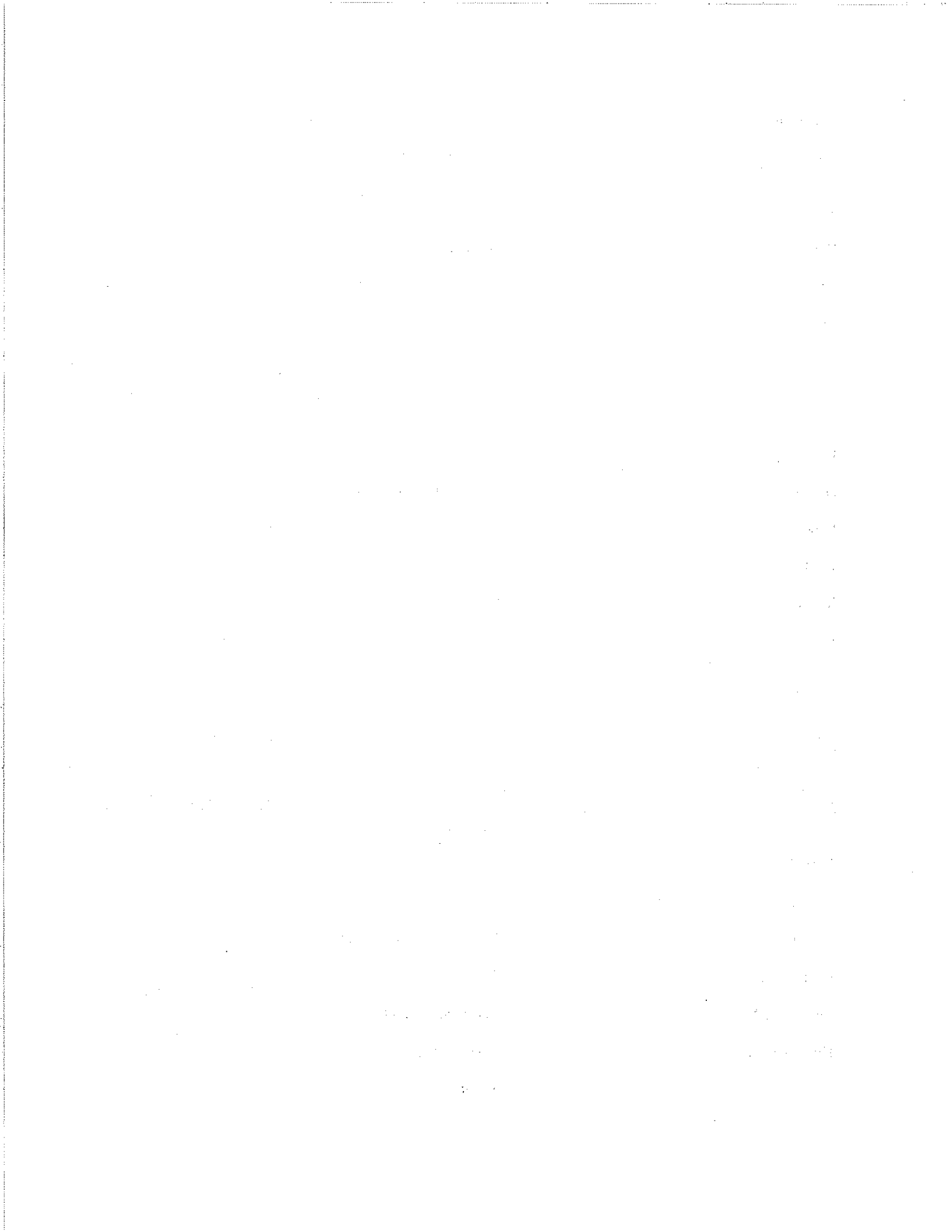
Def	Cool, okay, superior. Short for "death."
Demonstration	Gang fight.
Deuce & half	.25 automatic handgun.
Devil	White racist.
Devine Evil	Devil.
Diesel	Big.
Dime speed	10 speed bicycle.
Dirty	Drugs.
Dis	To disrespect.
Dog	To destroy; to mark over someone's tag; to embarrass an opponent.
Doin' a Rambo	Attacking a person, sometimes with a weapon. Going crazy.
Doin' a Jack	Committing a robbery or carjacking.
Dope	Something that is real cool, nice, beautiful, worth having.
Double duce	.22 caliber gun.
Double O.G.	Second generation gangster (gang member).
Down	Connected with (as in, "He's down with our crew.").
Down by law	Automatically connected with something; to have high status.
Down with Five "O"	Informant for cops.
Down and dirty	Informant for cops and selling drugs behind their backs.
Drop a dime	To snitch, tell or inform on someone.
Dropping knowledge or science	Educating, informing.
Dropping the flag	Leaving the gang.
Durag	Handkerchief wrapped around head.
Dusted	Killed. High on angel dust.
Electric Boogie	Robotic, mimelike dance done to a style of rap created by GLOBE.



Emcee or rapper	Someone who talks on a microphone at a dance or party (short for master of ceremonies).
Everything is everything	It's alright.
Fakin' a move	I just said that to make you feel good.
Fanzine	Punk rock magazine.
Fat cap	Often taken from cans of oven cleaner, fat caps are inserted into spray paint cans to provide a wider spray of paint. First used by Super Kool 223.
Fill-in	The color and design that is used to "fill-in" an outline.
Flowers	Female members of the gang.
Flying a kite	Mailing a letter.
Five "O"	Police.
Fly	Well-dressed, cool, original, good-looking.
411	Information.
Freak	Good looking girl. A form of dance when two partners (male and female) grind their bodies together in mock sexual intercourse.
Freeze	Usually an insult hurled at an opponent, the freeze marks the end of a break dance performance. The dancer holds a pose for several seconds.
Fresh	Original. Real cool.
Frog	Jump in anybody's car.
Frontin'	Lying.
G. ride	Gangster ride/stolen car.
Gaming	Getting over on the system, adversaries or those of the opposite sex.
Gang banger	Gang member.
Gang banging	Gang activity.
Gauge	Shotgun.
Gear	Clothing.
Get blunted	To get high on drugs.



Get down	Fight.
Get over	Fool, trick or cheat an adversary.
Get up	To get around (as in someone who writes large amounts of graffiti).
Ghost	To run away, leave the area in a hurry.
Gig	A place where punk rockers go to see a punk band play. Gathering.
Girlfriend	A friendly greeting for any female. Term does not mean that male caller is a boy friend or even knows the one he is addressing.
God Universal Now	Gun.
Going on	Everything is all about me.
Goose	Disrespecting or cracking on someone.
Graf	Short for graffiti.
Grill	Teeth or face.
Gump	Homosexual.
Gun-up	Fist fight.
Hands-up	A fair fist fight.
Hard	Strong-willed/unemotional or uncaring.
Hard rock	Strong and unsentimental/ street-wise/ a gangster.
Head hunter	Female who does sexual acts for cocaine.
Head up	Fight.
High-powered	Strong, powerful (as in, "He played some high-powered music last night.").
High roller	Making good money/drug dealer.
Hip hop	Funky music suitable for rapping. A collective term used to describe rap/graffiti/breaking/ scratchin'. The term was invented by Starski, who used to chant, "To the hip hop, hip hop, don't stop that body rock."
Hip hopper	A devotee of hip hop (rap) music.
Ho	Whore.



Holding down	Controlling turf, area, set, prison wing, etc.
Homeboy	Fellow gang member. Friend. One of the boys from the neighborhood.
Homey	Short for homeboy.
Hood	Neighborhood.
Hook	Phoney or imitation. Sissy.
Hoopty	Car.
Hot 110	A derogatory expression written over a writer's tag to indicate the writer is inexperienced. Originally used as a deterrent to chastise writers who had violated the unwritten codes of graffiti.
House nigger	Black police officer.
Hustler	Someone involved in money making.
I got a witness	You are being watched or video taped.
I can't tell	Should know, but don't.
I.G.B.	I get busy.
Insane	Capable of and willing to take a life if necessary (see "loco" and "psycho").
Jerked	Cheated (as in, "He jerked me out of twenty dollars.").
Jet	To leave quickly, run, get away.
Jivin'	Attempting to fool someone.
Joint	The best (as in, "That record is the joint" or "This party is the joint.").
Juice	Liar. Power, money, influence.
Jump a tree	Rape a woman or a girl.
Just say no	Undercover police in the area.
Kabubie	Car.
Kicking back	Relaxing, killing time.
Kicking game	Entertaining.
Kicks	Sneakers, shoes.



Kill that noise	Stop talking.
King-of-the-line	Title given to a writer who dominates a particular subway line; as in "king of the 2s" or "king of the D train."
Kite	Letter.
Kite in the wind	Letter in the mail.
L.B.B.	Low budget bitch.
Lady	Girlfriend.
Lampin'	Hanging out.
LaRundos	A lot/very much.
Leaves in pocket	Did a rape.
Lemon	Yellow car. Scared person.
Lit up	Shot.
Living large	A person with lots of money or gold.
Lizard butt	Ugly girl.
Loc or loked	Aberration on the word "loco."
Locked	Used a lot of cocaine.
Lockem up Louie	Louis the cop in the area, looking to catch you dirty.
Loco	Will do anything short of taking a life (see "insane" and "psycho").
Mac-A-Fran	Guy who makes love to whore.
Mack	A person who tells a lie and gets the other person to believe it.
Main man	Best friend/back up.
Maricon	Homosexual.
Mark ass	In the sights or crosshairs of a gun.
Masterpiece or piece	An elaborate design.
Mellow	Close friend (as in, "He's my mellow.").
Motherfucker	Alternately used as a term of dislike, compliment, emphasis or high insult.

Mud duck	Ugly girl.
Mushroom	Innocent victim (the word implying the victim's insignificance).
911	Emergency.
9 Mike, Mike	9 MM handgun.
NIGGA	Never Ignorant Getting Goals Accomplished
Nigger	Bold, defiant black man (redefining traditional disparaging term into one of respect and admiration), who is outside the mainstream.
Now Cypher	No.
Nut up	Angry/mad at someone.
187	To kill someone (police radio code for homicide).
O.G.	Original gangster (gang member).
Oi!	Hard core punk rock music.
One time	Police officer/pig cop. Here come the police.
O.P.P.	Other people's woman (pussy) or other people's man (penis).
Out of the box	No longer gets into trouble or does negative things.
Packing	Carrying a gun.
Peace	Saying good bye/until we meet again. This term is often used by the 5%'ers.
Peep	Look at, spy something hidden. Listen up (as in, "Peep this.").
Perpetrator	An exploiter, someone who deceives. (The term came into heavy use in 1984, after the commercialization and exploitation of hip hop were in full swing.)
Picture that	Do you really believe what you are saying?
Pit	The place within a gig or concert where the most aggressive slam dancing takes place.
Player	Individual interested mainly in women. Pimp.



Poor box	A box or container full of items collected by a gang from other inmates on the wing, either by intimidation or as payments for protection. These items are kept in the leader's cell.
Popped a cap	Shot at someone.
Poppin'	Doing the Electric Boogie.
Poser	One who dresses and acts like a skinhead, but is not.
Power Cypher	5.0, AKA COP
Power Education Always Cypher Education	PEACE.
Psycho	Will not only take a life but will continue to punish the corpse after the fact (see "loco" and "insane").
Put me deep	Tell me what I need to know. Give me the truth to the question I've been asking you.
Rack up	Shoplift in large quantity.
Rag	Color of gang or handkerchief.
Red eye	Hard stare.
Ride one	Attack rival.
Ride	Car.
Ride on	Go to a rival neighborhood or area to attack another gang, usually in vehicles.
Riffin'	Lying.
Righteous	True or affirmative answer. A person who is a God or Five Percenter.
Ripped	Got your butt kicked bad.
Rock house	A house where rock cocaine is sold.
Rocking	Dance. A form of dance that involves acrobatic spins. To perform well (as in, "He rocked the party.").
Rosco	Small gun/Saturday Night Special.
Rotten	Did a stupid thing.
Run game	To be skillful in verbal and physical manipulation necessary for inner-city survival.



Rushed	Attacked.
Scratchin'	A deejay technique that creates percussive sound effects by spinning a record backwards and forwards while carefully keeping the needle in its groove.
Serve him	Get, attack, assault him.
Shank	Any item made in jail or prison to stab or cut someone.
Shock the house	To amaze a party with a display of originality.
Show me you back	Leave.
Ski	A suffix frequently applied to nicknames (as in Soulski, Starski, Koolski, Normski, etc.).
Skunk bitch	Low life woman.
Slam	A punk rock or Skinhead dance in which the dancer assaults others by hitting, kicking, pushing, punching, throwing and slamming.
Slash	To write over someone else's graffiti.
Smokin'	Lying. Killing.
Snapping	To insult someone with verbal abuse (usually done in a joking manner).
Soft	Punk/sissy/someone who won't fight.
Spray	To shoot 'em up with guns.
Square	Cigarette.
Squat	Hanging out.
Stage dive	To throw oneself or others off the stage into the audience.
State	A person who talked to the police about the actions of others.
Stinger	A device used to heat water. It is usually made of two (2) pieces of metal, separated by toothbrush handles or spoon handles, with a piece of wire attached to each piece of metal. The wire is attached to live wires from a light fixture or plugged in.
Strapped	Carrying a gun.
Stuin'	Two or more guys making love to the same girl at the same time.

Sweet bad	Talking or acting intelligent.
Swoll	Very upset or angry.
Tag	A writer's name is his "tag." To write graffiti is to "tag."
Take a "L"	Lose a fight.
Take him out the box	To kill someone, such as a rival gang member.
Talking smack	Aggressive talking.
Tax	A woman who wants her child support.
The Cousins	Ku Klux Klan.
The best	Very good at what you do.
The bodies	Skinheads.
The Dozens	An escalating game of verbal insults where the loser is determined by the first player to be visibly angered by an insult (usually to one's mother).
The gambler	The sheriff. Dirty cop.
The Life	Pimping, prostitution, drug usage/dealing, alcohol abuse, burglary, robbery, assaults, and the like.
Three fourth	A woman or girl in the Five Percenters who wears a dress that is 3/4 length.
Throw-down	Party. Fight.
Throw-up	A quickly executed outline filled in with only one or two colors.
Top-to-bottom	A graffiti piece that covers an object or area from top to bottom.
Top-rocking	A dance performed by two or more people who pretend to strike, shoot or knife each other.
Toy	Beginner.
Tray eight	.38 caliber gun.
Treach	Short for treacherous/cool/ original.
Tree	Woman.
Trick	Phoney or imitation. Sissy.
Trip	Too much. Something else.



Twenty cents	\$20.00 worth of cocaine.
Understanding	Pregnant.
Up on it	Has knowledge of drug scene. Successful in drug dealing.
Vamp	To run or get away.
Vato loco	Crazy dude (in the Hispanic gang culture).
Violation	Broken gang rule or law.
Wad	Lots of money.
Wack	Stupid, unoriginal, unimaginative.
Wannabe	Youngster trying to be a gang member or fake gang member.
Wayback	In the past.
Weave assassination	A female with a messed up weave hair style.
What set you from?	What gang, crew or posse are you down with?
What are you speakin' on?	What are you talking about?
Whole-car	A graffiti piece that covers an entire subway car.
Wild style	To be the best at whatever you do with your life is to be "wild style". The term was coined by Tracy 168. It is sometimes mistakenly confused with the use of mechanical letters.
Word	Short for "That's the truth." Used to indicate one's agreement with a statement.
Word is bond	I'm telling you the truth. Take my life if I'm lying. (The person may still be lying).
Writer	Someone who writes graffiti.
Yo	Calling to someone.
Yo Blood	What's happening BLOOD!
Yo Cuzz	What's happening CRIP!
Yo Black	Calling for a person of color.
You all right?	A phrase used by drug dealers when asking someone if he wants to buy drugs.
You better work.	I'm not doing it.



You got it like that

You got it made. You have nothing to worry about.

You don't know

You better ask somebody.

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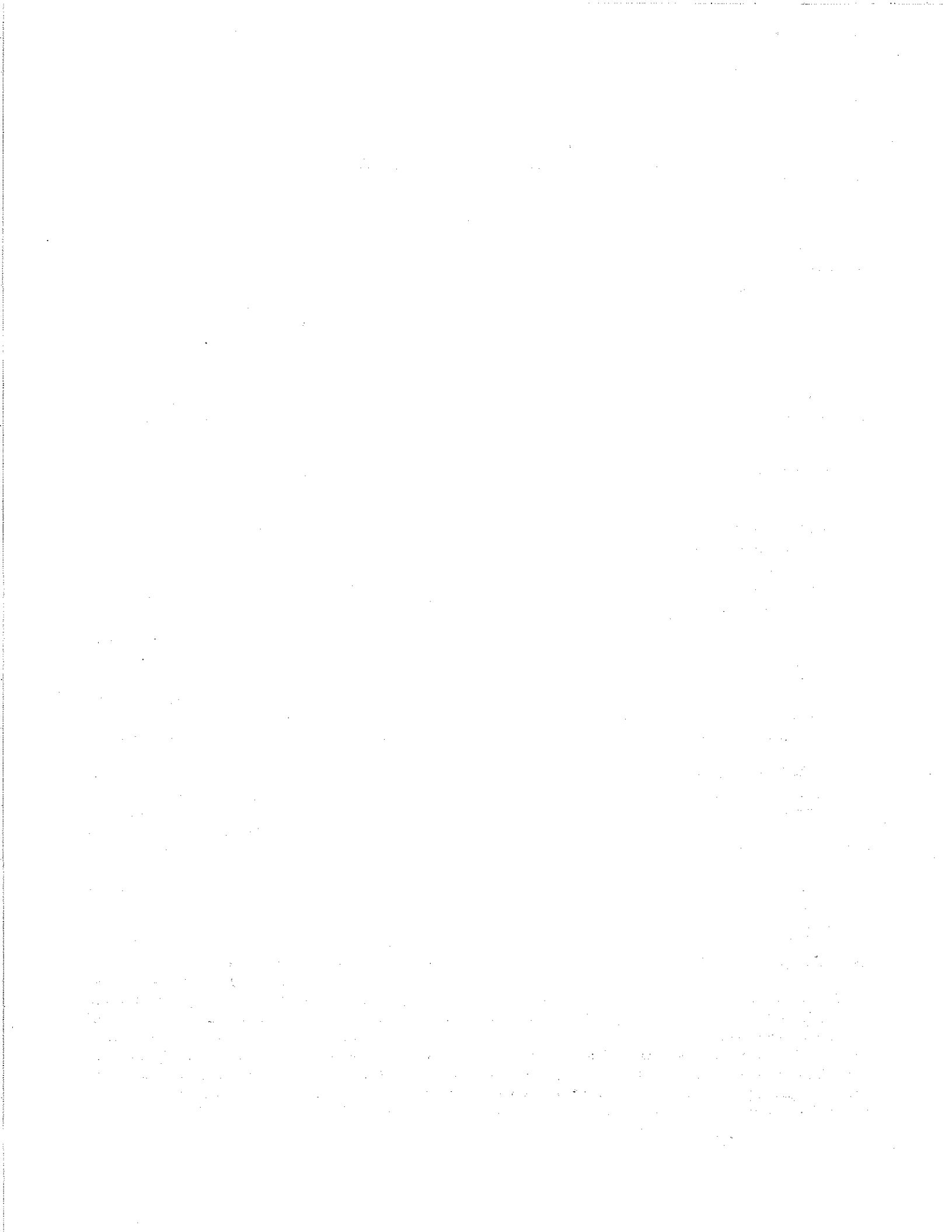
Tell someone who cares, because I don't.

Zine

Skinhead magazine or newsletter.

ZOG

Zionist Occupational Government.



APPENDIX D -- PROGRAMS COUNTERING GANGS, VIOLENCE AND DRUGS

The following is a sampling of remedial programs available to help youths and their families counter negative influences and conditions that lead to gang involvement.

D-1. IMPACT (Interactive Mentoring & Peer Tutoring for Atlantic City Teenagers)

Stockton State College
Pomona, NJ 08240
609-652-1776
Dr. Joseph Stevenson

IMPACT is a delinquency prevention program of academic instruction, individual mentoring, cultural pride and leadership development. It pairs college students with junior high school students for weekly one-to-one mentoring, tutoring and general peer support. The goals of IMPACT are:

- Lower drop-out rate and improve academic performance;
- Establish a parent council consisting of parents/guardians of program participants and offer parent workshops;
- Introduce junior high school students to the college environment; and
- Assist participants in developing feelings of self worth, respect, positive social skills, racial pride and coping abilities.

D-2. Atlantic County Alternative High School

Atlantic County College
5100 Black Horse Pike
Mays Landing, NJ 08330-2699
609-343-5004
John Kellmayer, Principal

The basic philosophy of this program is to integrate chronically disruptive and disaffected high school students as fully as possible into the college community. It is expected that the socialization process which results from this integration will change students' behaviors, attitudes and achievement. After the expiration of a two-year state grant, funding was continued by the eight sending schools on a tuition basis

at a cost of approximately \$5,100 per student.

The program was established in 1986 in order to remove chronically disruptive and disaffected students from the public schools and to provide them with an alternative educational-experience designed to meet their needs and to respond to the challenges that they present to schools and society. There is a substantial amount of literature which maintains that the college-based model is the most powerful alternative available to correct the academic and social problems of such students.

D-3. "Bridge To Success"

FLC International
One South New York Avenue, Suite 413
Atlantic City, NJ 08401
609-345-0882
Steven Young

FLC International's "Bridge to Success" is a training, re-training and placement program for the non-educated, non-skilled, ex-offenders, recovering and troubled youth and adults of Atlantic County. The program is designed to assist Southern New Jersey businesses, school districts, the courts, families and youth to meet educational, therapeutic, job preparatory and placement needs. The program is primarily psychoeducational/vocational in its orientation. At any given time, the Center serves between 50 and 100 youth (ages 8-15 years), adolescents (ages 16-18 years) and adults (19 years and older) within three categories: 1) behavioral or conduct problems (including hyperactivity, drug/alcohol abuse, chronic thought disorder, such as schizophrenia); 2) re-training, GED, ESL, basic skills, special education and job placement services; and 3) trade, employment or training in becoming an entrepreneur.

The curriculum is individualized to clients needs. Staff members offer encouragement to clients to enable them to reach their individual goals, placing emphasis on self-control, discipline, building self-esteem, diligence, personal goal-oriented teaching, leadership and sound physical and mental health. The overall goal of the program is to foster a sense of self-worth and community pride in the participants, while providing a multi-functional approach to job training, academic enrichment, disabilities adaptations, counseling, life skills and financial compensation.

1. The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that every entry should be supported by a valid receipt or invoice to ensure transparency and accountability.

2. The second section outlines the procedures for handling discrepancies between the recorded amounts and the actual cash received. It states that any such variance must be investigated immediately and reported to the appropriate authority.

3. The third part of the document details the process of reconciling the accounts at the end of each month. It requires that the total recorded income matches the bank statements and the physical cash on hand.

4. The fourth section discusses the role of the auditor in verifying the accuracy of the records. It notes that the auditor will review all entries and may request additional documentation if necessary.

5. The fifth part of the document describes the consequences of failing to comply with these procedures. It states that any intentional or negligent misreporting of income is a serious offense and may result in legal action.

6. The sixth section provides information on the penalties associated with tax evasion. It includes details on fines, interest, and potential imprisonment for those who fail to pay their taxes on time.

7. The seventh part of the document offers advice on how to avoid common mistakes when recording transactions. It suggests keeping a separate notebook for all receipts and invoices to prevent loss or confusion.

8. The eighth section discusses the importance of staying up-to-date on changes in tax laws and regulations. It recommends consulting with a professional advisor to ensure compliance with the latest requirements.

9. The ninth part of the document describes the process of filing tax returns. It includes information on the deadlines for filing and the consequences of late submission.

10. The tenth and final section of the document provides a summary of the key points discussed. It reiterates the importance of honesty and accuracy in all financial reporting and encourages taxpayers to take the time to get it right.

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The expected results and benefits of the "Bridge to Success" program are:

1. To provide job training, re-training and placement, educational, and social/emotional services to inner-city minority youth, who have been exposed to gang activities and substance abuse activities. The staff will conduct training for parents, police and corrections, school personnel, agencies and community groups, which will enable a better understanding of the nature of the problems regarding youth gangs, their activities, prevention measures, and how to better approach and work with the problems resulting from gang activities and their influences on the general population.

2. To provide therapeutic counseling services to participants, gang members, those with criminal records, those recovering from substance abuse, the handicapped, family members, neighbors, and housing project personnel at their sites, turf, or any recognized meeting locations. These services being offered at the various locations will enable documented utilization of services by clients who would not otherwise seek assistance or be open and comfortable enough to discuss their current social and economical status.

3. To provide assessment services in order to develop an individual treatment plan for participants, gang members, substance abusers, pregnant adolescents and drop-outs, ongoing educational programs, group prevention and remedial programs, and employment services.

4. To provide early intervention case management services.

D-4. Drug Free Schools Program

Atlantic City Public Schools
1700 Marmora Avenue
Atlantic City, NJ 08401
609-343-7397
Rosalind Norrell-Nance, Coordinator

This program has existed for three years, with initial funding through the New Jersey Department of Education. Its goal is to provide comprehensive substance abuse prevention services to parents and students, as well as to heighten awareness and forge linkages between parents, students, the schools, human service providers, the judicial/law enforcement systems, and the community at large.

D-5. Project Helping Hand

Atlantic County Office of Youth Services
101 Shore Road
Northfield, NJ 08225
609-645-5862
Sally Ann Williams, Director

Project Helping Hand is an early truancy intervention project which operates in eight Atlantic City elementary schools. It is partially funded through a federal Juvenile Justice and Delinquency Prevention grant. It provides case management, home visits and support services to youth and their families. Project Helping Hand has received an award from the National Association of Counties for service to more than 500 families in Atlantic City.

D-6. REACH

Youth Services 1625 Atlantic Avenue
Atlantic City, NJ
345-6700

REACH provides personal skills development classes and job readiness training, including emphasis on avoiding drug and alcohol use, enhancement of self-esteem, parent effectiveness training and health classes.

D-7. Jewish Family Services

2811 Atlantic Avenue
Atlantic City, NJ
609 348-4070

Jewish Family Services provides a variety of programs for residents of Atlantic City, including:

•Street Outreach/Crisis Intervention

Street Outreach is conducted by professional counselors and trained volunteers by van and on foot. Street patrols are conducted in areas frequented by youth because they are homeless or runaways, or youth from severely dysfunctional families where they have been abused. Youth up to the age of 21 are provided with crisis intervention services. Food and clothing are carried on the vans and counseling is provided immediately. Referrals are made for shelter, drug treatment and health care. In addition, AIDS/HIV and substance abuse educational material is distributed.

•Walk-in Services/Crisis Intervention

Youth come into the center with or without an appointment. Clothing, food, shower and laundry are available. Referrals are made for shelter, health care, including HIV testing and counseling, and drug treatment. Family remediation

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sessions are available.

D-8. Community Multi-Family Groups for Minorities

Family Service Association
312 East White Horse Pike
Absecon Highlands, NJ 08201
609-652-4100
Jerome Johnson, President and CEO

The program provides supportive services to former Family Preservation Service clients and other community minority males at risk of out-of-home placement or juvenile justice system involvement through weekly multi-family groups. These groups focus on improving family relationships, individual self-esteem, values clarification, problem solving and coping ability, instilling a sense of hope, building on individual and family strengths, providing recognition for positive achievements, and establishing mutual support in the context of school, family and community settings. The groups are funded by the NJ Department of Human Services Minority Males Community Challenge Grant.

D-9. Family Companion Program (FCP)

Mental Health Association
100 N. Main Street
Pleasantville, NJ
609-272-1700

FCP provides families with volunteers to work an average of three hours or more each week discouraging child abuse or neglect. Volunteers help parents with home management skills, budgeting, transportation, shopping, parenting skills, child care, etc. They also identify resources needed to advocate for the families. Most of the time volunteers are just there to listen and provide support. When working with children, volunteers spend quality time with the kids aimed to improve their self-esteem. Volunteers often become positive role models to the children. Volunteers are asked for a commitment of at least six months, however many work longer.

D-10. Project Challenge

1500 New Road
Northfield, NJ 08225
609-465-5836

Provides positive experiences and opportunities to at-risk youth in need of organized social and recreational activities.

D-11. Youth Task Force: Atlantic City

Atlantic City Police
Hartford & Ventnor Avenues
Atlantic City, NJ 08401
609-347-5858
Joseph Fair, Detective Sergeant

The Task Force was formed on October 20, 1992 under a special order by the Atlantic City Police. When it was formed, rival gangs were involved in open warfare -- brawling on the streets and in the schools. Through the efforts of members of the Task Force, this war-like atmosphere stabilized. The Task Force's mission was to:

- Deal with the crisis situations by personally intervening with participants, establishing a high degree of police visibility in known trouble areas and strictly enforcing laws and curfews.
- Identify known youth gangs and their members, as well as the problems and circumstances that give rise to gangs.
- Recommend ways to combat the violence in the streets and schools, and eliminate the social climate that breeds such activity.

D-12. Covenant House

2811 Atlantic Ave.
Atlantic City, NJ 08401
609-348-4070

Covenant House provides a variety of programs for troubled youth in Atlantic City. These include:

- Adolescent Family Life Teen Father Project: provides intensive services for teen fathers, their partners, children and extended family. Services include individual and group counseling on parenting, family unification, job preparation, education, life skills and mentorships (participants matched one on one with volunteer mentors from the community).
- Drug Abuse Prevention Project.
- On-going Case Management and Counseling.

D-13. Atlantic City Youth Services

501 N. Albany Avenue
Atlantic City, NJ 08401

Atlantic City Youth Services provides a variety of programs and services for Atlantic City youth, including:

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- Project Pride -- a self-esteem program involving dance, cosmetology, workshops, etc., for young girls 8-12 years.

- Recreation Program -- located at six sites with emphasis on sports (takes quarterly trips for cultural and educational enrichment and coordinates a Little League).

- Summer Camp -- includes eight weeks of swimming, marine biology, arts & crafts, tennis and field trips.

D-14. Atlantic County Welfare Department

1625 Atlantic Avenue
Atlantic City, NJ
609 345-6700

The Atlantic County Welfare Department provides a variety of programs and services to Atlantic County youth and their families, including:

- Remedial Education (adult basic education): reading and math instruction grades K-8, GED preparation and English as a second language.

- Basis Employment Skills Program: comprehensive pre-training, including an in-depth assessment, personal counseling and pre-occupational skills training.

- Career Opportunity Center: literacy testing and evaluation, life skills, occupational training, individual job search, job coaching and placement.

- Case Management: coordination of services necessary to develop welfare client self-sufficiency, including development of a plan, monitoring, counseling, sanctioning, maintenance of documentation and program administration.

- Child Care Services: provision of child care as necessary to support the client's employability.

D-15. Atlantic Mental Health

6010 Black Horse Pike
McKee City, NJ
Tilton Road
Northfield, NJ
Atlantic Teen Center, Westside Complex
Atlantic City, NJ
13 N. Hartford Avenue
Atlantic City, NJ

136 N. Third Street
Hammonton, NJ

Atlantic Mental Health provides various programs and services to troubled youth and families in Atlantic County, including:

- Family Care Network: specialized and emergency foster care for serious emotionally disturbed adolescents.

- Atlantic City Teen Center: health, mental health, drug and alcohol, employment, family planning and recreational services.

- Crisis Companions: emergency, intensive, one-to-one counseling.

- Adolescent Outpatient Services: psychiatric, psychological and social work services.

- Child Study Team: independent evaluations.

D-16. Mizpah Inland Human Services

Cleveland and Sewell Avenues
PO Box 49
Mizpah, NJ 08342
609-476-2002
Joyce DeMary, President

Mizpah Inland Human Services provides information referral, emergency food, legal services referral, emergency shelter, arts and crafts, training programs, transportation, home visitation counseling, recreation and summer youth employment.

D-17. Family Services Association

312 E. White Horse Pike
Absecon, NJ 08201
609-652-2377

The Family Services Association offers a variety of programs for residents of Atlantic County, including:

- Substance Abuse Services: provides counseling for chemically involved or at-risk clients or their co-dependents.

- Pleasantville School-Based Youth Services: programs for all Pleasantville High School students in mental health, drug & alcohol abuse, employment, education, health and recreation.

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•Safe Harbor: a five day per week partial care program for adolescents, including group, individual and family therapy components, psychiatric evaluation and socialization programming.

•Youth Case Management: provides linkage for children and their families to prevent problems from "falling through the cracks."

•Outpatient Services: including individual, family and group counseling.

D-18. Family Care Network Homes

Atlantic County Mental Health
2002 Black Horse Pike
McKee City, NJ 08232

Provides specialized foster home care for adolescents in danger of residential placement. Skilled parenting and all needed support services are provided.

D-19. The 678 Club

Ridgewood YMCA
112 Oak Street
Ridgewood, NJ 07451
201-444-5600
Dee DeBernardis, Director of Spiritual Emphasis

The 678 Club was started because an increasing number of pre-teens were wandering through the town from 3:00 P.M. to as late as 10:00 P.M. Generally these youths do not participate in school or religious activities. These teens appear to be normal, but many of them have social and family problems that are not readily observable. During the middle school years, when children stop "playing," feelings of anxiety set in if they don't learn to socialize naturally. The club helps troubled youngsters to learn how to be friends, when not to be friends and, most importantly, how to have fun with each other in a supervised setting. The Club is sponsored by the YMCA and private donations.

D-20. Youth Organization USA (YOUSA)

Rites of Passage/YOUSA Mind Factory
19 Humphrey Street
Englewood, NJ 07631
201-836-1838
Julian Garfield, Director

YOUSA is a nonprofit organization that seeks to motivate youths, aged 9-15, positively and prevent negative attitudes and resulting patterns of idleness and misbehavior. YOUSA offers a variety of programs, including peer preven-

tion partnerships, arts & crafts, media, work ethics, industrial arts, creative writing, alcohol and drug prevention, etiquette, rites of passage, investment and credit management, history and culture of Africa, health care awareness and building self-confidence. YOUSA receives state, county and private funding and is run by volunteers.

D-21. Detention Alternatives Program

Bergen County Division of Family Guidance
21 Main Street
Court Plaza South
Room 110, West Wing
Hackensack, NJ
201-646-3294
Eileen Cullen, Program Manager

The program offers an alternative to incarceration for youths who are charged with acts of delinquency and are awaiting court action. Youths receive intensive supervision and group counseling, and their parents participate in a parent support group. Referrals to this program must be made by the court.

D-22. Banta Valley Center

74 Passaic Street
Ridgewood, NJ 07451
201-445-4357
David Kriegel, Executive Director

The Center provides comprehensive, outpatient assessments for adolescents and families in Northwest Bergen County dealing with alcohol and substance abuse and other family problems. Individual treatment, teen groups and family therapy are available. Referrals are made by the Family Court, schools and other family agencies.

D-23. Lifetrek

Bergen County Division of Family Guidance
Ridgewood Avenue
Paramus, NJ 07652
201-599-6230
Jaye Badin, Ph.D, Administrator

Lifetrek is a treatment program for adolescent substance abusers, ages 15-18, who are involved with the Family Court. Clients participate in a variety of therapies as well as an extended wilderness trip. Family participation is required in most phases. Referrals are accepted from individuals, schools and agencies throughout Bergen County.

D-24. Community Resources For Youth & Families (CRYF)

The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that every entry should be supported by a valid receipt or invoice. This ensures transparency and allows for easy verification of the data. The document also highlights the need for regular audits to identify any discrepancies or errors in the accounting process. By implementing these practices, businesses can ensure the integrity of their financial statements and maintain the trust of their stakeholders.

The second part of the document focuses on the role of technology in modern accounting. It explores how software solutions can streamline various tasks, such as data entry, reconciliation, and reporting. Cloud-based systems offer the advantage of real-time access to financial data, enabling better decision-making and collaboration between different departments. However, the document also notes the importance of data security and the need for robust backup and recovery procedures to protect sensitive financial information from cyber threats.

The final section of the document provides a comprehensive overview of the accounting cycle. It details the ten steps involved in the process, from identifying transactions to closing the books. Each step is explained in detail, including the necessary journal entries and the impact on the accounting equation. The document concludes by emphasizing that a thorough understanding of the accounting cycle is essential for any professional in the field, as it forms the foundation for all financial reporting and analysis.

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Bergen County Division of Family Guidance
21 Main Street
Court Plaza South
Room 110, West Wing
Hackensack, NJ 07601
201-646-3099
Roz Ginsberg, Clinical Supervisor

CRYF is an outpatient treatment program that provides long-term therapy for troubled youths and their families. The treatment approach is determined by a clinical team. Referrals are accepted from individuals, courts, schools and other agencies.

C-25. Conklin Youth Center

Bergen County Division of Family Guidance
Essex Street
Hackensack, NJ 07601
201-646-2756
Hazel Miller, Administrator

The Center is a temporary shelter for youths, ages 12-18, experiencing problems at home, in school or in the community. The Center staff works toward stabilizing clients' behavior before they return home or move to other residential settings. The program uses counseling and education to address the physical, emotional, developmental and treatment needs of clients. Referrals are made by the courts or DYFS.

D-26. Crossroads

Bergen County Division of Family Guidance
Paramus, NJ
201-646-3422
Angela Cupo, Program Manager

Crossroads is an independent living program for males, ages 16-21, who need help in adapting to living on their own. The program places emphasis on teaching socialization skills. Referrals are accepted from individuals, schools and agencies throughout Bergen County.

D-27. Information Services Unit (ISU)

Bergen County Division of Family Guidance
21 Main Street
Court Plaza South
Room 100, West Wing
Hackensack, NJ
201-646-2319
Lucien Duquette, Ph.D, Coordinator

The ISU provides intake, discharge planning and infor-

mation and referral services to clients who seek assistance from the Division of Family Guidance. This unit also maintains resource files on services that are available to the target population.

D-28. The Compass

Bergen County Division of Family Guidance
Ridgewood Avenue
Paramus, NJ 07652
201-646-3422
Angela Cupo, Coordinator

The Compass is a multi-service program for young adults, ages 16-21. Participants are assisted with finding jobs and housing, while receiving counseling in areas related to independent living. Life skills classes are also available. Referrals are accepted from all agencies and individuals.

D-29. Family and Community Services

C-18 Bergen Mall
Paramus, NJ 07652
201-845-5330

The agency offers professional counseling to promote growth of individuals, families and marital relationships. Services include psycho-social assessment; marital, family & parent-child counseling; individual counseling & group therapy; and psycho-educational workshops.

D-30. New Jersey Boystown Family Services

Bergen Office
C-18 Bergen Mall
Paramus, NJ 07652
201-845-5330

With the goal of strengthening family and other vital relationships, several assessment and counseling programs are offered to preserve family life as follows:

•**Family Services:** Targeted to troubled children/adolescents at risk of out-of-home placement, and their families, assessment and counseling services are offered to enhance family living, parent/child relationships and the youngster's emotional development.

•**Pregnancy Counseling Program:** Prenatal and post-natal social services, including referral to community resources, medical care counseling and maternity home placement, are available. Women are encouraged to carry their pregnancies to term. If indicated, referrals are made to CCS Adoption Services. Short-term infant foster care is also available.

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•**Adoption and Family Services:** Attempts to strengthen and preserve family life and to support personal and parenting growth. Professional staff provide specialized intra- and inter-county adoption services.

D-31. Afri-Male Institute

50 Windover Lane
Willingboro, NJ 08046
609-877-1358
Theodore Nixon, Executive Director

The Institute is a nonprofit agency providing services to the black community. It receives funding from the N.J. Department of Human Services Minority Males Community Challenge Grant. Established as a pilot program in 1992, the Institute prepares young African-American men to be responsible members of society. Its core programs focus on youths between the ages of 12 and 19. Services include assistance to seniors in high school to move on to college; training in human sexuality, social responsibility, family values and healthy living; tutoring; public speaking development; African-American history studies; career counseling; and social recreation.

D-32. Partnership With A Purpose

Burlington City Police Department
City Hall
Burlington, NJ 08016
609-386-1670
Lee E. Breece, Chief of Police

The Partnership is a community policing program that began in May 1992. The original intent was to form a task force (comprised of the local police, the county Narcotic Task Force and the citizens of Burlington City) that would work together to rid the community of drug dealers who had been operating openly on city street corners. The program commenced with an Anti-Drug Walk. Over 125 people joined in the walk through the target area. After the walk, local pastors, organizers, politicians and police officers gave a few short speeches encouraging one another to become a unified team. Tee shirts, headbands and fliers were handed out to those who attended the walk.

As a result of this rally, the community began to make an effort to reclaim neighborhoods by increasing the number of telephone calls and tips regarding drug dealers. Some citizens made their homes available for surveillances. Along with increased enforcement pressure on drug dealers, these community efforts led to an apparent change in the image of the city and the attitude of its residents. The community policing component remains intact today and the chief of the

Burlington City Police Department continues to keep the "partnership" going through bi-monthly breakfasts at McDonald's. These meetings, known as "Let's Talk Burlington," provide the residents with a forum to discuss issues of concern with the chief.

D-33. Crossroads Programs, Inc.

Lexington Ave., PO Box 321
Lumberton, NJ 08048
609-267-2002
Dolores Martell, Executive Director

This program is primarily funded by DYFS, but in some cases third party payments are arranged. It provides the following programs for youth in Southern New Jersey:

•**Transitional Living Program:** a group home for youth (male and female) between the ages of 16-18, designed to provide them with the skills necessary to become self-sufficient.

•**Capable Adolescent Mothers Program (CAM):** a group home program for homeless adolescent mothers and their infants from pregnancy through the infants' first year of life.

•**CAMIVE:** a counseling program to provide youth in the CAM program with the skills necessary to become self-sufficient.

•**JFY IVE:** a counseling program for teaching older Burlington County youth, currently in foster care, the daily living skills necessary for independent living.

D-34. The Bridge

900 Haddon Avenue, Suite 100
Collingswood, NJ 08108
609-869-3122
René Pinardo, Director

"The Bridge" is a program of support and positive lifestyle enrichment for the adolescent population in and around Camden. It is designed for youth who are trying to do things the right way and differs from other programs in that it is not crisis oriented. Funded by the Camden County United Way, "The Bridge" recognizes the special medical, psychological, social and spiritual needs of the adolescent population.

"The Bridge" meets weekly at the Osborn Family Health Center in Camden and other locations throughout the county.

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It is a place where teens can come together and talk with their peers about problems facing youth and about life in general. Large and small group discussions give participants the chance to share feelings and experiences about peer pressures, relationships, sexuality, family and school issues, communication, drugs, alcohol, teen suicide, etc. Sometimes there are films, guest speakers, communication activities and role plays.

The overall goal of this service is to aid in the healthy development of adolescents. Some specific goals are to assist adolescents to:

- Develop mature, integrated personalities;
- Develop positive, healthy lifestyles and a sense of direction in their lives;
- Develop a sense of community;
- Develop self-esteem and positive attitudes;
- Decrease the number of future pregnancies; and
- Decrease the incidences of drug and alcohol abuse, crime and suicides.

These goals are achieved through the following objectives:

- Provision of professionals dedicated to the faith dimension in their lives;
- Provision of a staff of peer facilitators;
- Provision of a site that is easily accessible, comfortable and conducive to an open atmosphere, which will allow for open communications between the staff and adolescents; and
- Utilization of a team approach, based on the concept of holistic health.

D-35. LIFE (Lawyers Involved for Education) Mentor Program

Camden County Bar Foundation
Broadway and Cooper Street
PO Box 1027
Camden, NJ 08101
609-964-3420
Janet Levine

The LIFE mentoring program is sponsored by the Camden County Bar Foundation. It involves one-on-one mentoring

for junior and senior students from Camden and Woodrow Wilson High Schools. The program has included field trips to the Washington, D.C., presidential inauguration and parade and visits to court houses.

D-36. Attorney and Student "Shadowing" Program

Camden County Bar Foundation
Broadway and Cooper Street
PO Box 1027
Camden, NJ 08101
609-964-3420
Janet Levine

Funded by the Camden County Bar Foundation, the Program allows sixth grade elementary school students to spend a day "shadowing" attorneys and to explore the legal system at work. This educational activity, designed to give students an opportunity for both academic and personal growth, was developed as an outgrowth of the LIFE Mentor Program also sponsored by the Foundation.

D-37. Law Internship Program

Camden County Bar Foundation
Broadway and Cooper Street
PO Box 1027 Camden, NJ 08101
609-964-3420
Janet Levine

The Program, sponsored by the Camden County Bar Foundation, began in the summer of 1993. Its goal is to match inner-city Camden high school students with law firms and governmental offices for a minimum eight-week internship, providing mutual benefits to the participating employers and the students.

D-38. FOCUS

Camden County Division of Health
1800 Pavilion West, 5th Floor
2101 Ferry Avenue
Camden, NJ 08104
609-757-4458 and 3472
Joy Wood, Coordinator

FOCUS is a life skills and development program for adolescents in Camden County that takes a comprehensive approach to help young men and women develop satisfying careers that will assist them in caring for themselves and their families. The FOCUS Program utilizes a team of staff and various community resources to assist young people in:

- Forming positive relationships;
- Increasing their education;

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- Developing career goals;
 - Improving their job readiness skills;
 - Enrolling in job training programs;
 - Increasing their parenting skills;
 - Increasing their self-esteem and self-confidence;
- and
- Strengthening their life skills, such as budgeting, etc.

FOCUS is a federal Demonstration Project run through the Camden County Division of Health. Major funding is provided by the U.S. Department of Labor and the Office of Adolescent Pregnancy Programs, the US Department of Health and Human Services. In-kind contributions and additional donations are provided through the Camden County Board of Chosen Freeholders and by local businesses and private individuals.

D-39. City of Camden Youth Commission, Inc.

Suite 208
 7th & Cooper
 Camden, NJ 08102
 609-757-7633
 Kemba Sonnebeyatta, Veronica Wynn

The Commission offers residents of the city an employment and career development program for youth ages 16-25. Sponsored by DYFS, the program focuses on life skills for high school dropouts and job sponsorship and mentorship for youths still in school.

D-40. Camden City Youth Services

713-715 Broadway
 Camden, NJ 08103
 609-757-7095
 Foday Kamara, Director

The office operates a gang abatement program that is funded by the Camden County Youth Services Commission.

D-41. MAYDAY: Stop the Violence

518 Market Street, 4th Floor
 Camden, NJ 08102
 609-757-8466

The MAYDAY group is a committee of concerned citizens and officials in Camden. The group proclaimed the month of May 1993 "Anti-Juvenile Violence Month." The group coordinated and scheduled various public events throughout the month. Each week of the month was dedicated to a general subject: church and family, law enforcement, educa-

tion, and health and human services.

D-42. Network 3

Drug Free Schools
 Camden Board of Education
 1656 Kaighns Avenue
 Camden, NJ 08103
 609-964-1878
 Susan T. Goyins

Camden students, grades 3 to 12, who belong to the Network 3 program make a public pledge to live a drug-free life. They must participate in the program for a full year before obtaining membership and a special blue and white hooded jacket signifying their affiliation with this nationally recognized anti-drug effort. The program involves drug education, social activities and peer reinforcement. Nearly 200 students at 15 city schools participate in Network 3.

Participating schools work together with students coordinating community service projects, educational seminars, support services and field trips. Participants also meet with students from other cities to share their experiences in the program. Network 3 is funded by the federal, state and city governments.

D-43. Teen Outreach Program (TOP)

Nigeria-America Institute on Substance Abuse, Inc. (NISA)
 509 Cooper Street
 Camden, NJ 08101
 609-365-8858
 Dr. A. Ona Pela

TOP assists minority teens and young adults to develop positive lifestyles. It utilizes a Psycho-educational approach, rather than a Psycho-clinical approach, to resolve the adjustment problems of youth. It concentrates on substance abuse, apathy/boredom, stress & anxiety, school dropout, truancy and interpersonal problems.

In addition to peer outreach, a confidential crisis hotline and consultation and training for community groups and government agencies, TOP provides:

- Training in problem solving skills and techniques;
- Structured recreation activities;
- Individual counseling;
- Substance abuse rehabilitation;
- Family-based interactional counseling;
- Cultural exchanges; and
- Referrals to other service providers.

NISA is a nonprofit organization funded by various city and state agencies, foundations, corporations and individuals.

D-44. The Men's Club

Hispanic Family Center of Southern New Jersey
425 Broadway Street
Camden, NJ 08103
609-541-6985
Mario Gonzalez, MSW, Program Director

The Center, through its La Esperanza Unit, offers a bilingual and bicultural prevention initiative to meet the needs of minority males, ages 15 to 28. The project focuses on prevention and education and encourages and strengthens family caregiving and support to avoid family breakdown. The services, provided to about 40 males, permit them to achieve positive and healthy attitudes, resulting in better family and community relationships. The program is partially funded by the N.J. Department of Human Services Minority Males Community Challenge Grant.

D-45. Camden Churches Organized for People (CCOP)

29th & Federal Street
P.O. Box 1317
Camden, NJ 08105
(609) 966-8869 Joseph Fleming, Director

CCOP represents over 8,000 families. Over the past eight years, CCOP has addressed a number of issues affecting families in their church-communities.

D-46. Juvenile Conference Committee (JCC)

Camden County Family Court
101 S. 5th Street
Camden, NJ 08103

JCCs are community-based delinquency diversion programs consisting of court-appointed volunteers. The committees are developed from within the communities to assist the courts with first time or minor offenders. The committees act as an extension of the court and attempt, through established procedures, to resolve matters without further court involvement. Generally, youth who are diverted to JCCs have very low recidivism rates.

JCCs are encouraged to be creative in developing dispositional alternatives. Committee members supervise community work sites, network with service providers and provide feedback to the court. The JCC Coordinator in Camden has developed a shoplifting seminar that thousands of delinquents and their parents have attended.

D-47. Intensive In-Home Detention Supervision

Camden County Family Court
101 South 5th Street
Camden, NJ 08103

The Program helps to alleviate detention overcrowding. It offers the courts an alternative to secure detention by providing intensive supervision to juveniles in a pre-dispositional status. Participants are carefully screened by the court and must comply with closely monitored conditions.

The juveniles are assigned to a staff employee who develops a structured plan that attempts to address the educational, therapeutic and vocational needs of the individual. Failure to comply with this plan results in return to the detention center.

D-48. Violence Prevention/Conflict Resolution Seminar

Camden County Family Court
101 South 5th Street
Camden, NJ 08103

The Seminar educates juveniles to recognize problems and use alternatives to physical violence to resolve conflicts and avoid crimes. The program targets juveniles, ages 13-17, who are not on probation and who have had minimal contact with the courts. Juveniles facing charges of harassment, assault, terroristic threats and criminal mischief are included.

D-49. CASA (Creating Alliances Supporting Adolescents)

Camden County Family Court
101 S. 5th Street
Camden, NJ 08103
(609) 757-1718
Nitza Zayas-Fonseca

CASA is a crisis intervention outreach program. It provides intensive in-home services to Hispanic youths at risk of court involvement. The Court has found that Hispanic families in crisis are often reluctant to access the crisis intervention unit. Therefore, it has developed a program consisting of a therapist and two life skills workers to provide in-home crisis services to families in need.

D-50. Camden Day Program

555 Atlantic Ave.
Camden, NJ 08103
609-365-5973
Paul Lucas, Superintendent

This program services 13 to 16-year-old youth under the

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care and supervision of DYFS. These adolescents are usually court-ordered to attend the program as a condition of probation. Fifteen adolescents are serviced 12 hours a day, five days a week and four hours on Saturdays. The Day Program is physically housed at the Camden Community Center.

A parent group is conducted weekly. In addition to classroom work, clients attend a computer-aided academic program at Camden County College every afternoon.

D-51. Camden Community Service Residential Center

555 Atlantic Ave.
Camden, NJ 08103
609-757-2658, 2659
Tyrone Johnson, Superintendent

This is a residential program for 30 youngsters, aged 16-18. Participants are admitted as a condition of their probation or assigned by the Juvenile Classification Committee at the Training School at Jamesburg. The program includes work, school, group and community contact components. The average stay is 4-6 months.

D-52. Camden Prep Residential Center

PO Box 97
Blackwood, NJ 08012
609-757-3498
Andy Aman, Superintendent

This residential program for probationers combines guided group interaction, worksite experience, youth run agricultural endeavors and intense outward-bound experience for adolescents.

D-53. Camden Youth Agricultural Program (CYAP)

c/o Clark House
Lakeland Complex
Blackwood, NJ 08012
609-227-2643
William Coney, Superintendent

This program accepts up to five youthful offenders, both committed and on probation. The program is located in an old farm house which has been renovated. The farm house is surrounded by fields farmed by the residents. They also participate in guided group interaction and vocational and academic education.

D-54. CASA (Creating Alternatives Supporting Adolescents)

Family Counseling Service
560 Benson St.
Camden, NJ 08103
609-964-8099
Nancy Kline, MEd.

CASA is a prevention of delinquency program for Hispanic youth, aged 10-17, in Camden City. The target population includes youth referred for excessive truancy, running away and family crises. Services provided in the home and community include intensive individual, group and family therapy, life skills counseling, advocacy, education and employment assistance, social skills training and recreation. Crisis intervention is provided on a 24-hour basis for clients in the program. Family members are included in services. Treatment is provided by teams of two and generally lasts for 3-6 months. Each family receives an average of 5-10 hours per week contact time. The primary focus is to empower family members to provide discipline and nurturing which would otherwise be attempted by outsiders. A peer counseling component offers tutoring, social and life skills, and positive role models. Funding is provided by the Camden County Youth Services Commission, the N.J. Department of Human Services Minority Males Challenge Grant, the Department of Higher Education Serve America Program and United Way.

D-55. FIRST (Family Intervention: Resource, Support and Therapy)

Family Counseling Service
560 Benson St.
Camden, NJ 08103
609-964-8099
Nancy Kline, MEd.

FIRST is an alternative to incarceration or residential placement for adjudicated youth, aged 11-17, in Camden County, especially those in Camden City. Aftercare services are provided to transition incarcerated youth into the community. Services provided in the home and community include intensive individual, group, and family therapy, life skills counseling, advocacy, education and employment assistance, social skills training and recreation. Crisis intervention is provided on a 24-hour basis for clients in the program. Family members are included in services. Treatment is provided by teams of two and generally lasts for 6-12 months. Each family receives an average of 5-10 hours per week contact time. The primary focus is to empower family members to provide discipline and nurturing which would otherwise be provided by outsiders. Funding of FIRST is provided by DYFS, Department of Human Services Juvenile Services and United Way.

D-56. Group Homes of Camden County, Inc.

Beta House and Outreach
35 South 29th Street
Camden, NJ 08105
609-541-9283 and 6205

Catherine Johnson, Beta House Program Director
Jean Bedell, Outreach Program Director

Participants in these programs are referred by DYFS social service agencies, the police or themselves. DYFS funds both the Beta House and Outreach programs. The Outreach Program provides crisis counselors, who work out of participating police districts (Camden, Pennsauken & Winslow Twp.) to help divert youth from the juvenile justice system. Counselors attempt to defuse crises and refer youths and their families for additional services.

D-57. Violent Crimes and Gang Impact Task Forces

Camden County Prosecutor's Office
518 Market Street
Camden, NJ 08101
609-488-9511
Thomas Kelly

The Violent Crimes Task Force focuses on long-range investigations into significant gangs and drug networks. The Impact Task Force focuses on shorter-term, street-level investigations into gangs, drugs and drug-related violence. Both task forces are supported by an intelligence function designed in cooperation with the Department of Law and Public Safety. The task forces were created as part of an April 1992 Memorandum of Understanding among the participating agencies.

The Divisions of Criminal Justice and State Police, the Camden County Prosecutor's Office, the Camden City Police Department, the Camden County Sheriff's Office, and federal agencies, including the Federal Bureau of Investigation; the Bureau of Alcohol, Tobacco and Firearms; the U.S. Marshall's Service; and the Drug Enforcement Administration are participants in this two-tiered approach to controlling drug-and gang-related violence in Camden.

D-58. Youth Task Force

Camden Police Department
1 Police Plaza, 800 Federal Street
Camden, NJ 08103
609-757-7279
Sgt. Raymond Massi

The Task Force consists of four detectives and one Sergeant. Its primary responsibility is to identify youths and

young adults who pose a potential problem in the community and initiate corrective action. Assigned personnel coordinate with all units of the Camden Police Department, including Juvenile, Vice, and Detectives. They communicate with the city's schools, the Camden County Youth Center and various community groups, as well as the Camden County Prosecutor's Office and any outside agency requesting assistance. They also respond to and investigate reports of bias incidents that occur in the city, including but not limited to supremacy groups.

D-59. Juvenile Resource Center, Inc. (JRC)

315 Cooper Street
Camden, NJ 08102
609-963-4060
Dr. Stella Horton, Executive Director

JRC of Camden is a private, nonprofit agency started in 1977 with CETA funding. It now receives funds from JTPA, DYFS, Camden County, corporations, foundations and JRC-owned and operated for-profit businesses. JRC is a non-residential, community-based alternative program for youth, ages 13-21, who have had brushes with the law, have problems in their schools or have found it difficult to stay within society's guidelines for acceptable behavior. The program provides rehabilitative options for troubled young people. JRC offers a comprehensive program of integrated services, including education, counseling, job training, living skills and socialization. Specific programs include:

- The Alternative School:** The School provides middle school and high school level classes daily for students referred by their school districts' child study teams. The students are generally classified as socially maladjusted or learning disabled. Small classes allow teachers to work on a one-on-one basis and provide individualized education plans. Behavioral case managers and a trained psychologist provide positive ways to interact with others, as well as group, individual and family counseling. In addition, a variety of special recreational and educational activities are offered.

- GED Component:** JRC offers flexible GED classes emphasizing skills such as reading, writing, mathematics, spelling, social studies and science, which are needed to pass the test for a high school equivalency diploma. Working students may also attend classes.

- PRIME (Personally Reaching Inward Mentally and Emotionally):** PRIME is for adolescent girls, focusing on minimizing disruptive behavior by building trusting relationships, strengthening self-esteem

and introducing appropriate socialization and coping skills. Referred by DYFS, students receive a stipend based on attendance.

•**Living Skills:** Living Skills develops the basic skills necessary for successful independent living. The program includes structured classroom work, practical applications, guest lectures and field trips over a 5-week period. The curriculum covers decision making, coping skills, consumer protection, setting up a household, relationships and employment.

•**Youth Employment Service:** The Service acts as an employment agency for area young people, ages 16-21. Staff help students obtain financial assistance for further training. Staff recruit business participants and maintain contact with cooperating firms.

•**Youth Mentoring Program:** The Program increases students' knowledge of job opportunities, self-esteem and job readiness. Volunteer mentors include business people, educators and college students. Volunteers work with JRC students on a short-term placement to provide insight into their businesses or what the world outside the students' environments has to offer.

D-60. Camden City Department of Community Services

Room 218, City Hall
Camden, NJ 08101
609-757-7521
Novella S. Hinson, Director

Established in August 1991, the Department provides a variety of programs and services to city youth. It maintains city parks, playgrounds and ball fields and provides recreational activities for adults and youth at Camden's seven community centers. The Department also provides after school programs that offer recreational, educational, social and cultural activities, as well as afternoon "safe haven" programs for juvenile and adult residents of Camden. Services offered by the Department include:

•**Rites of Passage Program,** co-sponsored by the Nigeria-America Institute on Substance Abuse (NISA). This program consists of 16 weeks of free counseling sessions, field trips, recreation, etc. to assist adolescent males in making the transition to manhood.

•**Urban Rangers,** a collaborative program for youth,

ages 14-21, sponsored by the Community Policing Program, Police Athletic League (PAL) and Department of Community Services. Urban Rangers provides an introduction to law enforcement, builds character and civic pride and encourages community participation and service. Participants undergo six weeks of training conducted by personnel from the Camden Police Department and Rutgers' Cook College Department of Environmental Studies. Upon completion of the training, employment opportunities are made available to the youth through the federally funded Job Training Partnership Act, the private sector and other sources.

•**Safe Haven Winter Recreation Program:** The Program includes a variety of activities and sports for children and adults, including a Children's Symphony (working with instructors who are members of the Haddonfield Symphony), martial arts, rap music, basketball, baseball, swimming, soccer, tennis, computer camp and tutoring and counseling by Rutgers University students.

•**Peer Crisis Intervention Service-Teen Hotline,** co-sponsored by the Department of Community Services, Board of Education and federally funded Job Training Partnership Act. Camden teens in this program receive initial crisis intervention training and then continuing education from health and human service agencies in Camden. These youths then man hotline telephones and counsel youths in crisis. They provide information on services troubled youth need to improve their quality of life, including recreation, education, social and health services.

The Department also sponsors one and two day programs/events to help Camden City youth. The events include:

•**Youth Summit: "The Year of Camden City Youth"** was held April 21-22, 1993 and was co-sponsored by the Department of Community Services, Board of Education and the Camden Recreation, Education and Training Youth Committee. The purpose of this forum was to provide city youth a voice in the issues affecting their lives and to strengthen the youth/community partnership. Present at the Summit were representatives from organizations specializing in health, education, recreation, social services, religion, law enforcement, the environment, summer employment and career programs.

•**Summer Internship/Summer Job Career Fair,** held on March 25, 1993, and co-sponsored by the

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Department of Community Services and The Greater Camden Movement. The Fair made employment opportunities available for Camden residents over age 14 and provided workshops on entrepreneurship, resume writing techniques, job seeking and maintenance skills, and interviewing techniques. This was the first job fair in Camden to incorporate counseling, testing, workshops and interviews. The event gave applicants a chance to interview with G.E. Aerospace, United Jersey Bank, First Fidelity Bank, Camden Board of Education, the Camden County Joint Training Partnership program, the State Department of Labor and others.

•**Youth Festival**, held at Woodrow Wilson High School on February 27, 1993. The festival gave Camden residents the opportunity to demonstrate their athletic and cultural talents.

D-61. Drug Elimination Program

Camden Housing Authority
PO Box 1426, 517 Market Street
Camden, NJ 08101
609-968-6123
Ronald Green, Chief of Administrative Services

The Housing Authority provides numerous programs and activities for youth, aged 5-21. These programs are administered through the City Department of Community Services. The purpose of the federally funded Drug Elimination Program (DEP) is to improve the quality of life for housing residents through job counseling, drug intervention and prevention workshops, youth activities, health education, and assessments and referrals for those residents needing more extensive services or treatment. DEP offers mentoring for teenage mothers, educational services, counseling, health and substance abuse education, job training/readiness, music, cheer leading, arts and crafts, visual arts, mural arts, cultural trips, martial arts and sports.

D-62. Nigeria-America Institute on Substance Abuse (NISA)

Box 1034
Camden, NJ 08101
609-365-8858
Dr. A. Ona Pela

Activities at NISA are targeted at adolescents and young adults, ages 10-21. The primary focus is on minority males, although female clients needing specialized program activities are provided for. Programs include self-esteem and interpersonal problem solving; a 19-hour teen hotline; family risk reduction training for parents; coordination with other

providers; a speakers bureau; mentoring; recreation; and cultural exchanges. NISA is a nonprofit organization funded by various city and state agencies, foundations, corporations and individuals.

D-63. Camden House

Camden Community Service Center
555 Atlantic Avenue
Camden, NJ 08104
609-757-2658 and 2659
Jonathan Cook

Camden House is a residential facility operated by Juvenile Services in the Department of Human Services. Since its inception in March 1976, the program has included components for home detention, youth advancement, alternatives to incarceration, transitions, Delfields and adolescent day supervision.

Camden House serves young men, ages 15-18, admitted either as a condition of probation or referred by the Juvenile Classification Committee at the New Jersey Training School for Boys. The program consists of three different components: worksite (which involves home improvement and remodeling), academic remediation, and group therapy. The basic philosophy of the program is that youth themselves are the vehicle of change. Participants receive help by helping and assuming responsibility for one another. This concept, known as peer accountability, requires residents to be responsible for each other's behavior and attitude through group interaction.

D-64. Juvenile Aid Officers Association

Avalon Police Department
3100 Dune Drive
Avalon, NJ 08202
609-967-3141

The Association provides a monthly forum for juvenile officers, who are specialists in processing juvenile matters at the local level, to meet with youth service providers and court personnel to communicate, coordinate and share information.

D-65. Summer Youth Program

Cape May County Airport, Bldg. #7
Rio Grande, NJ 08242
609-886-0975

Through JTPA funding the Summer Youth Program provides work experience and classroom training to economically and educationally disadvantaged youth at various

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sites throughout Cape May County. Participants are financially compensated.

D-66. Bushwackers

Juvenile Probation
Central Mail Room, DN 208
Cape May Court House, NJ 08210
609-465-1233

The Cape May County Sheriff's Department supervises probationary youth ordered to perform weekend community service, including the collection of litter and debris from roadways.

D-67. Adolescent Coordinating Team

Cape Counseling Services, Inc.
Central Mail Room, DN 631
Cape May Court House, NJ 08210
609-465-4100

The Team meets monthly to discuss two to three dysfunctional families and coordinate support the activities of direct service providers.

D-68. Cape Counseling Services, Inc.

Central Mail Room, DN 631
Cape May Court House, NJ 08210
609-465-4100

Cape Counseling provides outpatient mental health counseling, psychiatric crisis screening, self-help counseling, consumer advocacy, education, and prevention and treatment of alcohol and drug abuse. It also provides adult and children's partial care programs, group home services, respite care and an assortment of organized groups, including the school-based program "Teen Free."

D-69. Cape May County Youth Shelter

Central Mail Room, DN 630
Cape May Court House, NJ 08210
609-465-5045

The shelter provides to youth temporary 24-hour supervision, case management and education. It accesses clinical and drug and alcohol treatment and social services through community-based agencies. Internal programming includes life skills, health awareness groups and recreational activities.

D-70. Contact Atlantic

PO Box 181
Linwood, NJ 08221
Cape May County Residents: 609-390-3333
Deaf Clients: 609-653-4612
Business: 609-646-6616

Trained phone counselors offer 24-hour crisis intervention to anyone who needs guidance, information or referral.

D-71. Adolescent Task Force

Human Services Office
Central Mail Room DN 907
Cape May Court House, NJ 08210
609-465-1055

Provides a forum for education, youth services, social services, law enforcement, courts, mental health, and drug and alcohol providers to review, survey, monitor, plan and advocate for services.

D-72. Mentoring for Cumberland County At-Risk Minority Males

Martin Luther King Academy for Youth and Community Outreach Center
633 Elmer Street
Vineland, NJ 08360
609-692-6012
Albert D. Porter, Chief Executive Officer

The King Academy offers a mentoring program that develops self-esteem, self-reliance and self-respect for 10 at-risk young minority males referred by a network of social service providers. The mentoring program is divided into two parts: a rites of Passage program that meets on Saturdays, and a one-to-one mentoring program that operates during a mutually agreed upon time between the mentor and the protégé. Goals of the program include the development of life skills, exposing youth to the mentor's work world and supporting the young emotionally so that they can better deal with their feelings. It receives funds from the Department of Human Services Minority Males Community Challenge Grant.

D-73. Vineland Counseling Service, Inc.

800 E. Landis Ave.
Vineland, NJ
609-691-4617
Barbara J. Prescott-Ezickson, Executive Director

The Service offers affordable counseling therapy to those in need, whether individuals, couples, groups or families. The services are designed to help clients resolve life issues in a supportive environment that focuses on the whole

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person. Individual fees are determined on a sliding scale which is based on income and family size.

D-74. Aspirations

Martin Luther King Academy for Youth
633 Elmer Street
Vineland, NJ 08360
609-692-6012
Albert D. Porter, Executive Director

“Aspirations” is a delinquency prevention program in the Axtell Estates public housing. It is run by the Martin Luther King Academy and Outreach Center that serves Cumberland, Salem and Cape May Counties. The Academy is a multi-service agency with a variety of programs for youth and others. Funded in part by a federal JJDP grant, the project increases responsible behavior of youth and parents through a series of individualized and group services.

D-75. Casa Prac, Inc.

511 Grape Street
Vineland, NJ 08560
609-692-2331
Leslie I. Soto, Executive Director

Casa Prac’s mission is to provide specialized services which link the Hispanic Community with the resources that are needed to resolve problems, with an emphasis on teaching coping abilities to create self-sufficiency. It is funded through state and federal grants. Services include:

- Hispanic Family Institute, an expansion of the group’s Prevention of Child Abuse and Neglect program, provides education for parents in a group setting. Individual counseling, supportive services and cultural/recreational activities for families are also sponsored. These activities are aimed at increasing parenting knowledge and self-esteem among Hispanic parents.

- Special events to increase youngsters’ self-esteem, such as youth leadership development seminars, teen peer educators, etc.

- Project Help tutoring assistance for children, grades K-6. Workshops are also provided for parents on how to develop skills to assist their children with school.

- Family Development, in which the program helps students determine the skills and education they will need to succeed. The program also teaches participants life skills, personal and professional skills, a

minimal amount of mathematics, and social studies.

D-76. Cumberland Day Treatment Program

10 Washington St.
Bridgeton, NJ
609-455-1444
Gregory Coleman, Executive Director

The Program offers a holistic, community-based approach to working with male and female juvenile delinquents who are substance abusers. Job training and special youth programs include vocational guidance/counseling, supportive transportation, job placement & referral, life skills education, day treatment/alternative education, administration & management, social rehabilitation, activity therapy, job readiness, post-employment services, special facilities/program, and budget preparation. Other counseling services include personal adjustment, outreach, client advocacy, family counseling, drug & alcohol evaluation, education screening/diagnosis/evaluation, and informal socialization.

D-77. Friendship House

135 Oakwood Avenue
Orange, NJ 07050
201-266-4044

Friendship House offers arts and crafts, games, tournaments, physical fitness, basketball and other recreational activities to residents of Orange or students attending the Orange School System.

D-78. Youth Consultation Services

284 Broadway
Newark, NJ 07104
201-482-8411

Youth Consultation Services is a multi-service center that provides Essex County residents with the following programs:

- Project Wide
- Youth-In-Action
- Employability Skill Training
- Teen Pregnancy Program
- Mental Health Clinic
- Project PARTNER

It also offers day treatment for adolescents, training programs, job placement basic skills and GED training, and Big Brother and Sister Programs.

D-79. North Essex Development and Action Council, Inc.

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104 Bloomfield Avenue
Montclair, NJ 07042201-783-6655

The Livingston Youth Service Bureau
4 East Mt. Pleasant Avenue
Livingston, NJ 07039
201-992-9010

The Verona Council Center
56 Grove Street
Verona, NJ
201-239-6137

The North Essex Development and Action Council Center and its affiliates offer individual, group and family counseling to Essex County residents. They also provide communication workshops, drug counseling and detoxification, urinalysis, drug education, lectures and seminars. Peer group counseling services include a children of divorce group, women's group, single parent courses and parenting groups. The centers sponsor a parent-youth association, recreation activities, tutoring, street guidance programs and youth clubs.

D-80. La Casa Youth Club

21-23 Broadway
Newark, NJ 07104
201-483-2703

La Casa Youth Club provides comprehensive services to Hispanic youth ages 8-20. The club also offers individual and group counseling, family crisis intervention, job training, job development, recreation and summer employment.

D-81. Irvington Youth Resources Center

54 Mt. Vernon Avenue
Irvington, NJ 07111
201-372-2624

The Bridge
147 Park Avenue
Caldwell, NJ 07006
201-228-3000

Day Treatment
589 Grove Street
Irvington, NJ 07111
201-372-8079

The above affiliated programs offer Essex County residents free crisis intervention, individual family and group counseling, and preparation for adolescent motherhood. They act as a liaison with the juvenile justice system. They also have sports, educational and recreational programs and tutor-

ing and employment services. They also provide information, resources and community education programs.

D-82. The Leaguers, Inc.

731 Clinton Ave.
Newark, NJ 07108
201-373-2397

The Leaguers, Inc. offers programs in family crisis intervention, recreation, athletics and youth leadership development to residents of the Greater Newark and Essex County area.

D-83. Family & Children Services of North Essex

28 Small Avenue
Caldwell, NJ 07006
201-228-5585

60 Fullerton Avenue
Montclair, NJ 07042
201-746-0800

25 W. Northfield Road
Livingston, NJ 07039
201-992-9040

These service centers provide for a fee (based on one's ability to pay) individual and group counseling for marital and parent-child conflicts, divorce, single parent information and referrals to residents of Essex County.

D-84. The Joint Connection

303-309 Washington Street
3rd Floor
PO Box 1898
Newark, NJ 07101
201-596-1122
1-800-874-7433

The Joint Connection operates transportation arrangements for families to visit New Jersey prisoners. They also conduct the Parents and Their Children (PATCH) Project at the Essex County Jail Annex and employment counseling and placement assistance to Essex County and Camden parolees.

D-85. Direct Search for Talent

23 Prospect Street
East Orange, NJ 07017
201-673-3676

Direct Search for Talent is a community guidance and

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counseling program which locates and aids qualified high school students or dropouts, ages 12-27, who have exceptional potential for post-secondary education and who need financial assistance. It provides tutorial assistance, career workshops, vocational and technical training, trips, college tours and assistance in obtaining financial aid.

D-86. Newark Skills Center

187 Broadway
Newark, NJ 07104
201-648-2460

The Center is an occupational training facility providing skills training for unemployed and displaced Newark residents. Those eligible are age 18, if out of school at least one year, and 19 and over, if out of work at least six months.

**D-87. Essex County Division of Employment Training/
Private Industry Council**

576 Central Avenue
East Orange, NJ 07018
201-674-4500

The Division provides services to help prepare eligible youth and unskilled adults for entry into the labor force. It offers job training to economically disadvantaged individuals and other individuals facing serious barriers to employment residing in Essex County, excluding the City of Newark.

D-88. Urban New Well Rehabilitation Center

15 Roseville Avenue
Newark, NJ 07107
201-242-0715

Urban New Well is a drug-free outpatient addict rehabilitation center serving adult substance abusers. It also assists youths between the ages of 12 and 18 with drug prevention education and intervention. There is a \$20.00 general admission fee to all adult clients and a \$15.00 monthly fee for continued counseling. There is no fee for youth, who must obtain written parental permission to participate in the program.

D-89. Soul-O-House, Inc.

165 Court Street
Newark, NJ 07103
201-643-3888

Soul-O-House is an outpatient drug-free program with individual and group counseling and family therapy. It provides vocational placement and education, juvenile serv-

ices and representation in court. Other needs are addressed through direct referral. Participating youth must have a history of drug use.

D-90. Newark Renaissance House, Inc.

80 Norfolk Street
Newark, NJ 07101
201-623-3306

Newark Renaissance House conducts individual, peer group and family counseling, as well as education and vocational assessments.

D-91. New Jersey Federation For Drug-Free Communities

PO Box 702
Livingston, NJ 07039
201-376-1757

The Federation provides free education and information to parents and concerned persons about adolescent drug and alcohol use.

D-92. Talent Search Program

Essex County College
Department of Special Programs
303 University Avenue
Newark, NJ 07102
201-877-3271

The Program assists Newark target area high school youths and dropouts to further their educations. It also helps adults and handicapped individuals needing guidance and academic preparation for secondary school completion and college placement.

D-93. Hispanic Family Resource Center

17 Mulberry Street
Newark, NJ 07102
201-596-4114

The Center exclusively serves Hispanic clients and offers a full range of professional assessment and treatment services to children, adolescents and adults experiencing temporary or long-term emotional problems. Using an interdisciplinary Spanish speaking and bicultural staff, each client is assessed for individualized treatment planning and case review by a professional team.

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D-94. Project Haven

Child Welfare and Professional Services
269 Oliver St.
Newark, NJ 07105
201-589-0300

Project Haven is a refugee resettlement program designed to place Southeast Asian unaccompanied minors, ages 6-18, in permanent foster care or supervised independent living situations and, when possible, to assist in family reunification.

D-95. TNT (Teens Networking Together) "In Action" Program

Reality House, Inc.
490 N. Black Horse Pike, Suite D
Williamstown, NJ 08094
609-728-0404
19 E. Ormond Ave.
Cherry Hill, NJ 08034
609-428-1300
Barbara Maronski, Prevention Coordinator

TNT is a peer leadership program sponsored by Reality House, Inc. Reality House is a state licensed out-patient drug/alcohol facility located in both Camden and Gloucester counties that receives some funding from DYFS.

TNT "In Action" is a team of individuals, aged 14-20, who have completed a 50 hour training program in human relation skills. The team uses these skills to provide community services and workshops in an effort to prevent and provide alternatives to substance abuse. The program is structured to teach teens basic communication skills with emphasis on effective listening and non-judgmental communication techniques, decision making skills, assertiveness and proper referral procedures. Since its beginning in 1989, TNT "In Action" has networked with over 300 youths through health fairs and their 10-week Cross-Aged Peer Leadership Training Program for 5th and 6th graders.

D-96. Students Anonymous

Reality House, Inc.
490 N. Black Horse Pike, Suite D
Williamstown, NJ 08094
609-728-0404
Barbara Maronski, Peer Leadership Coordinator

Reality House, Inc. initiated Students Anonymous in 1988 with financial assistance from DYFS. It sponsors student support groups for Williamstown High School and Hammonton Middle and High schools. The support groups

are designed to provide students with accurate information on current issues, support and self-awareness. The groups have focused on chemical dependency, feelings, relationships, peer pressure, family issues and decision making skills. They emphasize confidentiality, which provides a sense of safety and bonding among group participants.

D-97. Services to Overcome Drug Abuse Among Teenagers (SODAT of New Jersey)

SODAT of New Jersey
124 N. Broad Street
Woodbury, NJ 08096
609-845-6363
Jeffrey Clayton, Director

SODAT is a community-based, multi-service organization that has focused on drug/alcohol related problems for more than two decades. Headquartered in Gloucester County, it maintains facilities in Camden, Burlington and Salem counties and also serves Atlantic County. Its Youth Commission involves adolescents from across the state.

SODAT has three major components: out-patient substance abuse treatment, intervention and prevention. These are accomplished through a number of specific programs. The out-patient treatment center in Woodbury offers an "addictions recovery program" for adults and juveniles. Among its services are evaluations, intensive out-patient treatment, counseling, urine screening, employee assistance and relapse prevention. The SAFE program, (Stabilizing Abusive Family Environments), utilizes therapeutic tools (e.g., play therapy, healing games, art therapy) for children that are victims of family conflicts and abuse in order to prevent its recycling through future family generations. Referrals to SAFE are typically from DYFS and the Family Court.

A focus of SODAT's intervention efforts is the student assistance program serving designated schools in Gloucester, Burlington and Salem counties. The program utilizes school certified counselors. Among its services are staff training in drug awareness, supportive services to students, school policy development, parent/community programs and referrals. Counseling targets not only substance use but also a range of issues and problems that can ultimately lead to substance abuse, delinquency or other unhealthy or damaging choices.

Prevention is another element of SODAT activities, again focusing on a broad range of youth issues. The Youth Commission trains youths across the state to be peer facilitators, how to identify potential drug-alcohol and other problems among their peers, and procedures for making necessary referrals for assistance. In addition, SODAT provides substance abuse awareness workshops and support groups for youths and parents referred by probation and Juvenile Con-

The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that every entry should be supported by a valid receipt or invoice to ensure transparency and accountability. This practice is essential for both internal audits and external reporting.

Furthermore, it is noted that regular reconciliations should be performed to identify any discrepancies between the recorded amounts and the actual bank statements. This helps in detecting errors or potential fraud early on.

In conclusion, the document stresses that a robust system of record-keeping is vital for the financial health of any organization. By adhering to these guidelines, management can ensure that all financial data is reliable and up-to-date.

The second section of the document focuses on the role of the finance department in providing strategic insights to the management team. It highlights how financial analysis can help in identifying trends, forecasting future performance, and making informed decisions.

It is also mentioned that the finance team should maintain open communication with other departments to understand their financial requirements and ensure that resources are allocated efficiently. This collaborative approach is key to achieving the organization's overall goals.

Moreover, the document suggests that the finance department should regularly review and update its budget to reflect changes in the market and the organization's needs. This flexibility is necessary to adapt to unforeseen circumstances and maintain financial stability.

Finally, it is advised that the finance team should invest in continuous professional development to stay updated on the latest financial regulations and technologies. This ensures that the department remains effective and efficient in its operations.

In summary, the document outlines the critical responsibilities of the finance department and provides practical advice on how to enhance its performance. By following these recommendations, the organization can achieve better financial outcomes and long-term success.

The third part of the document addresses the challenges faced by small businesses in managing their cash flow. It identifies common issues such as delayed payments from customers and high overhead costs, and offers strategies to mitigate these problems.

One effective strategy is to offer early payment discounts to customers, which can encourage them to pay their invoices sooner. Additionally, negotiating better terms with suppliers can help in reducing the amount of money tied up in accounts payable.

Another important tip is to maintain a detailed cash flow forecast. This allows business owners to anticipate periods of low liquidity and take proactive measures to secure additional funding if needed. Regular monitoring of cash flow is also crucial for staying on top of the business's financial situation.

Furthermore, the document suggests that small businesses should consider using factoring services to improve their cash flow. Factoring allows them to sell their accounts receivable to a third party, providing them with immediate access to the funds they need to operate.

In conclusion, the document provides valuable insights into the challenges of cash flow management for small businesses. By implementing the suggested strategies, business owners can better manage their finances and ensure the long-term viability of their enterprises.

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ference Committees (JCCs).

SODAT currently has several contracts with the Family Court. It performs substance abuse evaluations for all juveniles sentenced to probation, regardless of the offense; provides court-ordered family counseling; and offers a first offender diversion program in which JCCs refer youths to peer tutoring and involve them with the Youth Commission. SODAT will soon be opening a Youth Center at the Deptford Mall that will provide a variety of Youth Services.

D-98. Family Support Center

Together, Inc.
7 State Street
Glassboro, NJ 08028
Susan Sasser, Executive Director

The Family Support Center is a multi-service center which provides coordinated, intensive, multi-disciplinary, family-centered therapeutic services for court-referred youth and their families. The Center is partially funded by a federal JJDP Grant.

D-99. Minority Male Home Health Aide Program

Visiting Homemaker Service of Hudson County, Inc.
586 Newark Avenue
Jersey City, NJ 07306
201-656-6001
Virginia Statile, Executive Director

This program is designed to address the needs of two beneficiary groups. First, through the resources of the Department of Human Services Minority Males Community Challenge Grant, low income minority males are recruited, trained and employed as certified home health aides. Each aide is then matched with and provides services to elderly and disabled minority males and minority families who are involved in the agency's child abuse and neglect program and Families in Crisis program.

D-100. NJ Boystown Family Counseling Center

499 Belgrove Drive
Kearny, NJ 07032
201-991-2850

The NJ Boystown Family Counseling Center is a program of the Catholic Community Services in the Archdiocese of Newark. The Center provides professional counseling along with the opportunity to discuss and resolve situations that are causing difficulty in life. The goal of the program is to strengthen and preserve family life through counseling.

D-101. Mt. Carmel Guild Family Resource Centers

1009 Broadway
Bayonne, NJ 07002
201-823-8305 or
201-823-4084

189 Brunswick Street
Jersey City, NJ 07302
201-656-3392 or
201-656-3557

This program uses a professional clinical team to provide coordinated treatment and prevention services to families identified by DYFS as having abused/neglected children. Coordinating with DYFS, Catholic Community Services are geared to the family unit.

D-102. Teen Enrichment Program

Mt. Carmel Guild Family Resource Centers
Same addresses as above.

Through a special pre-vocational training program, teens, ages 12-18, are prepared for the "world of work," including obtaining paid work experience and acquiring effective work habits and job hunting skills. Participation in the program is contingent upon satisfactory school attendance and achievement. Teens with unsatisfactory records are offered clinical and supportive services.

D-103. Hispanic Women's Resource Center

533 35th Street
Union City, NJ 07087
201-866-3208

The Center offers comprehensive social services to Hispanic women in Hudson County who have assumed head-of-household responsibilities through being single, separated, divorced, widowed, etc. The program has a special employment and vocational emphasis and is geared to assisting Hispanic women toward emotional and economic self-sufficiency. A special bilingual and bicultural professional and para-professional team offers services.

D-104. Hunterdon Youth Services

322 Highway 12
Flemington, NJ 08822
908-782-0848 and 1046
Carol Hay-Greene, Executive Director

Hunterdon Youth Services is a nonprofit organization that provides a shelter program to youth, ages 12-17, who are experiencing family crisis. Their multipurpose Youth Resi-

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dential Facility houses youth divided into two categories:

- Hunterdon Youth Shelter
Temporary shelter care

- Transitions
Group Home - long-term care

In addition, Hunterdon Youth Services offers Inside/out, a substance abuse recovery program that provides individual, group and family substance abuse counseling for adolescents and their families. Treatment services include assessments, evaluations, counseling and referrals for residents who enter the Youth Shelter or Group Home and their families.

Project Independence is the Life Skills Education program offered by Hunterdon Youth Services. The goal of this program is to prepare Transitions Group Home residents and non-resident clients referred by DYFS for the transition from adolescence to adulthood.

D-105. NJ Youth Corps of Hunterdon/Somerset Counties

Center For Educational Advancement
11 Minneakoning Road
Flemington, NJ 08822
908-782-1480

The Youth Corps provides vocational training, GED tutoring, employability skills training and employment services. The agency serves high school dropouts from Somerset and Hunterdon counties, who are between the ages of 16 and 25 and unemployed. Students must have a sixth grade math and reading level and must be signed out of high school if 16 or 17 years old. The usual source of referrals is from child study teams, guidance counselors, newspaper ads, public service announcements, press releases, flyers and graduates. Individualized attention is provided.

D-106. Learning For Life

Boy Scouts of America
62 South Main, PO Box 707
Pennington, NJ 08534
609-737-9400
Maureen McLain

Learning for Life is a wholly owned subsidiary of the Boy Scouts of America. The mission of this program is to serve others by helping to instill values of good character, participating citizenship and personal fitness in young people. It prepares them to make ethical choices throughout their lives so they can achieve their full potential.

Learning for Life helps schools prepare students to

handle today's society. It's designed to build confidence, motivation and self-esteem. It can help students learn positive personal values and make ethical decisions. It is classroom-based, featuring appropriate and grade-specific lesson plans to enhance and support the core curriculum. Each lesson plan should take about forty-five minutes. Classroom teachers or representatives of the Boy Scouts of America conduct the sessions.

D-107. Police Explorer Scouts

Boy Scouts of America
62 South Main, PO Box 707
Pennington, NJ 08534
609-737-9400
Maureen McLain

Exploring is a program of the Boy Scouts of America for youth between the ages of 14 and 20. The program matches the interests of youth with adult expertise, including law enforcement.

The mission of the Exploring program is, through positive adult relationships and interaction, to promote positive character development, citizenship, leadership skills, and personal and mental fitness. Exploring is a sharing experience, adults providing an environment whereby the developmental needs of youth are met. How the post program is designed, planned and implemented is critical. Emphasis on youth participation is equally important.

D-108. Mercer County Hispanic Association (MECHA)

219 E. Hanover Street
PO Box 1331
Trenton, NJ 08608
609-392-2446

MECHA is a nonprofit corporation composed of individuals that are representatives of the community. It was founded in order to establish and insure that adequate representation and services are provided to meet the needs of the Hispanic population of Mercer County. MECHA also provides Hispanics with job counseling and job placement services. Its goal is to enable participants to enter the labor force and become more productive and self-sufficient.

D-109. Minority Males Entrepreneurial Program

Trenton School-Based Youth Services Program
c/o Urban League
209 Academy Street
Trenton, NJ 08618
609-393-1512
Virginia Eueil, Director, School-Based Youth Services Pro-

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This program is designed to develop strategies for empowerment that could help to relieve the boredom and fatalism that contributes to the life style of the minority inner city population. It teaches fundamental business concepts and provides career preparation information to male minority students using the resources of the School-Based Youth Services Program, the Mercer County Black Business Association and Junior Achievement. The program uses minority business persons and professionals as role models, mentors and teachers to provide minority students the opportunity to learn about business from the ground up and to encourage students to start their own businesses. The Entrepreneurial Program is partially funded by the Department of Human Services Minority Males Community Challenge Grant.

D-110. Turning It Around

Urban League of Metropolitan Trenton, Inc.
209 Academy Street
Trenton, NJ
609-393-1512
Ronald V. Edwards, Program Director

The City of Trenton received a grant to implement a community-based service for delinquent youth. The program, entitled Turning It Around, provides educational services to youth, ages 10-17. The Urban League of Metropolitan Trenton, Inc. administers the program.

The goal of the project is to reduce the number of juveniles being incarcerated by providing a comprehensive, individualized alternative program. The objectives are:

- To divert 50 youth, ages 12-17, from out-of-home placement by providing a community-based alternative to secure detention and incarceration;
- To provide parenting education for any of the 50 youth who are teenage parents;
- To design individualized educational, counseling and referral services to meet the specific needs of 50 youth and families;
- To provide opportunities for 50 youth to explore and assess career opportunities, develop job readiness skills through involvement in Junior Achievement Programs and Urban League's Skills Bank program; and
- To provide 25 mentors for 50 youth so that they may have a positive role model in their life with new experiences and opportunities for positive growth.

Referrals to the program are from the Family Court, probation and the Trenton Police Department Youth Division. Intake is managed by a treatment team composed of representatives from the Family Court, probation, police, a psychologist, project counselor and project director.

D-111. First Call For Help (FCFH)

Delaware Valley United Way 3131 Princeton Pike, P.O. Box 29
Trenton, NJ 08601
(609) 896-1912 (Trenton)
(609) 924-5865 (Princeton)
(609) 799-6033 (Cranbury)

Funded by the Delaware Valley and Princeton area United Ways, this free, confidential crisis intervention hotline works in cooperation with CONTACT of Mercer County, and is available 24 hours/7 days per week to assist people in need of appropriate resources. FCFH answers an average of over 430 calls per month totalling 4,900 calls per year. The major areas of concern for callers range from drug and alcohol counseling, credit counseling, self-help groups, assistance with rent, to emergency food and shelter. The program addresses the needs of the working community.

D-112. Youth Services Program (YSP), Mercer Street Friends

Children's Services Division
1201 W. State Street
Trenton, NJ 08618
609-989-7466
John F. Conley, Jr., Director

The YSP in the Mercer Street Friends Children's Services Division works with families and youth during crisis situations. It endeavors to correct developing problems in order to prevent more serious maladjusted behavior. Program staff members are also youth policy advocates. The methodology utilized by YSP includes an individualized treatment plan listing objectives and treatment methods developed with the family. Methods typically include individual, group and family counseling. Youth are also involved in organized recreational activities where attention is paid to interaction with peers and adults. The YSP is funded by the United Way, Mercer County, Mercer County Probation, the Social Services Block Grant and contributions.

D-113. Family Service Association of Trenton/Hopewell Valley

941 Whitehorse-Mercerville Road
Suite 21

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Trenton, NJ 08610
609-585-8400

12 South Main Street
Pennington, NJ 08534
609-737-0214

210 South Broad Street
Trenton, NJ 08608
609-393-1626

Family Service is a nonprofit counseling agency with a staff of social workers, psychotherapists, certified substance abuse counselors, family therapists and psychiatrist. The goal of Family Service is to counsel, guide and strengthen families and individuals so that they are capable of handling the stresses of everyday life. Services provided by Family Service Association deal with the problems of alcoholism/substance abuse (adult or adolescent), physical or sexual abuse, divorce/separation, illness/death, marital/family conflicts, occupational/workplace issues, financial problems, depression/anxiety/stress, and concerns of the elderly. Family Service receives funding from Delaware Valley United Way, Princeton United Way, Mercer County, DYFS and the Division of Alcoholism Drug Abuse and Addiction Services in the Department of Health.

D-114. United Progress, Inc. (UPI)

401 Pennington Avenue
Trenton, NJ 08618
609-392-2161 and 6840

United Progress is a Community Action Agency for the City of Trenton that provides various programs, all intended to improve life for the disadvantaged, the unemployed and the underemployed citizens of Trenton. It assists clients to overcome alcohol abuse find jobs, improve their educations, find emergency food and shelter, place their children in the Headstart program and locate long term housing and rental assistance.

D-115. Black Achievers

Trenton Area YMCA
431 Pennington Avenue
Trenton, NJ 08618
609-599-9622
Dawn Robertson, CPA, Director of Operations

The Trenton YMCA's Black Achievers program serves up to 40 inner-city youth, ages 11 to 17. The goal of the club is to fulfill objectives for participants in five areas -- career, leadership, education, social and religious development. Club activities provide the young men with an opportunity to

experience first hand what they can achieve for themselves. The program is partially funded by the Department of Human Services Minority Males Community Challenge Grant.

D-116. Parenting Training for Raising and Nurturing Minority Male Children

New Jersey Network on Adolescent Programs
Center for Community Education
73 Easton Avenue
New Brunswick, NJ 08903
908-932-8636
Philip D. Benson, Project Director

The goal of this project is to provide training for parents and parenting trainers on techniques for raising and nurturing male children. The focus of the training is on single parents, particularly mothers, who receive little support, both financially and emotionally, from the fathers of their male children. The focus of the project is to explore strategies for raising boys into men who have a sense of identity and the ego strength to avoid high risk behaviors which are likely to result in failed or shortened lives. This program receives partial funding from the Department of Human Services Minority Males Community Challenge Grant.

D-117. Turn On Youth Coalition

62 Dunbar Avenue
Piscataway, NJ 08854
908-981-0700 Ext. 2564
Rebecca Walker, ACSW, Chairperson

The Turn on Youth Coalition is a group of individuals representing the Police Department, School District, Mayor, Township Council, business community, scouting, community groups, the local mental health center and citizens of Piscataway. The coalition:

- Advises the mayor regarding the coordination and integration of community plans and services which affect the welfare of community youth;
- Provides a forum for the discussion of issues related to youth;
- Participates with citizens and groups in discussing concerns regarding youth;
- Intervenes as a an advisor in crisis situations; and
- Sponsors programs to benefit youth.

Since its inception three years ago, the Coalition has been studying the needs of youth in the Piscataway High

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that this is crucial for ensuring transparency and accountability in the organization's operations.

2. The second part of the document outlines the various methods and tools used to collect and analyze data. It highlights the need for consistent and reliable data collection processes to support effective decision-making.

3. The third part of the document focuses on the role of technology in data management and analysis. It discusses how modern software solutions can streamline data collection, storage, and reporting, thereby improving efficiency and accuracy.

4. The fourth part of the document addresses the challenges associated with data management, such as data quality, security, and privacy. It provides strategies to mitigate these risks and ensure that data is handled responsibly and in compliance with relevant regulations.

5. The fifth part of the document discusses the importance of data governance and the establishment of clear policies and procedures. It stresses that a strong data governance framework is essential for maximizing the value of data while minimizing associated risks.

6. The sixth part of the document explores the role of data in strategic planning and performance management. It explains how data-driven insights can help organizations identify trends, set goals, and track progress towards their strategic objectives.

7. The seventh part of the document discusses the importance of data literacy and training for all employees. It emphasizes that having a data-literate workforce is critical for organizations to fully leverage their data assets and drive innovation.

8. The eighth part of the document addresses the ethical considerations surrounding data collection and use. It highlights the need for organizations to be transparent about their data practices and to respect the privacy and rights of individuals whose data is being collected.

9. The ninth part of the document discusses the importance of data security and the implementation of robust security measures. It outlines best practices for protecting data from unauthorized access, loss, and theft.

10. The tenth part of the document concludes by summarizing the key findings and recommendations. It reiterates the importance of a holistic approach to data management that encompasses all aspects of the data lifecycle, from collection to analysis and reporting.

11. The eleventh part of the document provides a detailed overview of the data collection process, including the identification of data sources, the design of data collection instruments, and the implementation of data collection protocols.

12. The twelfth part of the document discusses the various methods used for data collection, such as surveys, interviews, focus groups, and observational studies. It compares the strengths and limitations of each method to help organizations choose the most appropriate one for their needs.

13. The thirteenth part of the document focuses on the design of data collection instruments, such as questionnaires and interview guides. It provides guidelines for creating clear, concise, and unbiased instruments that yield high-quality data.

14. The fourteenth part of the document discusses the implementation of data collection protocols, including the training of data collectors, the establishment of data collection schedules, and the monitoring of data collection progress.

15. The fifteenth part of the document addresses the challenges of data collection, such as low response rates, data quality issues, and ethical concerns. It provides strategies to overcome these challenges and ensure the successful completion of data collection activities.

16. The sixteenth part of the document discusses the importance of data storage and the selection of appropriate storage solutions. It highlights the need for secure, scalable, and cost-effective storage options to accommodate growing data volumes.

17. The seventeenth part of the document focuses on data backup and recovery strategies. It emphasizes the importance of regular backups and the ability to restore data in the event of a disaster or data loss.

18. The eighteenth part of the document discusses the role of data security in protecting sensitive information. It outlines best practices for implementing security measures, such as access controls, encryption, and intrusion detection systems.

19. The nineteenth part of the document addresses the importance of data privacy and the implementation of privacy policies. It discusses how organizations can ensure that they are compliant with privacy regulations and that they respect the rights of individuals.

20. The twentieth part of the document discusses the role of data in decision-making and the importance of data-driven insights. It explains how data analysis can help organizations identify opportunities, assess risks, and make informed decisions.

21. The twenty-first part of the document focuses on the various tools and software used for data analysis, such as spreadsheets, data visualization tools, and statistical software. It provides an overview of the capabilities of these tools and how they can be used to analyze data.

22. The twenty-second part of the document discusses the importance of data visualization in making data more accessible and understandable. It outlines best practices for creating clear and effective visualizations, such as charts, graphs, and dashboards.

23. The twenty-third part of the document addresses the challenges of data visualization, such as overloading information, using inappropriate visualizations, and failing to provide context. It provides strategies to overcome these challenges and create high-quality visualizations.

24. The twenty-fourth part of the document discusses the role of data in reporting and the importance of clear and concise reporting. It provides guidelines for creating reports that effectively communicate data findings to stakeholders.

25. The twenty-fifth part of the document focuses on the importance of data governance and the establishment of a data governance framework. It outlines the key components of a data governance framework, such as data ownership, data quality, and data security.

26. The twenty-sixth part of the document discusses the role of data in compliance and the importance of staying up-to-date with relevant regulations. It provides an overview of the data privacy regulations that organizations need to be aware of.

27. The twenty-seventh part of the document addresses the challenges of data compliance, such as complex regulations, data silos, and limited resources. It provides strategies to overcome these challenges and ensure that organizations are in compliance with all applicable regulations.

28. The twenty-eighth part of the document discusses the importance of data security and the implementation of robust security measures. It outlines best practices for protecting data from unauthorized access, loss, and theft.

29. The twenty-ninth part of the document focuses on the role of data in strategic planning and the importance of data-driven insights. It explains how data analysis can help organizations identify trends, set goals, and track progress towards their strategic objectives.

30. The thirtieth part of the document concludes by summarizing the key findings and recommendations. It reiterates the importance of a holistic approach to data management that encompasses all aspects of the data lifecycle, from collection to analysis and reporting.

School. It is developing a Resource Directory for teens that will enable them to have access to various community services. It has also sponsored various recreational activities, such as dances, picnics and swim nights.

D-118. Project Promise

South Brunswick High School
Major Road
Monmouth Junction, NJ 08852
908-329-4044
Barbara Camiscioli, Program Director

Project Promise is an alternative education program which provides a specific structure to meet the educational needs of students who, for numerous reasons, are unable to progress or succeed in South Brunswick High School. The goals of the program are to increase a student's satisfaction with school and learning; to improve each student's ability to relate effectively with peers and adults; to give each student a reason to experience self-worth; and to insure that each student has the ability to identify realistic goals for the future. Project Promise offers the required courses necessary for a high school diploma. It provides a flexible and caring atmosphere where students can learn through small class sizes, individual instruction, several types of counseling, support groups, off-campus physical education and a variety of reward systems.

D-119. Project SAVE (Student Assistance in Vocational Education)

Middlesex County Vocational Technical Schools
112 Rues Lane
East Brunswick, NJ 08816
Other Locations: New Brunswick
609-257-3300

The County Vocational and Technical Schools are secondary schools for high school aged youth and adults. The primary service offered is vocational training. Project SAVE is a comprehensive school-based program designed to serve high school aged youth in Middlesex County, who are at high risk of alcohol and drug abuse. The program lasts for a minimum of 20 school days and involves vocational, academic and psycho-social components.

D-120. Raritan Valley Workshop

9 Terminal Road
North Brunswick, NJ 08902
908-828-8080
Rene Targuinio, Director

The Workshop provides vocational rehabilitation train-

ing, work adjustment, extended employment, supportive employment, adult basic education, a school program for students involved in the school system, and job placement to youth 16 years and older in Middlesex and Somerset counties.

D-121. South Plainfield Alliance for Substance Awareness (SPASA)

704 Sampton Avenue
South Plainfield, NJ 07080
908-754-4620
William D. Beegle, SPASA Chairperson

SPASA is a community alliance in South Plainfield that is funded by the State with Drug Education and Demand Reduction Grant money. The basic goals and objectives of SPASA are:

- To provide the community of South Plainfield with educational literature and information regarding the dangers of substance abuse;
- To provide the community of South Plainfield activities, programs and events regarding substance awareness;
- To provide programs for the community of South Plainfield to help reduce the incidence of substance abuse; and
- To work collaboratively with other agencies and programs in the community of South Plainfield, such as DARE, Beginning Alcohol and Addictions Basic Education Studies (BABES anti-drug curriculum for 3rd graders) and Project Graduation, in order to help provide an increased awareness to substance abuse.

Some of the events and programs SPASA sponsors include:

- Peer Leadership Program at South Plainfield High School;
- Here's Looking at You 2000 Curriculum Development;
- Active Parenting of Teens Program;
- Donation of Substance Abuse books to Municipal Library;
- Anti-Drug Labor Day 5K Run;
- Collaboration with DARE and Project Graduation;

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•Anti-Drug Holiday Basketball Tournament for grades 7/8;

•Distribution of pamphlets to pharmacies on dangers of medicine abuse; and

•Senior Citizens Seminar on substance abuse.

D-122. Youth Services of New Brunswick

Paul Robeson Community School
New Brunswick, NJ 08901
908-745-5488
David Blevins

Youth Services of New Brunswick is a program designed for "at-risk" youth. It increases cooperation and coordination among youth service agencies and makes services accessible to New Brunswick youth, ages 6-19. This program is a network of services and programs operated through community schools.

D-123. JUPITER Serious Juvenile Offender Program

Middlesex County Probation Department
Administration Building, PO Box 789
New Brunswick, NJ 08903
908-745-4002
Dr. Christopher Bond, Criminal Justice Planner

JUPITER is an intensive supervision service for serious juvenile offenders on probation. Services include case management, counseling, referral and monitoring of education, alcohol/drug treatment, employment and recreational activities. The program is partially funded by a federal JJDP grant.

D-124. The Open Door

2-4 Kirkpatrick Street
New Brunswick, NJ 08901
609-246-4800
Fran Panagis, Executive Director

The Open Door is an outpatient alcohol treatment program for Middlesex County residents providing evaluation and assessments; family, individual and group counseling; and recreational and alcohol/drug educational services. It supports education and treatment programs which are geared toward youth age 10 and older.

D-125. Black Fathers Association

71 Jersey Avenue
New Brunswick, NJ 08901

828-5559/545-9394

The Association is a volunteer organization that helps disadvantaged youth in New Brunswick. It emphasizes social and recreational activities and provides supportive counseling.

D-126. Center for Change

PO Box 801
Piscataway, NJ 08855
201-457-0298
Susan Levine-Rivera

The Center provides private individual, family and group counseling. It also offers consultation and educational workshops on a variety of issues, including stress management, sex abuse, adolescent issues, anger management and communication.

D-127. MAYAH (Maintaining Adjudicated Youth At Home)

Creative Instruction
242 Old New Brunswick Road
Piscataway, NJ 08854
908-981-9233
Harriet Johnson, Director

MAYAH is an outreach, clinical and in-home mental health service for disturbed, adjudicated youth and their families. The program provides advocacy, support groups and skills building programs. It is funded in part by a federal JJDP grant.

D-128. TNT (Tactical Narcotics Team) Middlesex

Middlesex County Prosecutor's Office
Middlesex County Administration Building
John F. Kennedy Square
New Brunswick, NJ 08903
908-745-3300
Ronald G. Kercado, Assistant Prosecutor

The Middlesex County Narcotics Task Force developed TNT in November 1991 to reduce drug sales at mid and street-levels. It maintains control of affected areas through sustained enforcement. Some strategies used by the TNT include the evaluation of selected target areas, including high drug intensity areas and community concerned areas, the development and use of intelligence, the use of asset forfeiture, and the follow-up of TNT activities by local police saturated patrol. Local police also offer assistance through attendance at community meetings and by helping to organize neighborhood watches.

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2. It is essential to ensure that all data is recorded correctly and consistently.

3. This includes using standardized formats and units of measurement.

4. Regular audits and reviews are necessary to verify the accuracy of the records.

5. Proper documentation is crucial for the reproducibility of scientific experiments.

6. The second part of the document focuses on the ethical considerations of research.

7. Researchers must adhere to strict ethical guidelines to protect the rights and welfare of participants.

8. Informed consent is a fundamental principle that must be obtained from all participants.

9. Confidentiality and privacy of personal information must be maintained throughout the study.

10. The potential for harm to participants must be minimized and clearly defined.

11. The third part of the document addresses the challenges of data analysis.

12. Large datasets often require sophisticated statistical methods for interpretation.

13. It is important to use appropriate statistical tests to avoid drawing incorrect conclusions.

14. Transparency in reporting statistical results is essential for the integrity of the research.

15. Collaboration and peer review are vital for the validation of research findings.

16. The final part of the document discusses the future of scientific research.

17. Advances in technology are opening up new possibilities for data collection and analysis.

18. Interdisciplinary approaches are becoming increasingly important in addressing complex problems.

19. Continued investment in research infrastructure is necessary for progress in the field.

20. The scientific community must remain committed to the principles of openness and collaboration.

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D-129. Youth Advocacy and Counseling Outreach

Metuchen-Edison YMCA
65 High Street
Metuchen, NJ 08840
201-548-2044
William J. Lovett

This program provides on-site services, including individual counseling, rap groups, academic assistance, recreation, development of communication skills, networking, etc. to a 90-unit, low-income housing development whose population is 100% black and is located in a predominantly white, middle-class suburb. The program has been in operation for the past five years in the area and there has been a noticeable reduction in many problems. There has been a reduction in the school drop-out rate, a rise in the number of people pursuing post-graduate education, an increased interest in academic excellence, and the development of a close and trusting relationship between the residents and social workers. The program is funded by the United Way and a HUD Community Development Block Grant.

D-130. Youth Development Program

Civic League of Greater New Brunswick
47-49 Throop Ave.
New Brunswick, NJ 08901
908-247-9066

The Program provides career support, employment opportunities, neighborhood planning, and development services for low income, minority, New Brunswick youth ages 8-18. The Program consists of group counseling, recreational, cultural and educational services.

D-131. Community Mentor Program

Monmouth County Youth Detention Center
119 Dutch Lane Road
Freehold, NJ 07728
908-431-7280
Sebastian Trapani, Program Director

D-132. Long Branch Mentoring Program

Long Branch Board of Education
6 West End Court
Long Branch, NJ 07740
908-571-2868 Ext. 2379
Terry Falcone, School/Community Communications Officer

The Long Branch Public Schools Mentoring Program was developed and implemented in 1990 as a collaboration between Monmouth College and the Long Branch Middle

School. Its goal is to provide role models for eighth grade students and assist the students in areas of problem solving, decision making and goal setting. School guidance counselors, vice-principals and principals choose students based on their observations that the youths exhibit one or more of the following characteristics: low self-esteem, symptoms of depression, difficulty following directions, difficulty concentrating, bullying other children, lack of motivation, behavior problems in and out of the classroom, poor independent work skills, and poor social skills.

D-133. Job Training Program

Private Industry Council, Inc.
550 Cookman Avenue
Asbury Park, NJ 07712
908-775-0400
William Woods, Administrator

Skill training and job placement is provided for Monmouth County residents by the Private Industry Council either on-the-job or in-the-classroom in various occupational areas for the economically disadvantaged or those with severe barriers to employment, including handicapped youth. Exemplary Youth Programs (EYP) in cooperation with local school districts provide vocational and life skills training to youth-at-risk. Job coaching services and special summer programs are available through EYP. Services offered for out-of-school youths include GED, English as a second language and vocational training. Services are community-based.

D-134. Project Strive

Asbury Park Board of Education
1506 Park Avenue
Asbury Park, NJ 07712
908-776-2552, Dr. Linda Burgess

Project Strive is a school-based delinquency prevention program, partially funded by a federal JJDP grant, providing social decision making skills training in all four Asbury Park elementary schools (grades K-4, including special education students). The program includes group sessions for boys and girls, grades 5-8, special education classes at Asbury Park Middle School, behavior management training for first to eighth grade boys and girls and special education classes.

D-135. Developing Community-Based Services for Youth at Risk

Bayshore Youth and Family Services
166 Main Street
Matawan, NJ 07747
201-290-9040
James J. Murray, Executive Director

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This YMCA project is designed to act as a catalyst in the development of programs for youth at risk of becoming involved with the judicial system. It uses specific criteria used to evaluate potential programs:

- Program's commitment to YMCA mission;
- Development of a needs assessment for the program;
- Development of goals, objectives, activities and evaluation methods of the program; and
- Identification of funds available for the program along with potential shared staffing and operation with other agencies.

D-136. Involving Fathers in Families

MCOSS Foundation
141 Bodman Place
Red Bank, NJ
908-747-1204
Eileen Toughhill, R.N., M.S.N., Director of Foundation Services

Children born to teenagers are at high risk of a variety of problems, including poverty and poor education. This project offers young fathers the opportunity to develop skills which can more effectively involve them in the family life of their children. This parenting program for fathers is run concurrently with the agency's parenting program for teen mothers participating in the county's REACH/JOBS program. As a result, both parents are simultaneously developing parenting skills to be able to more actively provide for the needs of their children and themselves. The program is funded by the Department of Human Services Minority Males Community Challenge Grant.

D-137. Long Branch Youth Concerns Coalition (LBYCC)

Adam Birky James Community Center
Wilbur Ray Avenue
Long Branch, NJ 07740
201-571-4200
Arno Quinones

LBYCC was formed in February 1986 with the goal of increasing services to Long Branch youth. It is comprised of interested individuals from social services, education and the community at large. The coalition is constantly seeking new projects.

D-138. Project TOUCH (Together Our Understanding Creates Harmony)

85 Second Avenue
Long Branch, NJ
908-571-3807
Gloria Fondren, Program Director

Funded by the Department of Human Services, Project TOUCH focuses on reducing recidivism among the targeted population and preventing out of home placement by encouraging behavior modification and enhancing social, educational and vocational skills. The program serves Monmouth County adolescents, ages 11-15, who have had involvement with the juvenile justice system or are experiencing behavioral difficulties. There are 18 staff members including mental health consultants, teachers, program director and assistant. The program has the capacity to provide for 30 adolescents. Activities during the year include sports and fitness, summer day camp, indoor leisure activities, educational tutoring and computer use. Instructional programs include music, photography, bowling, skating and community services.

D-139. Howell Community Alliance for the Prevention of Alcohol & Drug Abuse

P.O. Box 580
Howell, NJ 07731-0580
(908) 938-4500 Ext. 286
Holli Toline, M.A., N.C.C., Director, Youth & Family Counseling Services

The Howell Community Alliance is a coalition of Howell Township Youth and Family Counseling Services, Howell Elementary Schools, Howell High School, Howell Police, Howell Senior Center, and other community-minded and concerned citizens interested in making Howell a healthier, safer community in which to live. The Alliance is under the auspices of Howell Township Youth and Family Counseling Services. Funding for the Alliance is through the DEDR Fund (Drug Enforcement Demand Reduction). Its programs include:

- * Alcohol/Drug Education;
- * Parenting Workshops;
- * Adolescent Decision Making;
- * Adolescent Problem Solving;
- * Elementary Age Self-Esteem Building Program;
- * Refusal Skills for Elementary Age Children;

* Safe Homes Program; and

* Families Anonymous.

D-140. Center of Love

West Side Community Center
DeWitt Street
Asbury Park, NJ 07712
908-780-7387
908-431-7280
Murrice Hines

Three counselors provide individual and group counseling for at-risk minority males. The Center also is involved with community development efforts. It also facilitates a group for young fathers.

D-141. Camp High Point

Mental Health Services
Lloyd and Nolan Roads
Morganville, NJ 07751
201-591-1750
Jan Auerback, B.A., Project Supervisor

This therapeutic summer camping program offers a relatively competition-free atmosphere in which high-risk youths, ages 8-21, can learn to develop recreational, personal and vocational skills. The Camp runs for eight weeks from the last week in June through mid-August. Minimum participation is for two weeks. The camp is located on 10 1/2 acres in Morganville. It has a large recreational complex, which includes a baseball field, running track, basketball court, playground equipment and swimming pool. Overnight tenting experiences are provided at the camp and various state parks. Therapeutically designed athletic games, arts and crafts and musical activities alternate with trips to cultural and theatrical events. In addition, vocational experiences are available in a variety of maintenance, gardening and kitchen/food trades. Participation in the vocational program is dependent upon age and development level. In selected cases, speech therapy is available to continue the school treatment plan. The fee is \$100 per week on DYFS funding.

D-142. Project Bright Future

344 Broadway
Long Branch, NJ 07740
908-571-6545
Bart Cook, Director of Recreation and Human Services

A Summer Camp offers a five week program running daily from 8:30 A.M. to 3:30 P.M. The program is funded through a grant from the Division of Criminal Justice. The

camp is free and open to Long Branch residents with children between the ages of 5 and 14. The campers are involved with various activities such as athletics, games, arts and crafts, bowling, visits to parks and museums.

Project Bright Future also includes a school-year program for at-risk youth which runs from September to June. The program is offered after school to middle school age students. Activities include tutoring, martial arts training and arts and crafts.

Those residents with children between the ages of 13 and 19 can send them to the Long Branch School-Based Youth Services Program for summer activities. These programs are in place to serve the potential high-risk youth population in Long Branch.

D-143. TNT (Tactical Narcotics Team) Monmouth

Monmouth County Prosecutor's Office
Courthouse
Freehold, NJ 07728
908-431-7160
Donald Pepplar, Assistant Prosecutor

The Monmouth County Prosecutor's Office instituted the TNT in 1991. Modeled after one used in Miami, Florida, it included personnel from the Monmouth County Narcotics Strike Force, the Monmouth County Sheriff's Office, the Asbury Park Police Department and the Neptune Police Department. The objective of the program was to place significant law enforcement resources into known high-volume drug areas. Buyers, as well as drug sellers, risked arrest if observed by the TNT.

The program worked in five phases: target selection, intensive intelligence gathering, aggressive enforcement, maintained police presence and intermittent follow-up. During the target selection phase, citizen groups were contacted and told of the overall plan. The program met with enthusiastic community support.

TNT's first initiative was in Asbury Park and included four major drug trafficking spots. Among the strategies employed was the positioning of an officer as a spotter near a known location for dealing. Upon observing drug deals, the officer would radio his colleagues to apprehend the buyers he described. The TNT's efforts also netted dealers of cocaine.

The Tactical Narcotics Team Program continued through 1992 in Asbury Park, Freehold and Red Bank. It was funded, in part, by the narcotics block grant to the Monmouth County Narcotics Strike Force.

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D-144. Wall Youth Center

1824 South M. Street
Wall, NJ 07719
908-681-1375
William C. Schroeter

Funded by various state and local agencies, the Center provides counseling services, educational programs and therapeutic recreation to Wall Township youth. On-site, supervised recreational programs include pool, ping-pong, video games, table games, drama club, arts and crafts, indoor and outdoor sports. Recreation for counseled clients is part of the treatment program. Special recreational programs include trips to cultural and sporting events, fishing, camping and wilderness survival weekends.

D-145. African-American Male Mentoring Program

Omega 13, Inc.
1502 Malibu Drive
Lakewood, NJ 08701
908-505-5890
J. Michael Rush, Ed.D

This program helps African-American male youths to benefit from encouragement, sound advice and ongoing support from adults who have succeeded in reaching goals. The program provides an opportunity to help youths to clearly define educational and career goals and overcome obstacles. Up to ten adult mentors work with African-American male youths between the ages of 11 and 19. The focus of the mentor program is to help students build a solid foundation that will ensure achievement of goals. It is partially funded by the Department of Human Services Minority Males Community Challenge Grant.

D-146. Friends Program

DYFS
954 Lakewood Rd.
Toms River, NJ 08753
908-244-4300
Phyllis Schnall, Director of Volunteer Services

The Friends Program, funded by DYFS, matches adult volunteers with an Ocean County child, aged 4-18. Volunteers are asked to make a minimum one year commitment.

D-147. CASA (Community Against Substance Abuse)

PO Box 672
Toms River, NJ 08753
908-270-6466
Thomas S. Torreson

CASA is comprised of a group of individuals representing civil, charitable, and service organizations. The purpose is to curtail substance abuse through education within Dover Township and surrounding communities, particularly among the youth.

D-148. GOOD (Greater Ocean Opposes Drugs)

Ocean County Prosecutor's Office
100 Hooper Avenue
Toms River, NJ 08754
908-929-2027, Ext. 2397
Sgt. Ed Keyler, Agent Richard Fulham

GOOD is the comprehensive demand reduction effort funded by the Ocean County Prosecutor's Office. Its message is relayed via television, billboards, bumper stickers, video tapes, in-person presentations, booths at fairs, coloring books, posters and restaurant placemats. The anti-drug message is given to students, senior citizens, churches, service organizations and corporations.

D-149. Toms River Alcohol and Substance Abuse Program

Toms River Regional School District
98 School Street
Toms River, NJ 08753
908-244-7370
Carolyn Hadge, Program Director

The Toms River Board of Education has implemented a prevention and intervention program which emphasizes the reinforcement of positive behavior and intervention against negative behavior. Board policy clearly defines the consequences for alcohol/drug abuse, disruptive/violent behavior and weapons possession. Punitive measures are accompanied by options for "treatment." Student assistance counselors are placed in the secondary schools.

NETWORKS' is a district-based prevention training program that encompasses all the 17 school buildings. Prevention programming, generated through NETWORKS', involves the school staff, the police and community members. Elementary school-based strategies target family bonding, academic achievement, self-esteem, substance abuse in the home and family crisis. Peer leadership programs exist at the secondary levels. Community alliances are active in the four participating municipalities. The SAFE HOMES program has been initiated in response to police and parental concern for young people involved in under-age drinking.

D-150. Family Court Counseling Program: Ocean County

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100 East Water Street
Toms River, NJ 08753
908-349-2644
Marie Verilla, Ed.S.

The Program provides individual, group, and family therapy to adolescents, ages 12-17, who are involved in the court system in Ocean County. Participants in the program must be referred by a probation officer or Family Court judge.

D-151. Counseling and Referral Services of Brick

35 Beaverson Boulevard/Bldg. 6B
Bricktown, NJ 08723
908-920-2700
Michael R. Hanlon, Director

Counseling and Referral Services of Brick provides residents with psychological counseling for individuals, groups, and families on an outpatient basis. It also does psychological evaluations, outpatient drug and alcohol counseling. As a follow-up, aftercare for adolescents coming out of inpatient treatment is offered.

D-152. Dover Township Youth Center

Dover Township Youth Services
1505 Bay Avenue
Toms River, NJ 08753
908-341-1007
Zena Glasgow

Dover Township Youth Services oversees a Youth Center for Ocean County residents, ages 7-17, which includes activities such as ping-pong, arts and crafts, pool activities, etc. The Center is a non-competitive environment where socialization skills are stressed. The Center also offers a complete summer program and individual, family and group counseling. The program is funded by DYFS and Dover Township.

D-153. Operation Schoolhouse

Ocean County Prosecutor's Office
Court House, Box 2191
Toms River, NJ 08754
908-929-2027
Ronald DeLigne, Supervising Assistant Prosecutor

In 1990, the Ocean County Prosecutor's Office began Operation Schoolhouse in Berkeley Township, Ocean County. In addition to the law enforcement component, an education component, a housing component and a demand reduction component were included in the program.

Operation Schoolhouse began in a 45-unit apartment complex which had a history of numerous drug arrests. Law enforcement conducted several buy/bust, sell/bust and general sweeps in the area and provided a "tip line" for use by residents of the complex.

This multi-disciplinary program began with an effort to start after-school tutoring for students from the complex. That tutoring occurred in the complex's community center, leased by the Board of Education from the Housing Authority. Thus, the complex became a drug-free school zone. The Prosecutor's Office assigned personnel to be present for the evening hours to assure that the program would not be thwarted by drug dealers. In addition, the Prosecutor's Office purchased photo identification cards for all the tenants and worked with the Housing Authority and Tenants' Association to develop a visitors' policy.

The Housing Authority agreed to pursue the removal of tenants convicted of drug offenses. The Authority also works with the Tenants' Association to enlist their continuing support. The Ocean County jail made available a prisoner clean up crew to restore the grounds of the complex at the onset of the program.

Results of Operation Schoolhouse include a 77 percent decline in the number of calls for service from the community during the period Schoolhouse was running, compared to the immediately preceding eight months. The program received the 1991 National Association of counties Achievement Award.

D-154. Youth Club

145 Ocean Ave., Suite 3
Lakewood, NJ
908-363-0011

Services offered by the Youth Club free to Ocean County residents, ages 12-16, include job search skills, resume writing, job maintenance and advancement, follow-up support, field experience and job placement.

D-155. Unified Organizations for Paterson's Tomorrow

YWCA
185 Carroll Street
Paterson, NJ 07505
201-881-6963
Raheem Smallwood

Unified Organization for Paterson's Tomorrow, formed in 1992, is comprised of 65 members, ages 19 to 32, who grew-up, live and work in the City of Paterson. The group is divided into various committees that focus on citizen con-

cerns, determine their needs and make recommendations to the appropriate authority. Members of Unified represent six community organizations in the city.

Another goal of Unified Organizations is to provide inner-city youths with organized activities, positive role models and hope for their future. On January 23, 1993, Unified Organizations sponsored a Career Day Expo for youth. They also held a Youth Festival the previous summer, which was the first of its kind in Paterson. The day's festivities included a pinata-breaking contest, relay and potato sack races. Grilled hot dogs and hamburgers were provided and local bands provided musical entertainment. Dancers, a karate expert and a comedian also performed.

D-156. Paterson Interfaith Communities Organization (PICO)

470 Chamberlain Avenue
Paterson, NJ 07522
201-904-0309, 0863
Nilda Torres

In 1993, PICO was awarded a Community Partnership Grant from the Center for Substance Abuse Prevention (CSAP), U.S. Department of Health and Human Services. The purpose of this grant and subsequent program is to form a collaboration among the city's churches, schools, municipal health and hospital institutions, municipal administration, the private sector and other organizations. The mission of this collaboration is to develop programs that work toward solutions to community problems and channel concerns raised at the grassroots level regarding alcohol and other drug use in the inner-city.

PICO is a nonprofit organization which builds the community's capacity to address the problems and needs facing low-income families and neighborhoods. Some examples of PICO's initiatives are:

- The PASS (Passport Awarded for Staying in School) Plan, which trains community mentors, area colleges and companies to assist hundreds of high school students to overcome the risk factors associated with low self-esteem and poor social skills.
- Parent development program, which empowers parents to help their children consider college education.
- Home improvement loan fund, in which area lenders and the city became a model for similar public-private programs to support affordable housing in the city.

- After school recreation and educational activities.
- Community-oriented policing, which changes how residents and police officials work to combat crime and improve community life.

The Partnership has supported the creation of eight Neighborhood Coalitions and will eventually sponsor the creation of twelve coalitions across the city to mobilize residents to become partners in seeking solutions to the challenges facing families.

D-157. Youth Law Enforcement Explorers Program: Paterson

Paterson Police Department
111 Broadway
Paterson, NJ 07505
201-881-6850
Richard Munsey

The Paterson Explorers Program, Post 401 (affiliated with the Boy Scouts), received funding from the 1990 HUD Drug Elimination Grant through the Paterson Housing Authority. The youth involved in the Explorers Program are between the ages of 14 and 21. Fifty percent are females. These youth have been recruited from each of four public housing sites in Paterson and are receiving training in Operation ID, a crime prevention program, and Vital for Life.

D-158. Youth Services Bureau

Paterson Department of Human Resources
295 Broadway, 2nd Floor
Paterson, NJ 07501
201-881-3998
Alonzo Moody, Director

The Youth Services Bureau (YSB) is a nonprofit agency and a Division of the Department of Human Resources for the City of Paterson. The YSB was established in 1977 as a counseling service for inner-city youth between the ages of 12 and 21 years.

The primary goals of the YSB are to reduce the number of juveniles who might be potential offenders or institutionalized by the juvenile justice system and to assist those already involved in avoiding further criminal involvement. The objectives of the YSB are to:

- provide motivation, direction and guidance toward successful personal management;
- raise the client's level of expectations and self-esteem;

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- produce more positive results in school;
- assist the families of clients to become more aware of their collective responsibility for the positive development of family members; and
- increase the family's ability to deal successfully with emerging or demonstrative causes of delinquency.

The YSB's objectives are achieved through:

- providing individual, group and family counseling so that clients realize positive personal growth;
- assisting youth in developing their leadership and decision-making skills;
- providing alternative recreational and positive socialization activities; and
- providing an accessible corridor by which youth receive education assistance, obtain employment, and understand and utilize medical, financial and social services.

Since the YSB recognizes the importance of family involvement in the positive growth of children, a special emphasis is placed on family counseling. Parents are encouraged to involve themselves in the counseling sessions. Thus, parents are urged to visit the agency and its sites, and counselors make numerous home visits. During family counseling sessions, parents are taught sociological concepts that will enable them to regain control of their households. The three tools used to implement these concepts are:

- Rules and Regulations:** the laws that govern each family member to unite that family with a collective purpose.
- Chores:** "in-home" responsibilities which build character and awareness for cleanliness and organization of the household.
- Scheduling:** promotes accountability relative to wake-up time and bedtime.

Family counseling also helps increase the family's ability to recognize and deal successfully with emerging or demonstrative causes of delinquency. Recreation is provided on a small scale within the confines of the YSB building. Activities include ping-pong as well as board games. The YSB also provides a limited number of trips to various cultural, educational and recreational sites that are of interest to clientele. Remedial tutoring is provided as needed. An after-school

study area is available, and help in basic subjects is provided.

D-159. Total Lifestyle and Support Program (TLSP)

Youth Services Bureau
196 Grand Street
Paterson, NJ 07505
201-881-3998
Alonzo Moody, Director

TLSP was developed by the staff of the Paterson Youth Services Bureau and the Presiding Family Court Judge to reduce the number of Passaic County juveniles being committed to the Department of Corrections. The program is under the umbrella of the Youth Services Bureau which is a Division of the Department of Human Resources for the City of Paterson. It is staffed by three counselors (one family counselor and two community service counselors).

Participants in TLSP are sentenced to the program by a judge. To be eligible, the youth must have no other alternative other than the State Training School. TLSP is intended to be a last chance program for juvenile detainees. The sentence is for six months, five days per week and eleven hours per day. Parents and siblings (if necessary) must cooperate and participate.

Each youth in TLSP is counseled pertaining to his or her values, choices and behavior. The direction of individual counseling is designed to build self-esteem, motivation and guidance towards successful personal management that will enable the juvenile to raise his or her level of expectation while enforcing the need of the juvenile to resist future criminal involvement.

Group counseling is conducted daily. Its purpose is to systematically guide program participants who share a commonality of issues and life experiences. Also, the group provides an outlet where misguided and confused juveniles can freely express their feelings and receive positive feedback.

TLSP uses three types of group processes focusing on behavior modification through adult guidance. They are:

- Guided Group Interaction (GGI)**, is based on positive peer pressure and the premise that adolescents respond more favorably to each other's criticism as opposed to adult criticism.
- Traditional Group**, in which a skilled adult group facilitator helps participants focus on their mental attitudes and feelings by stimulating participants to examine their behavior and decision-making skills.

- Special Interest Group, which helps participants to become aware of how certain negative peer pressures influence behavior.

Along with counseling, participants in the TLSP must perform community service work daily as a condition of the program and their court-ordered sentence. Youths are assigned to renovate and refurbish public housing developments in Paterson as a means of repaying their community for various acts of deviant behavior. When renovations are completed at one site, the program moves to another site and continues in this manner until all of the developments are completed.

As part of the reformation of juvenile offender attitudes, TLSP strives to give participants avenues to explore future goals. As the youths are encouraged to make decisions acceptable to society, career counseling is provided. TLSP assists the participants in developing career choices that will enable them to become self-sufficient and self-reliant, thereby resisting the temptation to embrace illegal means of earning a living.

TLSP participants are encouraged and guided to explore several career interests. Then they are given literature to read so that they may know the time and work involved to achieve their career choices. Once they have realistically chosen a career goal, they are allowed to investigate the methods of achieving their goals through independent study. The youths spend one hour per day independently gathering information pertaining to their career choice.

The benefits of the TLSP program are that it:

- Allows the juveniles to complete their sentence under the supervision of program counselors while remaining in their community.
- Allows the youthful offenders to repay their community for various disruptive acts of deviance through comprehensive community service work.
- Saves the government and taxpayers hundreds of thousands of dollars in incarceration costs (it costs \$32,000 per year to incarcerate one juvenile).
- Allows the community to become more involved with the betterment of youth.
- Allows youths to learn about various building trades that could lead to gainful employment.
- Encourages the juveniles to prepare to continue and complete their education.

TLSP is governed by strict rules and regulations that participants must follow. Failure to comply with these rules may result in incarceration. Specific rules include:

- Hours of Operation: All participants must report to the program by 9:00 A.M., Monday to Friday. They are released at 8:00 P.M. Lateness is not tolerated. The slightest infraction can result in termination from the program.

- Sickness: Participants who are sick must report at 9:00 A.M. with a parent. The parent is required to take the juvenile to the doctor and the individual will remain out of the program as long as he or she is under the doctor's care. However, the participant must return after that period with a doctor's note. The parent is responsible for notifying the counselor as to the expected return date. The participant is required to make-up all time missed because of sickness.

- Community Service: All participants are required to complete five hours of community service work each day. All clients work as a group and are supervised by three supervisors.

- Probation: All clients that are on Probation are taken to the Probation Department to meet with their Probation Officers once a week. Those clients that are under drug and alcohol rules must submit to drug testing once a week. Additionally, these clients are subjected to random testing as determined by probation officers and program officials. Clients that test positive for drug usage are removed from the program immediately.

- Fines: Participants are allowed to work on weekends. However, a condition of employment is that a percentage of their pay go towards their penalty assessments.

- Curfew: Participants are released from Total Life at 8:00 P.M. each night. In addition, they are required to observe an 8:30 P.M. curfew. Program counselors ensure curfew compliance by placing daily telephone calls and conducting random home visitations. Curfew violations may result in participant's termination from the program. Parents are prohibited from sending participants on errands after curfew.

- Respect for Authority: Respect for all staff, parents, people of authority and other adults is strictly enforced. Mutual respect is also demanded among the program participants.

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•Service Plans: Within one month of entering TLSP, a service plan is developed. This plan determines whether or not the participant will go back to regular school, trade school or find a job upon completion of the program.

D-160. Passaic County Youth Advocate Day Program

Northern Regional Advocate Program
Peoples Parks Public Library
726 Market Street
Paterson, NJ 07513
201-881-1793 and 7904

This Youth Advocate Program is a private, nonprofit community-based organization which provides intensive, in-home services for Passaic County's delinquent youth and their families. The program accepts seven to ten youth referred by Family Court judges as an alternative to placement in the Passaic County Juvenile Detention Center. Referred to as the Community-Based Detention Program, an advocate is assigned to each youth and his family for a minimum of 7.5 hours per week of face-to-face contact. The advocate monitors the whereabouts of the youth, checks curfew and school and/or work attendance, meets regularly with the family or guardians, organizes small group activities including life skills training, tutoring, job preparation and placement activities, referral and transportation to other community resources, and cultural and recreational activities. The advocate helps to strengthen the family by providing emotional and concrete support until parents or guardians can take over.

The goal of the program is to insure that the youth and family attend all required court hearings and the youth remains arrest free while awaiting disposition. The Advocate Program's model has been recognized by the National Council of Crime and Delinquency as an intensive supervision program. It receives funding from the Department of Human Services, Juvenile Services Division.

D-161. Family Intervention Services, Inc. (FIS)

655 Broadway
Paterson, NJ 07514
201-523-0089
Barbara Bishop Wells, ACSW, Director, Passaic County

FIS, a private, nonprofit agency, started in 1981 because of a growing concern in the state regarding out-of-home placement of children and adolescents. At that time, DYFS realized that placement was not only costly, but detrimental to the emotional well being of children and families. In response, DYFS contracted with FIS to provide intensive family systems therapy to families at risk of having a child removed. The contract provides services to Morris, Passaic,

Sussex and Essex counties.

The objectives of involvement in FIS programs are: to prevent children from being removed from their families; to re-enter children from foster care-residential care back into their families; and to stabilize long-term foster care. Its goal is to maintain children with their birth families whenever possible.

FIS in Paterson sees approximately 120 families in five programs. As part of the treatment process in any of the FIS programs, home visits, outreach and coordination of services are provided in addition to the office therapy sessions. Since these programs are funded by DYFS, there is no fee to clients.

D-162. Family Preservation Services (FPS)

The Clinic for Mental Health Services of Passaic County, Inc.
9 West Broadway
Paterson, NJ 07505
201-345-5748
Dr. Frances Olick, Executive Director
Martha Adedoyin, MA, Program Director

FPS is a non-traditional approach to helping children and families to remain safely together. It is a cognitive and behavioral approach with an ecological perspective. It is an intensive, in-home, short-term crisis intervention and family psycho-educational program designed to prevent out-of-home placement of children.

The philosophy of FPS is that in most instances, families belong together. FPS interventions are therefore designed to teach families the skills they may lack to enable them to function more effectively and to provide whatever resources are necessary to facilitate its goal. Inherent in the FPS model is the empowerment of parents so that they are more effective in their role. Families are encouraged to recognize and enhance their strengths.

The program views the children in the context of the family and the family in the context of its surroundings. There is no "identified patient." The family unit is the client even though the child's behavior is the reason for the referral. Services are not designed to find a cure but rather to help the family resolve the current crisis and return them to their natural support system of friends, local service agencies and other support systems available to help them maintain an improved level of functioning.

The FPS therapist is a human services professional, trained in the Home Builder's model of intervention. The therapist uses a combination of techniques to teach families how to cope with the problems that led to the risk of placement. Families are helped to see their progress and achievements during FPS intervention as positive steps toward the

The first section of the report discusses the current state of the industry and the challenges it faces. It highlights the need for innovation and investment in research and development to maintain a competitive edge. The report also emphasizes the importance of building a strong talent pipeline through education and training programs.

In the second section, the report details the findings of the market research conducted over the past six months. The data shows a steady increase in demand for the company's products, particularly in the consumer electronics and automotive sectors. However, there is a growing concern about the impact of global trade tensions and supply chain disruptions on the company's operations.

The third section provides a comprehensive overview of the company's financial performance over the last year. It shows a significant improvement in profitability and a strong return on investment. The report also identifies key areas for cost optimization and revenue growth, such as expanding into new geographic markets and diversifying the product portfolio.

Finally, the report offers a series of strategic recommendations for the company's future. These include strengthening the company's core competencies, accelerating the pace of innovation, and enhancing the customer experience. The report concludes by expressing confidence in the company's long-term prospects and its ability to overcome the challenges ahead.

The second section of the report focuses on the company's marketing and sales strategy. It outlines the key initiatives being implemented to drive growth, including targeted advertising campaigns and strategic partnerships. The report also discusses the importance of digital marketing and social media in reaching a wider audience and building brand loyalty.

The third section details the company's human resources strategy. It highlights the need to attract and retain top talent by offering competitive salaries, benefits, and a flexible work environment. The report also emphasizes the importance of employee development and training to ensure that the workforce is equipped with the skills needed to succeed in a rapidly changing market.

In the fourth section, the report discusses the company's risk management strategy. It identifies the key risks facing the company, such as market volatility and supply chain issues, and outlines the measures being taken to mitigate these risks. The report also emphasizes the importance of maintaining a strong financial position and a healthy cash flow to ensure the company's long-term sustainability.

Finally, the report provides a summary of the key findings and recommendations. It reiterates the company's commitment to innovation and growth, and expresses confidence in the company's ability to achieve its strategic goals over the next five years. The report concludes by encouraging the company to remain agile and responsive to the ever-changing market conditions.

achievement of goals. FPS works as an advocate for the families it assists. This implies a delicate balance of allowing dependency while at the same time enhancing the family's ability to independently function as a unit.

FPS employs strategies to combat criminal street gangs and teenage violence in Paterson. FPS believes conditions endemic to criminal street gangs include disorganized family structure, peer pressure to conform, the lack of parenting skills, a poor self image, child abuse and neglect. By themselves, none of the explanations are wholly satisfactory. Generalizations are difficult because every case is unique.

An early intervention during a crisis episode with a child, adolescent or parent can defuse the crisis and prevent a problem from further escalating. Safety is the primary concern for the FPS therapist in working with families. Defusing the crisis and engaging with each family member by active listening is an intervention process that is done throughout the crisis phase. Establishing goals with the family is critical. Teaching the following skills is the essential way FPS works with dysfunctional families:

- communication among family members;
- parenting and parent empowerment;
- anger management and conflict resolution among family members;
- self-esteem;
- tracking negative emotional frequency, duration and intensity;
- management skills of frustration, impulses, self-criticism reduction, anxiety and confusion;
- interpersonal relationship building and assertiveness;
- drug and alcohol abuse reduction;
- informal support system development (friends, relatives and neighbors); and
- finding alternatives to physical and emotional abuse.

The goal of stopping criminal street gangs is to send a message that violence is wrong, has consequences, is always damaging, is learned, can be unlearned and has alternatives. Each individual is responsible for his or her own actions and help is available. FPS is funded by DYFS.

D-163. Project Youth Haven

212 Slater Street
Paterson, NJ 07501
201-881-1611
Gail Manning, Executive Director

Youth Haven is a residential crisis counseling center for runaway and homeless youth staffed with professional counselors. Its primary goal is to reunite the family whenever

possible. When this is not possible, Youth Haven works with youths, their families and appropriate agencies to generate alternatives. The program can serve twelve youths residentially, and the length of stay is fourteen days. Youth Haven offers volunteering opportunities for individuals with a desire to share their time and skills with youth. A formalized training program prepares volunteers to assist staff in all aspects of the program. Other services provided include 24-hour crisis counseling and intervention; individual, group and family counseling; aftercare follow-up; and computer referral.

D-164. YMCA Aging Out Youth Program

128 Ward Street
Paterson, NJ 07505
201-345-0125
Diane A. Anderson, Director

The Program is a federally funded, independent living program designed to prepare adolescent foster children for emancipation from the foster care system. An individual living plan is developed for each client according to his or her individual strengths and needs. Training in finance, home management, employment and educational advancement is provided. Participants also receive individual and group counseling. Youths eligible for the program must be at least 15 1/2 years old and referred by DYFS.

The program has a room in the residence quarters of the YMCA called the "Living Lab." This laboratory is an opportunity for a youth to gain practical experience living on his or her own while receiving support from staff, DYFS and other agencies.

Other features of the program include monthly training stipends deposited into client savings accounts; a full library of video tapes on various teen issues, job searching, apartment planning and interpersonal/personal development; assistance in gaining admission to college; referral to community agencies; monthly bus passes; financial support for specialized training, job related expenses and apartment start up costs; and two computers with an array of academic and life skills software.

D-165. Catholic Family and Community Services (CFCS)

Paterson Housing Authority
160 Ward Street
PO Box H
Paterson, NJ 07509
201-345-5671
Carol E. Gladis

CFCS is under contract with the Paterson Housing Authority to provide a support mechanism for youth and their

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families by offering counseling, information, referral services and crisis intervention, along with a host of other services. It operates day care centers at Alexander Hamilton Development and Dean McNulty Development, as well as a Youth Service and Community Services at both sites and at Christopher Columbus Development. The Housing Authority provides space for the operation of these CFCS Programs at each of the three developments.

D-166. After School Program: Paterson

Paterson City Public Schools
33-35 Church Street
Paterson, NJ 07505-1306
201-881-3400
Laval S. Wilson, Superintendent

In April 1993, the Paterson School District began a pilot program in 10 schools that offered city youth a range of recreational and educational programs, aimed at keeping them off the streets while stirring their interest in everything from computers to industrial arts. The City provided \$65,000 to fund the program and the District provided the buildings, along with some support staff, such as custodians.

D-167. Community Policing Program: Paterson

Paterson Housing Authority
160 Ward Street
PO Box H
Paterson, NJ 07509
201-345-5671
Carol E. Gladis

The Paterson Housing Authority is working with the Paterson Police Department's Community Policing Program. Originally begun at Brooks-Sloate Terrace Development in early 1992, this program has expanded to surrounding neighborhoods and housing developments. Community policing is now at the Christopher Columbus and Alexander Hamilton developments.

D-168. 4th Ward Alliance

c/o Vera Ames
Office of the City Council
155 Market Street
Paterson, NJ 07505
201-881-3329 and 3330
Vera Ames, Councilwoman

The 4th Ward Alliance offers a variety of programs for the 4th Ward community in Paterson. These offerings include:

•Operation New Look/Attitude: This program is a hygiene program for the needy and homeless male and female population in Paterson. Participants take showers, wash their clothing and are groomed by one of the seventy-five professional barbers and beauticians that have volunteered to participate. The primary objective of this program is to raise self-esteem, assist in securing employment and prevent negative encounters with law enforcement.

•Operation Fresh Start: This program offers tiered education and training as follows:

Level One - For young men and women having problems securing employment. Both unemployed or underemployed individuals will have the opportunity to enhance their skills or be counseled on how to enter a GED program to receive high school diplomas. Skills taught include work skills, how to fill out an application and how to maintain a job.

Level Two-Basic literacy skills training with volunteers available to teach reading writing, verbal skills and math. Budgeting skills are also taught.

Level Three-Enhanced educational opportunities for those with above basic skills, limited to those capable of performing above high school level in preparation for college courses. The curriculum has been prepared in conjunction with Montclair State College.

•We Care Program: This program is a neighborhood beautification program designed to replace some of the beauty the community has lost over the years. Participants develop self-reliance by maintaining vacant lots and planting flowers and trees. Part of this program also promotes entrepreneurial initiatives, such as landscaping, painting, handy man, cleaning services, baby-sitting and a escort service for older citizens.

•Project Self-Awareness: This program focuses on ex-offenders, both male and female, offering a community support network for their re-entry into the mainstream of society. Counseling services are provided that include housing, education, employment and social services. The program hopes to act as a deterrent to previous negative behavior patterns by emphasizing community pride and respect for the law. A community support system also encourages positive behavior and assistance at times of crisis. The mission of the program is to apply community pressure as a deterrent to negative peer pressure, causing a participant to become a community asset as opposed to an expense.

•Recreational and Educational Getaway: Each month

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there are recreational or educational activities sponsored for youth participation. Participation in these events is predicated upon a youth's commitment to himself and his community. Good grades in school, volunteerism and other criteria are factors in a youth's selection to engage in the offerings. The purpose of the program is to reward good behavior by offering positive reinforcement to excel and strive to do better. Past activities have been trips to Disney World, Kings Dominion, the NY and NJ aquariums, AT&T Request Center, Con Edison Education Center, Annual Family Day and back to school picnics.

•**Operation Give Back:** For any of the program offerings the alliance funds, participants are required to donate one hour of service back to the community. Chaperoning a trip, neighborhood cleanup, tutoring or working with youth are all acceptable activities. The Alliance believes the inclusion of participants in all facets of the community prevents their involvement with the judicial system.

•**Saturday Cultural Exchange:** Classes are offered on ethnic diversity, community responsibility, social responsibility and individual rights. Other classes include teenage pregnancy, drug addiction, AIDS, literacy, black on black crime and the components of success.

•**Referral Service:** Referrals are made to other agencies in the community to enhance the services needed on an individual case by case basis.

D-169. Assembly Holy House of Prayer

Multi-Purpose Community Action Center
Help Service Community Action
97 North Main Street
Paterson, NJ 07522
201-942-2945
Joseph Robinson, Jr., Director

The Center has provided services to Paterson residents since 1988. Its mission is to provide programs and services in adult literacy, parenting, drug and alcohol abuse counseling, ethnic history, motivation, recreation, job searches and placement.

The Center also offers "Young Urban Minorities," an after school program for Paterson youth, age 10-17. Participants are allowed to enter the center after 3:00 P.M. to participate in activities and discussions. The objective of the program is to decrease the incidence of teen violence, juvenile crime and dropping out of school. It also hopes to produce positive, spiritual, successful leaders. The goals of the program are:

•To maintain regular school attendance. Each student receives routine check-ups by staff or volunteers.

•To encourage students to maintain at least a "C" average in school. Tutoring sessions are given after school and during the weekends.

•To offer youth free recreational activities after school. The Center provides activities such as arts and crafts, etc.

•To create a positive self image for youth. Each youth is confidentially counseled by a trained adult about problems.

•To reduce the number of HIV/AIDS and pregnant teens in Paterson. Sex education classes and workshops are given, as well as an anti-drug workshop.

•To help youth explore available career opportunities, colleges and trade schools. Career choice workshops are also conducted.

•To provide guest speakers that are considered community leaders to speak to the youths about different topics.

D-170. Youth Program

Paterson Housing Authority
160 Ward Street
PO Box H
Paterson, NJ 07509
201-345-5671
Carol E. Gladis

In February 1992, the Christopher Columbus Tenant Council in Paterson implemented its Youth Program. This program received funds from both the 1991 Public Housing Drug Elimination Grant and the 1988 Comprehensive Improvement Assistance Program. The Community Center on 60 Temple Street houses the program, which operates Monday through Friday from 5:00 P.M. to 10:00 P.M. There are currently 150 children, ages 5 to 17, registered in the program. The program seeks to provide positive alternatives to being on the street and to encourage children to develop healthy, positive attitudes toward themselves and their families. Included in the curriculum is a daily tutorial program which focuses on language and math skills, organized recreational activities, muscular development, music, the development of social and behavioral skills, health and important information.

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D-171. Hispanic Multi-Purpose Service Center

Paterson Housing Authority
160 Ward Street
PO Box H
Paterson, NJ 07509
201-345-5671
Carol E. Gladis

The Center is under contract with the Paterson Housing Authority to provide tenants with bilingual comprehensive counseling and emergency social services. Combating drugs and alcoholism and translation services are the major thrusts of the program.

D-172. Paterson Task Force

155 Ellison Street
Paterson, NJ 07505
201-279-2333
Rev. Ronald Tuff, Director

The Task Force is the official anti-poverty Agency of the City of Paterson. Its funding is primarily from federal Anti-Poverty Block Grant appropriations (Community Action Agency) passed through the state. The Task Force includes in its targeted areas referral services, nutrition programs, remedial, tutorial and after-school programs, summer day camp and other assistance. Where possible, the Housing Authority also assists in furnishing and equipping the Community Center at Alexander Hamilton Development, which houses the Task Force. Beginning in September 1991, the Task Force initiated a Saturday Morning Pilot Program for youth. The focus of this program is to heighten community awareness among youths, aged 5-13.

D-173. Second Street Youth Center Teen Rap-port Program

Second Street Youth Center Foundation, Inc.
935 South Second Street
Plainfield, NJ 07063
908-561-0003, Ext. 18, 19
Richard J. Taylor, Chief Executive Officer

The Teen Rap-port program provides structured activities for up to 50 minority males, ages 13-17, who are considered "at-risk" youth (i.e., youth who, due to emotional behavior problems, are unable to successfully function in a school setting or in the community yet do not require residential, therapeutic or correctional placement). Activities include "hands-on" counseling to combat low self-esteem, substance abuse, illiteracy and alleviation of recidivism. Counseling

services include life skills instruction, role model mentoring on a group or individual basis and basic academic skills improvement. The Center encourages client-business and client-law enforcement relationships to break down barriers of hostility, strife and mistrust. The Team Rap-port program is funded by the Department of Human Services Minority Males Community Challenge Grant.

D-174. Defenders Against Drugs (DAD)

Union County Prosecutor's Office
County Administration Building
Elizabeth, NJ 07207
908-527-4541
Leo J. Uebelein, Lieutenant, Program Director of New Jersey Narcotics Enforcement Officers Association

DAD targets kindergarten through fourth grade students and encourages them to "say no" to drugs. DAD is sponsored by the New Jersey Narcotic Enforcement Officers Association and the Union County Prosecutor's Office. Training aids include pledge cards, badges, patches, membership cards, book covers and certificates. The program has been presented in Cape May, Ocean, Union, Mercer, Hudson, Essex, Bergen, Morris, Middlesex, Gloucester, Cumberland and Monmouth counties. Over 80,000 students have become Defenders Against Drugs in New Jersey. The DAD Program, which began in 1986, also has monthly radio shows and newspaper columns on aspects of the anti-drug abuse program in Union County.

D-175. PASS (Project Awareness: Stay In School)

Union County Youth Services Bureau
111 E. St. Georges Avenue
Linden, NJ 07036
908-298-7000
Anita Pestcoe

PASS is funded in part by a JJDP grant from the federal government. It is a delinquency prevention project which provides services to students in the Cleveland Middle School in Elizabeth and their parents with the goal of preventing delinquent offenses and lowering truancy. Services include individual and group counseling, tutoring and recreation activities to juveniles and parenting skills training, including family communication and discipline techniques, for parents. Training is also provided to selected eighth graders in listening and peer counseling skills.

D-176. DIP (Detention Intervention Project)

Union County Detention Center
7th Floor, Elizabethtown Plaza
Elizabeth, NJ 07207

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908-527-4815
Darryl Hatchett

Funded in part by a federal JJDP grant, DIP is a home detention project for less serious juvenile offenders. This project provides in-home counseling, mandatory parenting effectiveness training, tutoring and GED preparation classes.

D-177. Resolve Community Counseling Center, Inc.

1830 Front Street
PO Box 173
Scotch Plains, NJ 07076
201-322-9180

The Center provides professional counseling services to youth, families, groups, couples and individuals of all ages and socio-economic levels. Counseling services include parent-child relationships, play therapy, marital issues, separation and divorce, drug and alcohol problems, crisis intervention/prevention, referral, outreach and advocacy.

Community education is also available through the Center, which provides training, information and referral to community members. Other programs include employee assistance program contracts with the local school system and township employees, in-house substance abuse/misuse prevention/intervention programs in the local school system and involvement in the Union County Family Court Consortium.

D-178. Supportive Friends, Inc.

1034 East Jersey Street
Elizabeth, NJ 07201
908-352-5216

Supportive Friends, Inc. organizes, under professional direction, a body of responsible volunteers to contribute to the well being of needy children and youth by listening with a "warm sympathetic ear" and lending encouragement and support to troubled youth in Union County.

D-179. Youth and Family Counseling Service

233 Prospect Street
Westfield, NJ 07091
201-233-2042

The Service provides counseling for a fee, based on one's ability to pay, for troubled individuals and families -- primarily involving parent-child, teenage, marital and adult personality problems. It serves residents of Berkeley Heights, Clark, Cranford, Garwood, Mountainside, Rahway, Scotch Plains and Westfield.

D-180. Plainfield Project
Union County Prosecutor's Office
415 Watchung Avenue
Plainfield, NJ 07060
908-757-1386
Stanley Kaczorowski, Project Director

The Project was begun by the Union County Prosecutor's office in cooperation with the Plainfield Police Department and the county Victim-Witness Office. The County Prosecutor's Office established a satellite office to provide residents in the western portion of the county greater access to services. The satellite office is staffed by an assistant prosecutor, an experienced investigative supervisor and a victim witness counselor. The County Prosecutor has made a five-year commitment to the program.

Training and technical assistance on management, narcotics and electronic surveillance have been provided to Plainfield Police Department personnel. Town meetings are attended by Prosecutor's Office staff. Both the Prosecutor's office and the local police have worked with the community to develop town watch and demand reduction activities.

D-181. PROCEED, Inc.
815 Elizabeth Avenue
Elizabeth, NJ 07201
908-351-7727

PROCEED, Inc. provides a variety of services to Hispanic citizens in Union County whose needs are not being met because of a language barrier. Programs include:

- A Manpower Office that secures employment for the unemployed. The Social Service Department offers translation services for Hispanics. The Family Planning Outreach program helps families plan for growth and the avoidance of unwanted pregnancies. Referral services are available.

- The Youth Counseling Service provides counseling, educational assistance and recreational activities for youngsters, ages 10-18 years. Hours are 1:00-8:00 P.M.

- The Roberto Clemente Day Care Center at 214 Fulton Street, Elizabeth, provides day-time care for children, aged 3-5.

- A Drug Counseling Service provides drug and alcohol information, individual and family counseling and prompt referral to hospitals and other centers.

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D-182. Family and Children's Services

438 Clermont Terrace
Union, NJ 07083
908-355-3232

This program provides professional counseling services to adults, adolescents and children in Union County with intra-psychoic and interpersonal problems. The services assist families to develop communication skills, to learn parenting skills and to manage familial stress. It is staffed by professionals, who develop individualized counseling plans.

D-183. Life Skills Training

438 Clermont Terrace
Union, NJ 07083
908-355-3737

Through this 4-week classroom training program, Union County's REACH participants are offered life skills training. Using a multi-media classroom learning program especially designed for disadvantaged youth and adults, the program seeks to enhance job readiness skills and familiarize participants with work place expectations. Program participants are helped toward enhanced self-esteem, competence in career choice/job search procedures, work maturity and personal planning skills through a video-based curriculum.

D-184. Tough Love

PO Box 1069
Doylestown, PA 18901
215-348-7090
800-333-1069
Teresa Quinn, Executive Director

Tough Love is a nonprofit, self-help program for parents (and children) when a behavior problem has been identified in the family. Literature describing Tough Love parenting and Tough Love for children is available upon request. Parent groups meet with local Tough Love contacts to assess problems and for mutual help and support. Trained representatives train parents to run local groups autonomously.

D-185. Gang Resistance Education and Training (GREAT)

Bureau of Alcohol, Tobacco & Firearms (ATF)
650 Massachusetts Ave., Suite 8300
Washington, DC 20226
1-800-726-7070

In 1991, the ATF provided funding to the Phoenix, AZ, Police Department to develop a pilot gang prevention program. The Department's Community Relations Bureau, in collaboration with the Glendale, Mesa, and Tempe police de-

partments, developed GREAT, a middle school curriculum patterned after the Drug Abuse Resistance Education (DARE) program. As with DARE, the objective of GREAT is to reach impressionable youngsters early, before they became heavily exposed to the demands of peers involved in street gangs, and to teach them skills to resist gang involvement. During the eight-week program, uniformed officers teach students "how to set goals for themselves, resisting pressures, learning how to resolve conflicts, and understanding how gangs impact the quality of their life."

D-186. Tools to Involve Parents in Gang Prevention

National Crime Prevention Council (NCPC)
1700 K. Street, NW, Second Floor
Washington, DC 20006-3817
202-466-6272
Lt. Don Wactor, President
NJ Crime Prevention Officers Association
201-266-4140

Tools is a parent-based gang prevention kit. The kit includes materials targeted at parents, younger children, preteens and younger teens. The kit, consisting of ten fully reproducible camera-ready masters, was developed by NCPC with the cooperation of the Boys & Girls Clubs of America and the Police Executive Research Forum, both active in community gang prevention efforts.

The materials meet the needs of communities with little or no gang problem, those with early signs of gang activity, those in which gangs are overtly active and those in which gangs dominate the neighborhood. Community groups and agencies may reprint the materials with local identifications and telephone numbers.

The kit fosters a dual approach to preventing gang activity: (1) parent involvement with children to build self-esteem and refusal skills, and (2) neighborhood action that is generated or propelled by parental concerns.

Major elements of the kit include:

- "Growing Up Strong: McGruff Helps Kids Get Decision Power," a 32-page activity book for children in grades 2 through 4 that teaches decision-making and self-esteem skills and provides parent-child activities;

- 1-2-3 Parent's Guide to Gang Prevention: informative trifold brochure;

- Word Find/Crossword: pencil and paper games for preteens with anti-gang, prevention-oriented messages;

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- Mini-Posters: three powerful messages for teens and preteens about the consequences of gang involvement; and

- National Resources for more help in gang-related issues.

The materials were developed with funding assistance from the Bureau of Justice Assistance, Office of Justice Programs, U.S. Department of Justice. Preparers benefitted from a 70-program gang prevention survey by NCPC and a Gang Prevention Forum hosted by NCPC for more than 20 practitioners.

D-187. Drug Abuse Resistance Education (DARE)

New Jersey State Police
Training Academy
Sea Girt, NJ
908-449-5200
James Eden, Sergeant

DARE began in 1983 in Los Angeles, CA, but did not start receiving national attention until the late 1980s. It is designed to equip elementary school-aged children with the skills necessary to resist peer pressure to experiment with drugs, alcohol and tobacco. DARE is now used in 49 states and at least six foreign countries. In New Jersey there are currently over 900 trained DARE officers. The DARE curriculum began with 17 weekly sessions in grades 5 and 6. It now includes programs for grade levels K-12.

DARE has achieved positive results. A 1989 survey of DARE students in Los Angeles showed that 100 percent indicated that they would be more likely to say no to drugs and alcohol as a result of the program.

A DARE Association has been formed in New Jersey. DARE training for officers, is offered several times a year by the NJ State Police Training Academy. The State Police Educational Services Unit conducts DARE in municipalities patrolled by the State Police.

D-188. Community Responses to Drug Abuse (CRDA) Initiative

National Crime Prevention Council
1700 K. Street, NW, Second Floor
Washington, D.C. 20006-3817
202-466-6272

The Council has completed a survey of neighborhood responses to the drug crisis. The resultant publication, Creating a Climate of Hope, is a look at ten programs, their strategies, their signs of success, contact persons and a

resource listing.

The communities studied were part of the CRDA Initiative (1989-1991) funded by the U.S. Bureau of Justice Assistance. Program guidelines required that each model actively involve law enforcement, include a multi-sector task force and have a locally designed work plan. In Hartford, CT, for example, the group Hartford Areas Rally Together (HART) was funded. The program allowed HART to develop an anti-drug consortium that focused on:

- developing a drug education curriculum;
- creating after-school activities for youth;
- developing treatment facilities for adolescents;
- creating drug-free subsidized housing; and
- strengthening the partnership between the community and the police.

HART's results included dozens of drug houses being shut down, crime statistics being lowered, over 1,000 young people being involved in after-school programs, a 25 percent increase in summer employment opportunities for youth and several hundred housing units being rehabilitated.

D-189. McGruff ("Take a Bite Out of Crime")

Division of Criminal Justice, Police Bureau
Richard J. Hughes Justice Complex
Trenton, NJ 08625
609-984-0960
Michael J. Renahan

McGruff ("Take a Bite Out of Crime"), a National Crime Prevention Council Program, has been expanded to include a drug abuse prevention component. There are McGruff anti-drug video messages, audio cassettes, drug computer software programs and drug education materials. The Division of Criminal Justice Police Bureau, the State contact for McGruff, also acts as a resource for other community-based crime prevention programs such as "Neighborhood Watch."

D-190. Just Say No Club Program

"Just Say No" International
1350 Connecticut Ave., Suite 900
Washington, DC 20036
800-828-2741
202-466-6246
Stephen M. Delfin, Vice President for External Relations

"Just Say No" clubs are groups of children, ages 7-14,

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who are committed to leading drug-free lives. The first club was formed in Oakland, CA, in 1985. Today there are more than 10,000 clubs nationwide, and the number continues to grow. While most clubs operate within the schools, some operate in community settings, such as teen centers and church groups.

The "Just Say No" Club Program gives children the information, skills and support they need to resist influences to use drugs. The program provides opportunities for young people to learn, work, and play in a structured, drug-free environment, with drug-free peers and role models, through four types of activities:

- Informational activities teach club members about drugs and drug abuse. Members learn and practice a special technique for resisting peer pressure -- the "3 Steps to Say No" -- and teach it to their peers.

- Recreational activities promote friendship among drug-free youth and provide constructive, healthy ways to use leisure time. This includes such activities as parties and dances, games, sports, arts and crafts, hobbies, music, drama and field trips.

- Services activities, such as tutoring, collection drives, environmental projects and helping the elderly and disabled, are opportunities for club members to learn responsibility and make tangible contributions to the world around them.

- Outreach/peer-education activities create support for being drug-free through drug education campaigns and involving other young people in drug-free activities.

"Just Say No" International (formerly The Just Say No Foundation) was established in 1986 to give support and direction to "Just Say No" Clubs, providing them with a substantive program to follow, technical assistance, materials and training. The organization maintains national headquarters in Oakland, a development office in Washington, DC, and regional offices for local support.

The Youth Power program is based on current research, which shows that academic, behavioral, emotional, health and social-development issues in youth are interrelated; that is, youth who experience success in any of these areas are likely to succeed in other areas as well. The projects that comprise Youth Power help young people lead healthy, productive lives by promoting academic achievement, self-esteem, positive relationships, skill building, a sense of belonging, the opportunity to contribute to their environment and the ability to cope with and understand change.

In each Youth Power project, young people, under the guidance and supervision of adult and older-peer volunteers, are trained to provide services to their peers, schools and communities. Using materials developed by "Just Say No" International, local Youth Power projects operate independently or in conjunction with other local programs, with ongoing support from "Just Say No" International:

- The "Just Say No" Club/Drug-Free Teens Project is an updated, expanded version of the original "Just Say No" Club program for drug-abuse prevention. Through "Just Say No" clubs (for elementary-school children) and Drug-Free Teens (for secondary-school youth), young people develop and conduct activities to help make their schools and communities drug-free. Members learn about drugs and drug-related issues and use this knowledge to educate their peers and communities and conduct social-advocacy activities such as writing letters to city councils to create smoke-free areas. Project participants also conduct drug-free social events -- parties, field trips, etc. -- and drug-awareness events such as Back-to-School Month.

- The Transitions Project helps young people through the transitions from grade school to junior high and from junior high to high school. Young people serve as mentors and friends to younger students, offering support and information, conducting welcome events, and providing orientation for parents and mid-year transfer students.

- The Peer-Tutoring Project promotes academic achievement and commitment to education and provides opportunities for advancement and further achievement. Trained students provide one-on-one or group tutoring to peers experiencing academic difficulties. The project can be used in schools and other settings.

- The Community-Service Project promotes personal and social responsibility and helps young people feel "connected" to their communities and society. Young people learn new skills -- from basic business writing to conflict resolution -- and apply them in identifying and addressing community needs, independently or in conjunction with other community organizations.

D-191. Here's Looking At You, 2000

Comprehensive Health Education Foundation
22323 Pacific Highway South
Seattle, WA 98198
1-800-323-2433

The first part of the report is a general introduction to the project. It discusses the objectives, scope, and methodology of the study. The objectives are to investigate the effects of the proposed intervention on the target population. The scope of the study is limited to the specific context of the project. The methodology involves a combination of qualitative and quantitative methods, including interviews, focus groups, and surveys.

The second part of the report presents the findings of the study. It begins with a description of the data collected and the methods used for data analysis. The findings are then presented in a series of paragraphs, each focusing on a different aspect of the study. The results show that the intervention had a significant positive impact on the target population. This impact was observed across all measures of effectiveness.

The third part of the report discusses the implications of the findings. It highlights the key findings and their potential impact on the field. The findings suggest that the intervention is a promising approach for addressing the problem. However, there are some limitations to the study that need to be addressed in future research. These limitations include the small sample size and the lack of a control group.

The fourth part of the report provides a conclusion and recommendations. It summarizes the main findings and offers suggestions for future research. The conclusion is that the intervention is effective and should be implemented on a larger scale. Recommendations include the need for further research to evaluate the long-term effects of the intervention and to identify the most effective components of the intervention.

The fifth part of the report is a bibliography of the sources used in the study. It lists all the books, articles, and other materials that were consulted during the research process. The bibliography is organized alphabetically by author name. This section is essential for providing credit to the original authors and for allowing other researchers to locate the sources used in the study.

The final part of the report is a list of appendices. These appendices contain additional information that is not included in the main text of the report. Examples of appendices include raw data, interview transcripts, and survey questionnaires.

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"Here's Looking At You, 2000" is a commercially available curriculum whose goal is to reduce the risks of children's becoming involved with drugs. The program provides students in grades K-12 with information about drugs and drug use. It teaches them social skills so that they are equipped to avoid taking part in high risk behaviors and know how to take advantage of opportunities to bond with their schools, families and communities.

D-192. Together We Can

Comprehensive Health Education Foundation
22323 Pacific Highway South
Seattle, WA 98198

"Together We Can" is a commercially available program kit designed to assist communities in their drug prevention activities. The kit contains presentation materials, including transparencies, slides, booklets, planning packets, buttons and decals, that convey, in a simple way, prevention research and ideas to community groups. The kit also contains a step-by-step process for communities to analyze their own situations and then utilize specific prevention activities. It provides a framework for forming a prevention council, guidelines for reducing specific risk factors, techniques for developing evaluation criteria and strategies to acquire funding.

D-193. Natural Helpers

Comprehensive Health Education Foundation
22323 Pacific Highway South
Seattle, WA 98198
1-800-323-2433

"Natural Helpers" is a commercially available peer helping training program that includes materials necessary to conduct a three day retreat and ongoing training classes for students in grades 6-12. The program trains youngsters on how they can help their friends who may be having problems or involved in high-risk situations.

D-194. Covenant House

346 W. 17th Street
New York, NY 10011
460 W. 41st Street
New York, NY 10036
212-727-4000
212-613-0300
Wendy Naidich, Executive Director

Covenant House provides crisis intervention, referrals and information to homeless, runaway and troubled youths and their families. It has a national database of referral

agencies. All services are provided over the phone. Anyone can call toll free anywhere in the United States, 24 hours a day, 7 days a week, and speak to a counselor who will assess the situation and refer the caller to organizations in the caller's community, as appropriate.

D-195. Youth Sports in Public Housing Program

U.S. Department of Housing & Urban Development
Drug Free Neighborhoods Division
Office of Residence Initiatives
451 Seventh Street SW, Room 10241
Washington, DC 20410
202-708-1197

This HUD-funded program provides positive alternatives to the drug environment for youth living in public housing. It provides financing for after school recreational and cultural programs. Camden and Jersey City received these grants in 1992.

D-196. Weed and Seed

NJ Division of Criminal Justice
Richard J. Hughes Justice Complex, CN085
Trenton, NJ 08625
609-984-2149
Dennis O'Hara

Weed and Seed is a Trenton program funded by the U.S. Department of Justice, the Attorney General of New Jersey and the agencies participating in the program. It represents a comprehensive and integrated approach to addressing violent crime, drug abuse, and deteriorating social and economic opportunities within the community. Weed and Seed recognizes that communities did not deteriorate overnight and that reclaiming them takes planning and time. The first task, "weeding," is the infusion of intensive law enforcement resources to remove and incapacitate violent criminals and drug traffickers from targeted neighborhoods and housing projects. This task is done by the Violent Offender Removal Project (VORP) Task Force, consisting of federal, state, county and municipal law enforcement personnel. The program targets repeat offenders and seeks maximum exposure to criminal penalties. For example, persons involved in drug activity who are arrested in possession of a weapon can be prosecuted under the federal statutes which carry significantly enhanced penalties.

The second task, stabilization, employs a Community-Oriented Policing Program run by the City of Trenton Police Department. The program provides foot patrols in four designated "safe haven" areas. Specially trained officers provide liaison to community groups to identify neighborhood problems and effect solutions. Support of community

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2. The second part of the document outlines the various methods and tools used to collect and analyze data. It highlights the need for consistent and reliable data collection processes to ensure the validity of the findings.

3. The third part of the document describes the results of the data analysis. It shows that there is a significant correlation between the variables studied, indicating that the factors being investigated have a strong impact on the outcomes.

4. The fourth part of the document discusses the implications of the findings. It suggests that the results can be used to inform decision-making and to develop strategies that address the identified issues and challenges.

5. The fifth part of the document concludes the report by summarizing the key points and providing recommendations for future research. It encourages further exploration of the topics discussed and the implementation of the suggested actions.

6. The sixth part of the document provides a detailed list of references and sources used in the research. This includes books, articles, and other relevant materials that have informed the study.

7. The seventh part of the document contains a list of appendices and supplementary materials. These include additional data, charts, and other information that supports the main findings of the report.

8. The eighth part of the document provides a list of acknowledgments and thanks to the individuals and organizations that have supported the research. This includes funding agencies, mentors, and colleagues.

9. The ninth part of the document contains a list of contact information for the author and other relevant parties. This includes email addresses, phone numbers, and physical addresses.

10. The tenth part of the document provides a list of terms and conditions for the use of the report. It outlines the rights and responsibilities of the user and the limitations of the information provided.

11. The eleventh part of the document contains a list of frequently asked questions and their answers. This is intended to provide clarity and address common concerns about the report.

12. The twelfth part of the document provides a list of additional resources and links to related information. This includes websites, databases, and other materials that may be useful to the reader.

13. The thirteenth part of the document contains a list of glossary terms and their definitions. This is intended to help the reader understand the terminology used in the report.

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town watches is also a part of the community policing.

The third task, "seeding," provides economic, educational and social opportunities. These programs are developed by the participating state, federal and local agencies in conjunction with community organizations. The programs include safe harbor after-school programs, student tutoring and urban development. This initiative is designed to strengthen legitimate community institutions, organize and train citizens and resident groups, enhance home and apartment security procedures, and undertake low-cost physical improvements.

D-197. Operation Clean Sweep

Chicago Housing Authority
2641 South Calumet
Chicago, IL 60616
312-808-9641

Sharon Cruse Boyd, Director of Training and Organizational Development

The Operation Clean Sweep Training Program is offered to local housing authorities throughout the country by the Chicago Housing Authority and underwritten by the U.S. Department of Housing and Urban Development. Operation Clean Sweep is designed to rid highrise apartment buildings of persons who don't belong there, such as those involved in drug activities and living there illegally. First, all leases are surveyed to determine those who are legitimate occupants of a building. Next, preparations are made for providing each resident with an identification card. Then police, accompanied by authority staff and city representatives, start making unit inspections at the top of the building and move to the bottom, removing all persons who do not belong. Finally, a system is set up to limit access to the building through the use of the ID cards. The formal training for this program has been given to authorities in Asbury Park, Paterson and Perth Amboy.

D-198. Urban League, Inc.

500 East 62nd Street
New York, NY 10021
(212) 310-9000

Founded in 1910, the National Urban League is a non-profit, community-based organization headquartered in New York City with 112 local affiliates in 34 states and the District of Columbia. Its mission is to assist African-Americans and other minorities in the achievement of social and economic equality. It implements this mission through advocacy, services, research and technical support for its affiliates. Affiliated agencies provide programs in education, employment, housing, health, urban affairs, economic development,

social welfare, recreation and citizenship education.

The New Jersey affiliates of the Urban League include:

Union County	(908) 527-9881
Hudson County	(201) 451-7966
Essex County	(201) 624-2343
Bergen County	(201) 568-4988
Morris County	(201) 539-2121
Metropolitan Trenton	(609) 393-1512

D-199. YMCA of the USA

101 North Wacker Drive
Chicago, IL 60606
215-337-3257

Mary E. Huber, Director of Administration
East Field Office, King of Prussia, PA

YMCAs work to strengthen families and to help people develop values and proper behavior. They are for people of all faiths, races, abilities, ages and incomes.

Best known for health and fitness, the YMCA teaches children to swim, organizes youth basketball games, offers exercise classes for people with disabilities and leads adult aerobics. It also offers hundreds of programs, including day camp for kids, child care, teen clubs, environmental programs, substance abuse prevention, family nights, job training, etc.

Each YMCA is an independent, charitable, nonprofit operation. Each is required by the national office to pay annual dues, to refrain from discrimination and to support the YMCA mission. All other decisions are local choices, including programs offered, staffing and style of operation.

D-200. YWCA

726 Broadway
New York, NY 10003
212-614-2700

The Young Women's Christian Association of the United States draws together members who wish to create opportunities for women's growth and who share a common vision of peace, justice, freedom and dignity for all people. Associations located throughout New Jersey offer various programs that aid families and troubled youth.

D-201. Drug Elimination Program: HUD

U.S. Department of Housing & Urban Development
Drug Free Neighborhoods Division
Office of Residence Initiatives

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that this is crucial for ensuring transparency and accountability in the organization's operations.

2. The second part of the document outlines the various methods and tools used to collect and analyze data. It highlights the need for consistent data collection procedures and the use of advanced analytical techniques to derive meaningful insights from the data.

3. The third part of the document focuses on the implementation of data-driven strategies. It discusses how the insights gained from data analysis can be used to inform decision-making and to develop targeted interventions to address specific organizational challenges.

4. The fourth part of the document addresses the ethical considerations surrounding data collection and analysis. It stresses the importance of protecting individual privacy and ensuring that data is used responsibly and in compliance with relevant regulations.

5. The fifth part of the document discusses the role of technology in data management and analysis. It highlights the benefits of using cloud-based storage and analytics platforms to facilitate data access and collaboration across the organization.

6. The sixth part of the document explores the future of data-driven decision-making. It discusses emerging trends such as artificial intelligence and machine learning, and how these technologies will continue to shape the way organizations collect and analyze data.

7. The seventh part of the document provides a summary of the key findings and recommendations. It reiterates the importance of a data-driven approach and offers practical advice on how to effectively implement data-driven strategies in the organization.

8. The eighth part of the document discusses the challenges and limitations of data-driven decision-making. It acknowledges that while data provides valuable insights, it is not a panacea and must be used in conjunction with human judgment and expertise.

9. The ninth part of the document provides a conclusion and a call to action. It encourages the organization to embrace a data-driven culture and to continuously invest in data management and analysis capabilities to stay competitive in the future.

10. The tenth part of the document discusses the importance of data security and risk management. It highlights the need for robust security measures to protect sensitive data from unauthorized access and data breaches.

11. The eleventh part of the document explores the role of data in customer relationship management. It discusses how data can be used to better understand customer needs and preferences, and to personalize marketing and sales efforts to improve customer satisfaction and loyalty.

12. The twelfth part of the document discusses the importance of data in human resources management. It highlights how data can be used to identify talent gaps, improve recruitment processes, and enhance employee performance through targeted training and development programs.

13. The thirteenth part of the document discusses the role of data in financial management. It highlights how data can be used to monitor financial performance, identify cost-saving opportunities, and make informed investment decisions.

14. The fourteenth part of the document discusses the importance of data in supply chain management. It highlights how data can be used to optimize inventory levels, improve logistics, and enhance overall supply chain efficiency.

15. The fifteenth part of the document discusses the role of data in innovation and research and development. It highlights how data can be used to identify new market opportunities, develop new products, and improve existing ones through data-driven insights.

16. The sixteenth part of the document discusses the importance of data in public policy and government operations. It highlights how data can be used to inform policy decisions, improve public services, and enhance government transparency and accountability.

17. The seventeenth part of the document discusses the role of data in social and environmental impact. It highlights how data can be used to measure and improve social and environmental performance, and to identify areas for improvement.

18. The eighteenth part of the document provides a final summary and conclusion. It reiterates the key findings and recommendations and emphasizes the importance of a data-driven approach in achieving organizational success and societal progress.

451 Seventh Street SW, Room 10241
Washington, DC 20410
202-708-1197

This HUD funded program offers financial assistance to eliminate illegal drugs from public housing. Grantees may use funds to employ security personnel, enhance or repair on-site security systems, employ investigators, establish voluntary tenant patrols and purchase communications equipment to operate drug prevention and drug treatment programs.

Those municipalities in New Jersey that received grant money in 1992 are:

Asbury Park, Glassboro, Ocean City, Atlantic City, Hightstown, Orange, Bayonne, Hoboken, Passaic, Bridgeton, Jersey City, Paterson, Camden, Long Branch, Perth Amboy, Cape May, Morristown, Plainfield, East Orange, Newark, Rahway, Edison, New Brunswick, Trenton, Elizabeth, North Bergen, Union City, Vineland, West New York, Wildwood and Woodbridge.

D-202. Drug Elimination Technical Assistance Program

U.S. Department of Housing & Urban Development
Drug Free Neighborhoods Division
Office of Residence Initiatives
451 Seventh Street SW, Room 10241
Washington, DC 20410
202-708-1197

HUD recognizes that public housing residents need to be better armed to wage the war on drugs in their developments. As a result, HUD has made available funds to hire housing consultants to provide short-term technical assistance for drug elimination programs in public housing developments. These funds may be used to coordinate law enforcement strategies, resident security patrols, youth programs, leadership development, resident intervention and family management. Those municipalities in New Jersey that have received this technical assistance in 1992 are: East Orange, Florence, New Brunswick, Newark, North Bergen, Princeton, Red Bank, Salem, Long Branch and Camden.

D-203. Anti-Defamation League (ADL)

New Jersey Office, 741 Northfield Avenue
West Orange, NJ 07052
(201) 669-9700
Jeffrey Maas

ADL's mission is to prepare children and young adults to live in harmony by teaching them to accept and respect differences of color, creed, ethnicity and gender. With this

focus in mind, the ADL created "A World of Difference" education curriculum and audio/video materials that train and teach in order to combat all forms of bigotry and encourage understanding and respect among racial, religious and ethnic groups. The program helps teachers of all grade levels to address diversity in their classrooms, examine their own and others' biases, and expand their own and their students' cultural awareness.

D-204. Southern Poverty Law Center

400 Washington Avenue
Montgomery, AL. 36104
Morris Dees, Chair, Executive Committee

The Center is privately funded through donations. It provides two anti-bias programs: Teaching Tolerance and Klanwatch.

Teaching Tolerance Project includes a teaching kit for schools and a Teaching Tolerance magazine for teachers. In 1992 over 27,000 schools ordered the kit and more than 450,000 copies of the magazine were sent to teachers.

Klanwatch is an intelligence gathering component at the Center that also provides over 5,000 law enforcement agencies with a bi-monthly Intelligence Report that contains evidence gathered regarding white supremacists and their activities. The Klanwatch intelligence files are computerized, containing more than 15,000 photographs of white supremacist leaders and over 10,000 news references, intelligence reports and other data on these hate groups and their activities.

D-205. Preventing Juvenile Delinquency: A Mentoring Approach

University of Medicine and Dentistry of New Jersey
675 Hoes Lane
Piscataway, NJ 08854
908-937-7700
Dr. Dante C. Mercurio, Program Director

This mentoring program receives a grant from the federally funded Juvenile Justice Delinquency Prevention Grant that is administered by the NJ Division of Criminal Justice. The goals of the program are to:

- Reduce delinquency and anti-social behavior in young children identified as at-risk.
- Provide positive role models of the same sex and ethnic background to encourage success in at-risk children.

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- Increase pro-social behavior, positive interpersonal skills, and coping strategies in at-risk children.

- Sensitize teachers and care givers to the importance of early identification of behaviors predictive of later delinquency.

Specific program activities related to achieving these goals are:

- Identify 50 children ages five to seven years old who are at-risk as determined by teacher nominations, completion by the teacher of the Teacher-Child Rating Scale, and written description of the child's behavior. Teachers nominate children for participation on the basis of observed aggressiveness and anti-social behavior.

- Identify and screen 50 adult mentors recruited from local colleges. Mentor candidates complete an application package, provide at least two references, undergo a criminal record check, and participate in an interview focusing on their background and motives for volunteering.

- Train mentors through two half-day workshops. Mentors receive training in Improving Social Awareness-Social Problem Solving and also receive training in handling problem situations that can arise when working with children.

- Child-mentor sessions involve children meeting with their mentor three times per month. Of the three monthly sessions, two will be one-on-one sessions after school at the child's school. One session per month will be a group session for a small group of children and mentors (8-10 persons). Each session will be approximately 1 1/2 to 2 hours long. Children and mentors meet for a total of 18 sessions in six months.

- Follow-up of the children and mentors. Mentors are encouraged to maintain contact with their children on a once per month basis. The center also acts as an information source for mentors. Mentors are also instructed on how to negotiate an ending of the contact to preserve the child's self-esteem and positive progress. Children are referred to other after-school programs including the Boys and Girls Club of Newark.

D-206. Mentoring Program

Department of Law and Public Safety
Hughes Justice Complex, CN085

Trenton, NJ 08625

609-984-2090

Bernice Manshel, Chief, Office of Juvenile Justice
Division of Criminal Justice

Staff from the New Jersey Department of Law and Public Safety have been volunteering as mentors who can have important positive influences on the lives of their protégés.

The program is a cooperative effort among the Department, the Trenton Board of Education, and Big Brothers/Big Sisters of Mercer County. As of February 15, 1993, 60 mentors were matched with students from the Rivera School in inner-city Trenton. Recruitment is underway to match another group of 40 department employees with students from the Monument School, another Trenton inner-city school. The mentors come from all sections of the Department. They include lawyers, administrators, investigators, secretaries, and state troopers -- all donating their spare time to work with youths. Mentors work at the divisions of Criminal Justice, Law, Civil Rights, Gaming, and Motor Vehicles, as well as the Office of the Attorney General. They fill out applications and then are interviewed by staff from Big Brothers/Big Sisters. Following the interviews, Big Brothers provides training for the mentors at the school. Included is a tour of the school building and an introduction to the principal.

The protégés are recommended for the program by their teachers, and their parents are asked to sign permission slips. The youngsters are then matched with their mentors by the staff from Big Brothers. The mentors go to the school for one hour each week. They spend the time helping with school work, playing games and often just talking.

D-207. Regional Minority Male Youth Symposia

Department of Human Services

Capital Place One, CN 700

Trenton, NJ 08625

609-588-2177

Robert Hodes, Facilities Coordinator

This series of regional symposia has allowed a broad-based exchange of ideas with young adult participants as to their unmet public health and human services needs, how to best address these needs and how to improve the population's access to services. Youth panelists have discussed their views on issues important to minority males today, including violence, education, positive role models, aspirations, the legal system, and environmental factors such as poverty, unemployment and health.

The primary focus has been to define the major problems these high risk adolescents confront in their daily lives and to involve them in generating ideas about solutions to their

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problems. The symposia were developed so that young minority males might begin the process of understanding their role in developing community solutions to problems which affect their daily lives. Adult participants talked with the young people about how they can empower themselves and their peers to be active participants in creating solutions to unique community problems. In 1993, symposia were held at Kean College in Union, Rutgers in Camden and Rutgers in New Brunswick.

D-208. Brothers: Black Youth Development Outreach Camp

Family Services of Burlington County
Tarnsfield Executive Office Building, Suite 23
Woodland Road
Mount Holly, NJ 08060
609-722-6726
Jerome Burt, Program Supervisor

This program, funded by the Department of Human Services Minority Males Community Challenge Grant, provides a one week camp experience that strengthens the emotional, intellectual, spiritual, and social development of black youngsters who are caught in the cycle of multiple foster care, residential and adoptive home placements. These youngsters are given the opportunity to interface with black adult male role models representing a myriad of professions.

D-209. ASPIRA, Inc. of New Jersey

Mercer County Center
44 Cuyler Avenue
Trenton, NJ 08609
609-392-1144 and 3512
Francisco J. Hernandez, Public Policy Facilitator

ASPIRA, Inc. is a nonprofit organization that receives partial funding from the New Jersey Department of Community Affairs through the Center for Hispanic Policy Research and Development. ASPIRA provides counseling and leadership development programs to Hispanic and other minority youth. It was founded in 1968 by a group of Hispanic leaders and educators recognizing the need to ameliorate the alarming drop-out rate among Puerto Rican youth within the state. Its mission became the strengthening of the economic base of the Hispanic community by promoting education among its youths.

In 1987, ASPIRA, Inc. expanded from an organization serving students of Greater Newark to a state-wide agency serving students from five counties throughout the state: Camden, Essex, Hudson, Mercer and Passaic. Its mission of "Leadership through Education" reinforces the values of education, community awareness and participation, positive

self-identity, leadership skills, and parental awareness of educational programs and policies that affect their children.

D-210. Teen Institute of the Garden State (TIGS)

60 S. Fullerton Avenue
Monclair, NJ 07042
201-783-2309
Susan A. Nobleman M.A., C.A.C., Director

TIGS is a program of the National Council on Alcoholism and Drug Dependence, North Jersey Area, Inc. It is partially funded by program fees, with actual costs offset by state and federal grants and community organization, foundation and individual contributions. A year-long program, TIGS fosters wellness and leadership training as a means of preventing teenage alcohol and drug use. It includes a summertime retreat and follow-up events throughout the school year. TIGS has two main goals: showing young people that they can live full lives without the use of alcohol and other drugs and training them to implement prevention programs in their schools and communities. Now in its fifth year, TIGS cultivates core groups of teens who are committed to a philosophy of "no use." Realizing that teens themselves can most effectively influence their peers, as well as younger children, they are given skills to help them develop positive peer pressure.

D-211. Job Training Partnership Act Program (JTPA)

NJ Department of Labor
Office of Employment and Training Services, CN055
Trenton, NJ 09625-0055
609-292-3029
David L. Phillips, Chief, Employment and Training Services

The Program addresses joblessness through partnerships between private businesses and government. The Program is available statewide and is primarily funded by the federal and state governments. The program provides:

- On-the-Job Training. Participants are placed on a job and receive training in a new field while earning a regular salary for which the employer can be partially reimbursed.

- Vocational Training for those that have been terminated or received notice. The Program helps them find a new job or gives them training in new skills.

- Other Services. Participants can receive academic training, job seeking skills training, pre-employment training and counseling services.

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D-212. Edison Job Corps Center

500 Plainfield Avenue
Edison, NJ 08876
908-985-4800
Marsha Swartz, Manager, Recruitment/Placement

The Center is a residential and non-residential program consisting of vocational training, career development, basic education, GED, college courses, counseling, medical, dental, optometrical and psychological services. It also provides training stipends and allowances, recreational activities and job placement. The program accommodates the visually and hearing impaired and has a bilingual staff. Services are available to residents of New Jersey, aged 16-22.

D-213. NJ State Employment Service

NJ Department of Labor
Office of Employment and Training Service, CN055
Trenton, NJ 08625-0055
609-292-3029
David L. Phillips, Chief, Employment and Training Services

The Service, within the Department of Labor, oversees the application of the Federal Employment Service Grant through a network of 39 local offices throughout the state. The basic mission of this program is the acceleration and facilitation of employment of job seekers and the filling of employer job orders for workers.

D-214. Violence Prevention and Intervention Grant Program

NJ Department of Education
Bureau of Student Support Services
CN 500
Trenton, NJ 08625
609-633-6681
Jennifer J. Seeland, MSW, Youth Services Program Coordinator

The Program provides funding to New Jersey public school districts to assist in the development and implementation of programs which will promote prevention and intervention approaches to dealing with conflict and violence in the schools. The grant is supported through federal funds provided under the Drug-Free Schools and Communities Act of 1986.

The major objective of this grant program includes providing strategies and programs that do one or more of the following:

- Teach students and staff techniques for resolving

conflict and managing their anger;

- Provide counseling, conflict resolution and dispute mediation to students or staff to prevent or intervene in potentially violent situations;

- Reduce racial and ethnic bias through promoting respect for human differences; and

- Provide students and staff with social problem solving skills.

School policies form the administrative framework for encouraging positive student behavior and providing sanctions for misbehavior. Through participation in the grant program, school districts review and, if necessary, improve policies and procedures for student expectations, codes of student conduct, character and values education, drug and alcohol abuse and related disciplinary and enforcement procedures.

Those districts selected for this funding in 1993 are:

- | | |
|---|---|
| • Clifton | •Ewing |
| •Pinelands Regional | •Linden |
| •Essex County Educational Services Commission | •Middlesex County Vocational-Technical |
| •Maurice River | •Edison |
| •East Orange | •Middlesex County Educational Services Commission |
| •Altantic County Vocational School | |
| •Somerdale | |

D-215. Youth Violence Prevention Grants

Pediatric Prevention Services
New Jersey Department of Health, CN360
Trenton, NJ 08625-0360
609-984-6137
Linda Holmes, Coordinator

The Department of Health is working with community groups in Camden, Newark and Paterson to develop federally funded programs aimed at preventing violence and reducing homicides among young minority men. The programs offer young people such services as job training, instruction in decision-making and other life skills, academic counseling, structured recreation programs, a drop-in center and participation in rites of passage programs. Parenting education is available for some parents of at-risk youth. Each grant recipient also offers area health care workers training in identifying and referring those at greatest risk for violent behavior. The goal is to develop an identification and referral model that may be used by others.

D-216. Students Against Violence and Victimization of

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Youth (SAVVY)

Office of Legal and Regulatory Affairs
NJ Department of Human Services, CN700
Trenton, NJ 08625-0700
609-292-7901
Roberta Knowlton

The SAVVY program was conceptualized by several School-Based Youth Services Program directors. This was in response to discussions at directors' meetings about how to prevent violence and how to help students cope with the violence that surrounds them. The purpose of SAVVY is to educate students about violence and to give them a sense of empowerment. Students, through their participation in SAVVY, learn alternative ways of dealing with potentially violent situations.

D-217. Educational Services Unit (ESU)

New Jersey State Police
PO Box 7068
West Trenton, NJ 08628
609-561-1800
SFC George Fisher

The State Police ESU presents various police and safety related programs to educational, church, civic, military, youth, senior citizens, women, and other groups throughout the state. These programs include lectures on crime prevention, drinking driving, narcotic interdiction, carjacking safety programs, self defense, seat belt presentations, and driving safety. ESU personnel also work closely with school administrators in establishing safety patrol programs for students, inspect school buses for unsafe practices and confer on juvenile problems. In addition, the ESU is responsible for all DARE instruction to students in communities under State Police jurisdiction.

D-218. Neighborhood Watch

NJ Division of Criminal Justice
Police Services Bureau
25 Market Street, CN 085
Trenton, NJ 08625-0085
609-984-4475
609-984-0960
Michael J. Renahan

Neighborhood Watch, which is sometimes known as Block Watch, Crime Watch or Town Watch, is a cooperative, community-based activity that uses the residents of a neighborhood or block to be the eyes and ears of the police. Members of the community observe unusual or suspicious activity and report it to the local police department. They do not assist

in physically apprehending suspects. In some communities the Neighborhood Watch has been expanded to include patrols conducted by members of the neighborhood who have been trained by the police. These individuals perform "eye and ear" surveillance only. Weapons or direct involvement with a crime situation are not permitted. In addition, these patrols do not themselves enforce the law.

D-219. NJ State Association of Chiefs of Police (NJSACOP)

145 Rte. 31 North, Suite #24
Pennington, NJ 08534-3603
609-466-0200
Lorraine Kulick, Executive Director

NJSACOP is a nonprofit organization dedicated to assisting police executives in enhancing the professionalism of law enforcement. The Association provides training and education seminars for police executives, as well as municipal leaders, which deal with the problems communities face, such as bias incidents, the need for community policing and violence in the schools.

D-220. Commission to Deter Criminal Activity

NJ Division of Criminal Justice
Richard J. Hughes Justice Complex, CN 085
Trenton, NJ 08625
609-292-5939
John Higgins

The Commission was legislatively created in 1984 to educate the public about criminal statutes for the purpose of deterring criminal behavior. Composed of law enforcement officials, elected officials and private citizens, it has been instrumental in developing and distributing demand reduction materials statewide. It is chaired by the Attorney General, and personnel from the Division of Criminal Justice serve as staff. The Commission is also involved in initiatives regarding bias crime and cultural diversity.

D-221. Juvenile Delinquency Commission

212 West State Street, CN965
Trenton, NJ 08625
609-292-2264
Ty Hodanish, Executive Director

Created by the Legislature in 1983, the primary role of the Commission is the routine analysis, oversight and evaluation of the juvenile justice system. It is an oversight committee, comprised of legislators, law enforcement officials and members of the public, whose mission is to identify problems and help to resolve them. The Commission collects and disseminates information on juvenile justice issues, trends

and research. It publishes a monthly bulletin called the "Clearinghouse," that contains information that may be of interest to juvenile justice practitioners.

D-222. Juvenile Justice and Delinquency Prevention Unit

NJ Division of Criminal Justice
Richard J. Hughes Justice Complex, CN085
Trenton, NJ 08625
609-984-2090
Terry L. Edwards, Chief

The Unit is responsible for overseeing the implementation of the federal Juvenile Justice and Delinquency Prevention (JJDP) Act. New Jersey receives approximately \$1.3 million annually from the JJDP Act. The funds are used to develop services which will prevent delinquent activity; maintain the family unit and prevent youth from being unnecessarily removed from their homes; provide community-based services to at-risk and delinquent youth and their families; and provide training for juvenile justice personnel and others who work with at-risk and delinquent youth.

Grant awards for projects are approved by the Governor's Juvenile Justice and Delinquency Prevention Committee which serves as the supervisory board for the JJDP Act. The JJDP Committee is composed of public and private members who represent various components of the juvenile justice system, treatment providers, educators, advocacy organizations and youth.

D-223. Youth Services Commissions

All Counties in New Jersey
609-292-0398
Karen Kasick, Coordinator
Youth Services
NJ Department of Human Services
CN 700
Trenton, NJ 08625-0700

In 1983, with the enactment of the revised code of Juvenile Justice under section 2A:4A:91, each county was charged with establishing a citizens advisory committee to develop a comprehensive youth services plan for children under the jurisdiction of the Family Court. As required by law, these Commissions develop and submit to the State Department of Human Services a comprehensive Family Court Plan for the provision of community services and programs to meet the needs of such children and their families. Relying on its plan, each Commission:

- Identifies service needs and gaps and makes recommendations to the state and county regarding program and fiscal allocations and priorities;

- Examines the continuum of care for the county's court- involved and at-risk juveniles regarding the availability and accessibility of resources needed to become healthy and productive citizens;

- Prepares a resource inventory of existing services including a description of county juvenile facilities;

- Provides input into other county plans for youth services; and

- Provides community education and awareness training regarding juvenile justice and related youth issues.

D-224. Association For Children of New Jersey (ACNJ)

17 Academy Street, Suite 709
Newark, NJ 07102
201-643-3876
Ciro Scalera

ACNJ is a statewide, citizen-based child advocacy organization dedicated to improving programs and policies affecting children and their families throughout New Jersey. ACNJ does not provide direct services, but rather works to be an active voice for the state's children and families through public education, research, developing and supporting legislation and maintaining oversight of policies and programs of state administrative agencies.

D-225. Alternative Education Association of New Jersey

908-249-6410
Dr. John Dougherty, President

Alternative education programs are designed to address the needs of students who have difficulty adapting to traditional educational methods or environment. Many of the students in traditional programs suffer from alienation and low self-esteem, which often lead to disruptive behavior. Districts that provide alternative programs include Englewood, Fairlawn, Paramus, Teaneck, Parlin, Kendall Park, Cranford, Cherry Hill, Hopewell Valley, Jersey City, Montclair, Rutherford, Bayonne, Raritan, Alpine (Renaissance), Clifton, Washington, Livingston, Woodbridge, West New York, Rahway, Fairlawn, Dunellen, Brick Township, Millville, Lakeland, Jackson, Irvington, Hackensack, Succasunna, Wall Township, Plainfield, Allentown, Bridgewater, Paramus and Toms River.

D-226. Alternative Education Grant Program II

NJ Department of Education
Bureau of Student Support Services

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CN 500
Trenton, NJ 08625
609-633-6681
Jennifer J. Seeland, MSW, Youth Services Program Coordinator

Six counties will receive federal funding for alternative education programs for the 1993-94 school year through the Department of Education: Essex, Camden, Passaic, Burlington, Monmouth and Salem. Alternative education programs, which provide students with non-traditional educational experiences and learning opportunities, are one of the Department of Education's delinquency and dropout prevention strategies. Students who are chronically disruptive in school are also commonly involved with the juvenile justice system and at risk of dropping out of school. Alternative education programs are designed to meet the special needs and interests of these students.

The goals of the Alternative Education grant program are to:

- remove chronically disruptive youth from the environment in which disruption occurs, both for their own benefit and for that of other students;
- provide students returning from juvenile justice programs with an educational program that builds on the progress they have made while incarcerated; and
- provide all of these students with an environment where they may experience success, both in learning and in interpersonal relationships, in order to end the cycle of chronic failure and disruption.

In creating an alternative program for students, it is necessary to have an environment which is caring and supportive, but holds students accountable for their behavior and for meeting the same academic standards as students in the regular high school. Additionally, based on the belief that setting has an important impact on behavior, a provision of this grant program involves housing alternative education programs on college campuses. The adult environment of a college campus has proven to be beneficial in changing the students' attitudes and behaviors.

The major objectives for each Alternative Program are to:

- assist students in working towards fulfilling high school graduation requirements;
- provide special support and assistance for the development of more responsible patterns of behavior;

- provide multiple services for students, including counseling, substance abuse and violence prevention and intervention programs, drug and alcohol assessment, aftercare services and other pupil personnel services;

- provide relevant job training and enhance occupational competencies for students; and

- provide continued educational and support services for youth returning from juvenile justice programs.

D-227. NJ Council On Alcoholism and Drug Abuse, Inc.

986 South Broad Street, Trenton, NJ 08611
609-392-0644
Wayne E. Wirta, Executive Director

The Council is a state-wide, nonprofit organization working to reduce the incidence and prevalence of alcoholism, drug abuse and related problems through public education and awareness. The Council and its 19 county-based affiliate agencies offer a variety of services to local communities. Among those offered are:

Consultation & Evaluation with individuals or families concerning alcohol and other drug related problems.

Referrals and information about treatment resources and other forms of assistance.

Literature on issues surrounding alcohol use/misuse, alcoholism and other drug addictions.

Training Programs for professionals: Teachers, nurses, police, clergy or any human service provider.

Speakers: Council representatives present programs to community groups interested in learning more about alcohol use/misuse, alcoholism and other drug addictions.

Student Assistance or Employee-Assistance Programs for schools or businesses.

School Programs with speakers, discussion leaders and materials.

Curriculum & Program Guides: A variety of model educational programs and classroom materials are available.

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Highway Safety Program: a comprehensive campaign for community groups, schools or businesses.

Advocacy: Alerting local and state legislators to issues in the field of alcoholism and other drug addictions.

Library: Books, films, and tapes covering alcohol and other drug addictions.

D-228. Municipal Alliances

Governor's Council on Alcoholism and Drug Abuse
122 W. State St.
CN 345
Trenton, NJ 08625
609-777-0526
John Krieger

The Alliance system's goal is to develop alcohol and drug abuse prevention and public awareness programs and networks in every municipality in New Jersey. The Governor's Council provides technical assistance, information, training and funding to the Alliances.

Municipal Alliances are funded through the mandatory Drug Enforcement Demand Reduction penalties required to be imposed by the Comprehensive Drug Reform Act of 1986 on those convicted for drug violations. Projected for 1993, over 480 of New Jersey's 567 municipalities will have organized working Alliances. All Municipal Alliances must include in their membership representatives from the local government, the police, the health care community, businesses, schools and community organizations. School substance abuse coordinators are active in all Alliances. Parenting programs are an integral aspect of Alliance programs. Community awareness programs are supported, including youth activities, recreational programs, drug and alcohol education, media campaigns and community-based celebrations.

The Municipal Alliances are linked to the county-level Local Advisory Council on Alcoholism and Drug Abuse (LACADA). Each LACADA develops a county plan that addresses the need for alcoholism and drug abuse services. In addition, a Governor's Alliance Summit is sponsored yearly which showcases innovative alliance programs from around the state.

D-229. Partnership for a Drug-Free New Jersey

90 Millburn Avenue
Millburn, NJ 07041
201-762-4700
Diane D. Higgins

The Partnership is a nonprofit coalition of professionals from business, media, communications and government, which promotes a state-wide campaign designed to prevent drug and alcohol abuse. The Governor's Council on Alcoholism and Drug Abuse worked closely with the Partnership for a Drug-Free America to develop New Jersey's own partnership. By individualizing New Jersey's ads, they were able to target different areas of the state, from rural to inner city. New Jersey was also the first state to include alcohol abuse in its campaign.

D-230. Lifers's Group Inc. "SCARED STRAIGHT"

East Jersey State Prison
Lock Bag R
Rahway, NJ 07065
908-574-3375
Maxwell Melvin, President

The Lifers' Group was founded in December 1975. The membership consists of men serving life in East Jersey State Prison, or extended sentences in excess of 25 years. The main objective of the Lifers' Group is to show young people that criminal activity leads to nowhere. Through their Juvenile Awareness Program (JAP), also known as "SCARED STRAIGHT," the lifers attempt to put their prison experiences into a perspective that discourages youth from choosing to become involved in crimes. Members of the Lifers' Group believe that youngsters starting to show signs of delinquency are more likely to listen to their advice, rather than a parent or teacher, because more than half of them were involved in juvenile offenses or served time in a juvenile institution.

The young people that take part in the JAP program are brought into the institution and taken on a short tour of two cell blocks, with explanations as to what they are seeing. Then they are escorted to the prison auditorium for a rap session which covers the full spectrum of crime and the "non-rewards." In these sessions, explanations are made by inmates, using themselves as examples, about prison, crime and the ramifications of criminal activity.

The Lifers' Group has also found that an exchange of experiences and viewpoints between parents and prisoners has been beneficial. On Monday evenings the lifers meet with up to 35 parents, guardians and concerned adult citizens for a discussion session. It is an opportunity for the group to review its work in relation to the community they are serving.

In addition to the awareness programs provided by the lifers, they assist youngsters in need of services by referring them to local programs that treat or counsel individuals for a variety of problems, such as drug and alcohol abuse, family conflicts, sexually transmitted diseases and other areas of

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concern for youth at risk. Lifers offer a Juvenile Hotline for this assistance from 8:30 A.M. to 8:30 P.M., with future plans to operate on a 24-hour, seven days per week basis.

D-231. NJ Conference on Minority Males

NJ Department of Human Services
Capital Place One, CN 700
Trenton, NJ 08625
609-588-2177
Robert Hodes, Facilities Coordinator

The 1991 Conference was coordinated by the Department of Human Services, through a grant from the U.S. Department of Health and Human Services, to address the status and needs of New Jersey's minority male population. Various departments of state government and over 200 representatives of community agencies participated in a planning session in July 1991 to set the agenda for the conference. The planners identified the five key areas that provided the themes highlighted during the two days: education, health, the family, employment and training, and law and justice.

During the two day conference, workshops, panel discussions, and group interactions were conducted to help identify answers to critical problems. The discussions were used to define the goals for awarding community challenge grants to enable local communities to develop responses to future issues.

Another conference was held in October 1993 at the Trump Castle Hotel in Atlantic City. The program included a special Full Day Youth Symposium as well as the themes covered in 1991.

D-232. Juvenile Intensive Supervision Program (JISP)

Administrative Office of the Courts
Hughes Justice Complex, CN 987
Trenton, NJ 08625
609-292-1589
Philip J. Hill, Director

The JISP established an intermediate form of community-based juvenile correctional care for select juvenile offenders. The program provides a structure within which selected incarcerated juvenile offenders are afforded an opportunity to work their way back into the community under intensive supervision. To be considered, they must present a plan which gives full assurance to a Screening Board and a Redisposition Panel of judges that their return will result in a positive social adjustment and will not jeopardize the public's safety.

D-233. Juvenile Probation Services Unit

Administrative Office of the Courts
Hughes Justice Complex, CN 987
Trenton, NJ 08625
609-633-2777
Gregory Wilcenski, Chief

The Unit, within the Probation Services Division, acts as the state liaison for county probation departments. The Unit is responsible for implementing FACTS (Family Automated Case Tracking System) statewide; providing technical assistance to the county probation offices; developing new programs and services that address juvenile and family member needs and problems; and providing training to managers, supervisors and staff that work in the field of probation. The Unit also prepares an annual Juvenile Probation Special Programming Resources Manual that describes over 100 programs presently being offered through the county probation departments.

D-234. Division of Alcoholism, Drug Abuse and Addiction Services

NJ Department of Health
CN 362
Trenton, NJ 08625-0362
609-292-9068
John W. Farrell, MSW, Deputy Director

The Department funds a variety of substance abuse prevention and treatment programs throughout the state.

D-235. Family Therapy Substance Abuse Program

School-Based Youth Services Program
NJ Department of Human Services
Trenton, NJ 08625
Institute for the Family
Princeton Junction, NJ
609-292-7901
Roberta Knowlton

The Program, which is funded by a grant from the NJ Department of Health, is based on the idea that when a family is both dysfunctional and disorganized, its children must find a coherent framework of adult standards and consistent consequences for behavior in order to develop an organized personality structure with good impulse control. In the first year the program targeted at-risk youth, ages 13-19, from families in economically distressed areas. The youth were referred to one of the six School-Based Youth Services Programs located in Ocean County (Lakewood, Pinelands), Essex County (Irvington, Newark) and Atlantic County (Atlantic City, Pleasantville).

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Family therapists (one from each County) were trained by H. Charles Fishman, M.D., at the Institute for the Family. The training consisted of 75 hours (5 hours/week for 15 weeks) of didactic and observational learning of family therapy sessions conducted by Dr. Fishman. In addition, case conferences were conducted monthly to review treatment progress. The immediate goal of the structural therapist is to effect change in the family's dysfunctional interactional patterns.

Five community resource persons (one for Essex County, and two each for Atlantic and Ocean Counties) participated in the program. They were selected based on their knowledge of their respective communities. The primary intent of the community resource person was to mobilize (or create) resources to assist the families. The program goal is to establish a healthy relationship between the family members and their community.

D-236. Juvenile-Family Crisis Intervention Units

Administrative Office of the Courts
Hughes Justice Complex, CN037
Trenton, NJ 08625
609-293-9580

The Juvenile-Family Crisis Intervention Units in each county of the state were created by legislation in December 1983. The code requires that each county provide one or more 24-hour on-call Juvenile-Family Crisis Intervention Units (CIUs), "... a mechanism which will provide troubled juveniles and their families a non-coercive opportunity to resolve conflict and receive needed services." The CIU's first stabilize the immediate crisis existing in a family unit by offering short-term counseling and making referrals to appropriate agencies. If a family does not cooperate with the CIU, or when all community resources are exhausted and a juvenile-family crisis continues to exist, the matter may be referred to court. A juvenile-family crisis is defined as a serious threat to the well-being of a child, a serious conflict between a child and a parent, truancy and a runaway situation.

D-237. Youth Advocate Programs, Inc. (YAP)

877 Broad Street, Suite 301
Newark, NJ 07102
201-824-7874
Jeff Fleischer, Vice President

The New Jersey YAP serves dependent and delinquent youth referred by DYFS and the Family Court. It is presently funded by DYFS through a contract administered by the Office of Statewide Operations. Currently operating in 15 counties, the basic purpose of YAP is to keep youth and their families together. The programs provide alternative in-home

and other community-based advocacy services for youth at high-risk of out-of-home placement or institutionalization. The advocacy model claims to be a cost-effective way to help dependent, neglected, abused and delinquent youth build productive lives.

Each advocate is matched with a family and is responsible for providing support to that family and for linking them to appropriate community resources. Activities are designed to identify a youth's social, educational and vocational strengths and to implement plans to enhance those strengths. Additionally, assistance is provided to parents to ease pressures and conflicts that impact upon family functioning. Advocacy services include individual and family counseling/intervention; life skills development; conflict resolution; brokerage of needed services; and group work. Crisis intervention is available around the clock, seven days a week. YAP also runs alternatives to incarceration/detention programs in Atlantic and Passaic counties and alternatives to detention programs in Essex and Hudson counties.

D-238. Police Athletic Leagues of New Jersey (PAL)

163 Old Bergen Road
Jersey City, NJ 07305
Northern Region
201-434-3486
Central Region
908-842-2333
Southern Region
609-344-6655

PAL is a juvenile crime prevention program that relies heavily on athletics and recreational activities to tighten the bond between police officers and kids on the street. PAL is based on the belief that children, if reached early enough, can develop a strong, positive attitude towards police officers as they achieve adulthood and become productive citizens. In the State of New Jersey there currently are over 70 PALs with programs for all ages of boys and girls.

Research studies indicate that children accurately reflect the attitudes of their parents and other persons significant in their environment. Attitudes are learned from one's culture and subculture. The most significant finding for a police officer is that these attitudes, learned from one's culture or subculture, can be changed with a little effort. The PAL program promotes greater trust and understanding between youngsters and officers.

PAL programs bring youngsters under the supervision and constructive influence of a responsible law enforcement agency and expand public awareness about the role of a police officer. That role is the positive reinforcement and support of the responsible values and attitudes instilled in young people

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by their parents.

As an important component of the education system, youth sports programs have contributed significantly to the reduction of delinquency. The considerable financial and administrative support that teachers, parents and coaches give to youth sports is engendered in part by the conviction that athletic participation imparts certain desirable educational, social and cultural values that mitigate the occurrence of delinquency.

D-239. Statewide Narcotics Task Force

NJ Division of Criminal Justice
Hughes Justice Complex, CN 085
Trenton, NJ 08625
609-530-3414
Barry Goas

The Task Force serves as the Attorney General's coordinating agent in all matters relating to narcotics enforcement. It is responsible for the investigation and prosecution of major narcotics networks and for specialized narcotics enforcement, including asset investigation, the application of analytical techniques and information gathering and sharing. It is also responsible for developing statewide narcotics policy and initiatives. The Task Force coordinates statewide law enforcement activities in the schools and statewide implementation of the Attorney General's 1993 Statewide Narcotics Action Plan II and attendant strategies. Through agreement with varied federal agencies, the Task Force is responsible for coordinating specialized narcotics enforcement programs across the state. The Task Force receives, distributes and monitors federal block grant and discretionary grant funds. The Task Force also surveys, conducts, arranges and develops training courses in matters related to narcotics enforcement for law enforcement officers. The Task Force monitors Action Plan II.

D-240. Police/Community Partnership Program

New Jersey Division of Criminal Justice
Hughes Justice Complex, CN 085
Trenton, NJ 08625
609-292-5939
Heddy Levine-Sabol

The Program was developed by the Division of Criminal Justice to meet the need for a statewide response to urban violent crime. It is a comprehensive, multi-agency approach to combatting violent crime, drug use and gang-related activity in high-crime neighborhoods. This program is receiving \$5 million initial funding for fiscal year 1993 through the Drug Control and System Improvement Block Grant from the U.S. Department of Justice and was instituted in several cities

during the fall of 1992. Those urban centers receiving the grant money include East Orange, Elizabeth, Hoboken, New Brunswick, Plainfield and Union City. The aim of the program is to reduce crime, the perception of crime, social and physical disorder, and physical decay in the target neighborhoods. The program includes four component-objectives similar to those of the "Weed and Seed" Program:

Violent Offender Removal Component: To develop a comprehensive multi-agency strategy to target and apprehend street gang and drug-trafficking criminals in target high-crime neighborhoods.

Community-Oriented Policing Component: To institute a community policing program in at least one target area that will involve the mobilization of community residents to assist law enforcement in identifying problems and proposing solutions.

Safe Haven/Community Center Component: To establish at least one safe haven/community center in the target area that will provide activities and programs for residents in a secure environment.

Neighborhood Revitalization: To develop and implement a plan that addresses social and economic problems in the target communities and to provide a comprehensive and focused framework under which public agencies, the private sector, community organizations and citizens can form partnerships to enhance public safety and the overall quality of life.

D-241. Drug-Free Housing Program

New Jersey Division of Criminal Justice
Hughes Justice Complex, CN 085
Trenton, NJ 08625
609-292-5939
Heddy Levine-Sabol

The Program involves a coordinated approach to reducing drug-related crime and is geared to creating a positive change in the quality of life for residents in the Seth Boyden public housing complex in Newark. The project is designed to decrease narcotics-related activity through aggressive interdictions and demand reduction efforts.

Recognizing that the law enforcement presence at the housing complex is a major component, although not the entire solution, the Law Enforcement Coordination and Planning Section of the Division of Criminal Justice has reached out to other state, federal and local agencies for their participation and input in developing other areas of this project. The participating agencies include the Newark Police Depart-

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ment, the Newark Housing Authority, the Newark Tenants' Council, the Essex County Prosecutor's Office, the Division of Criminal Justice, the U.S. Department of Housing and Urban Development, the NJ Department of Education, the NJ Department of Health, the NJ Department of Community Affairs and the Division of Juvenile Services in the Department of Corrections.

D-242. Safe and Clean Neighborhoods Program

Bureau of Local Management Services
Division of Local Government Services
NJ Department of Community Affairs
CN 803
Trenton, NJ 08625-0803
609-292-8304

The NJ Department of Community Affairs provides 50% funding to qualified municipalities. The Program funds are expended to strengthen public safety by providing for police officers and firefighters in urban neighborhoods and to provide resources to upgrade urban neighborhoods by effecting visible improvements that enhance the overall appearance and living conditions.

Municipalities in New Jersey receiving this grant for fiscal year 1994 are: Asbury Park, Bayonne, Belleville Township, Bloomfield, Bridgeton, Camden, Carteret Borough, East Orange, Elizabeth, Garfield, Glassboro Borough, Gloucester City, Gloucester Township, Hillside Township, Hoboken, Irvington Township, Jersey City, Keansburg Borough, Kearny, Lakewood Township, Lindenwold Borough, Lodi Borough, Long Branch, Millville, Monroe Township (Gloucester), Mount Holly Township, Neptune Township, New Brunswick, Newark, North Bergen Township, Orange, Passaic City, Paterson, Paulsboro Borough, Pemberton Township, Penns Grove Borough, Pennsauken Township, Perth Amboy, Phillipsburg, Plainfield, Pleasantville, Rahway, Roselle Borough, Salem City, Trenton, Union City, Vineland, West New York, Willingboro Township, Winslow Township, Woodbridge Township, Englewood, Hamilton Township (Mercer), Jackson Township, Montclair Township, Old Bridge Township and Weehawken Township.

D-243. Supplemental Safe Neighborhoods Program

Bureau of Local Management Services
Division of Local Government Services
NJ Department of Community Affairs
CN 803
Trenton, NJ 08625-0803
609-292-8304

Financial assistance on a formula basis is provided to eligible municipalities to implement a Supplemental Safe

Neighborhoods Program. The purpose of the grant is to supplement local funds for police services. Subject to statutory criteria, funding must be used for the employment of additional full-time uniformed police officers regularly assigned to patrol duties. Non-urban aid communities have the option of using funds for overtime payments for existing personnel. There are 420 municipalities in New Jersey presently receiving these supplement funds.

D-244. Garden State Coalition for Youth and Family Concerns, Inc.

229 Chestnut Avenue
Trenton, NJ 08609
609-989-1625
Linda Kelly, Director

The Coalition is a private, nonprofit organization, with individual and agency representatives who serve runaway, homeless and missing youth and their families. Members of the Coalition are individual or agency representatives who believe that alternative, community-based programs, which are providing for or coordinating services for runaway, homeless and missing youth, are a viable option to traditional services provided within the Juvenile Justice System.

D-245. Catholic Charities

Catholic Charities are the social service agencies operated by Catholic dioceses in the state. The works of Catholic Charities agencies promote, support and strengthen family life. They address and respond to the major social concerns of the day, such as alcohol and drug addiction, homelessness, AIDS and poverty. Catholic Charities agencies respond to the needs of families and youth by providing services such as counseling, housing, food, clothing and a wide range of social support services. Their programs serve pregnant teenagers, runaway youth, youth who are victims of family violence or sexual abuse, youth addicted to drugs and alcohol, etc.

D-246. School-Based Youth Services Program (SBYSP)

Office of Legal and Regulatory Affairs
NJ Department of Human Services, CN700
Trenton, NJ 08625-0700
609-292-7901
Roberta Knowlton

The SBYSP, developed and administered by the Department of Human Services, links the education, social services, employment and health care systems together to serve teenagers. The program provides comprehensive services in or near high and middle schools. It is located at 29 sites, with at least one site per county. In 1989, the program served over 19,000 teenagers out of a possible 60,000, or approximately

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1 out of every 3 eligible teens. The program is managed by nonprofit organizations, public agencies or schools.

Core services provided by the sites include health and family counseling, primary and preventive health care, employment, substance abuse assistance, recreation, and information and referral. Beyond that, local sites provide a variety of services including teen parenting education, child care, family planning, tutoring, transportation and hotlines.

Grants for SBYSP were offered only to communities that showed the support and participation of a broad coalition of local community groups, teachers, parents, businesses, public agencies, nonprofit organizations, students and local school districts. Applications had to be jointly filed by a school district and one or more local nonprofit or public agencies.

The municipalities/school districts presently in the program include Atlantic City, Pleasantville, Hackensack, Pemberton, Camden, Lower Cape May County, Bridgeton, Irvington, Clayton, Bayonne, Hunterdon Regional, Paterson, Trenton, New Brunswick, Long Branch, Dover, Lakewood, Passaic, Elizabeth, Plainfield, Phillipsburg, Essex County Voc-Tech, Gloucester County Voc-Tech, Emerson, South Brunswick, Pinelands Regional, Somerset County Voc-Tech, Salem County Voc-Tech and Sussex County Voc-Tech.

D-247. Minority Males Community Challenge Grants

NJ Department of Human Services
Capital Place One, CN 700
Trenton, NJ 08625
609-292-3703
Ed Rogan

In September 1992 and then again in February 1993, the Department of Human Services issued grants to community agencies to develop programs to meet the health and human services needs of the state's minority males. The one-year grants, which range from \$5,000 to \$15,000, fund such things as a role model program for 20 Latino middle school students in Newark; a parenting instruction program for young minority men in Monmouth County; counseling, support and recreation services for Hispanic youth in Camden; and a program to recruit and train minority men in Jersey City to work as home health aides. In nearly every case the services offered include one or more of the following: mentoring, where older men serve as role models to youth in danger of dropping out of school, joining gangs or becoming involved with drugs or criminal activity; personal and leadership development; life skills training; recreation; personal academic tutoring; career counseling; parenting training; and community service.

D-248. Office of Bias Crime and Community Relations

NJ Division of Criminal Justice
Hughes Justice Complex, CN 085
Trenton, NJ 08625-0085
609-984-6500
Paul G. Goldenberg, Chief

The Office was established within the Division of Criminal Justice in 1992. Its mission is to:

- Seek ways to resolve community tension and to develop initiatives toward that goal.
- Develop bias and hate preventive measures with the advice of religious, community, business and educational groups.
- Work with the State Police, county prosecutors' offices and local police departments to assist investigations, training and the identification of patterns in bias crimes upon the request of law enforcement executives.
- Develop and coordinate regional and statewide training programs as they relate to offenses and investigations of bias-criminality and collective youth violence.
- Work with the law enforcement community to develop police minority recruiting programs.
- Act as an intergovernmental liaison between law enforcement and other agencies.

The priorities of the Office include the development and coordination of prototype educational and preventive programs and specific activities to reduce bias crime. These programs include:

- In May 1992, the Office established a Bias Crime Training and Curriculum Working Group. The purpose of this Working Group is to create a training package for the law enforcement community to assist them in dealing with bias crimes.
- Community Assistance and Human Relations Commissions: Upon the recommendation of the Attorney General, each county is establishing a Human Relations Commission. The Office has been assisting the National Conference of Christians and Jews in furtherance of this task.

The value and importance of these Commissions is as follows:

- The Councils involve all leadership on a collegial

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basis to address the causes of and strategies to combat discrimination, prejudice, bias and bigotry as root problems which contribute to bias crime and crime in general.

- They enjoy the support and recognition of the community at large as well as law enforcement leadership.

- The participation of these leaders serves as models to their respective constituencies in municipalities throughout the state to adopt the principles of dialogue, discussion and coalition building, particularly dealing with and prevention of civil disorder, racism and intergroup hostilities.

- They are seen as vehicles by which community groups, corporate, clergy and educational leaders can "sit together" with police and describe problems of intergroup relations on a societal basis, which otherwise very often wind up at the doorstep of the police after escalation and eruption into civil disorder, riots, etc.

- The commissions act as both the vehicle and catalyst for educational and preventive programs.

- Operation Stamp Out Hate Crime (SOHC) is an educational and attitude changing program for youths charged with offenses involving hate or bias. The program is being developed by 35 experts in the fields of education, law enforcement, human relations, victim assistance and psychology. The goal of the program is to educate youthful offenders and their parents about the harm and consequences of a bias incident upon the victim and, through intense behavioral modification, teach the participants to act appropriately in culturally diverse society.

- Participants in the SOHC Program: The local police department bias crime officer reviews all bias crime reports and investigations and notifies the county prosecutor of the cases. After the complaint is forwarded to the court, the juvenile may be referred directly to the SOHC program upon approval of the prosecutor, or the case is heard before the judge in court if the charge involves a serious offense. If the juvenile defendant is convicted, the court is expected to require the juvenile and parents to complete the SOHC program in addition to any other disposition imposed by way of sentence.

- Program Description: The program is presented in two locations to enable youths from all parts of the state to participate. There are southern and northern

locations (Essex County and Camden County). The curriculum includes two sessions of two hours each for 24 weeks. There are approximately 10 juveniles at each session. The program is repeated twice at each of the locations. Approximately 40 youth and their family members go through the program each year. Parents are required to participate with the juvenile.

- Positive Impact Ensemble is a dramatic presentation of the harm caused by bias and hate crimes performed by talented young people from the Rosa Parks High School for the Dramatic Arts. The purpose of the 30 minutes of dramatic vignettes is to foster peer-to-peer communication between youngsters throughout the state. Young people are much more likely to accept a message when it comes from someone their own age. Students in many schools are faced with serious social problems, youth lost to drugs, the availability of guns, kids killing kids with weapons and the threat and reality of AIDS. The goal is to send a message that these things are not right. Racism hurts, and if nothing is done, the hurt gets worse. Hate crime is not okay. The best way to have this message heard is to have it delivered by peers. In addition, a curriculum has been created for use in schools where the dramatic presentation takes place to assist educators in dealing with the issues discussed and raised by the ensemble.

- Unity Days: The Office assists local schools and communities in planning activities to educate residents about the consequences of bias crime and to foster better community relations among divergent groups.

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