

COMPREHENSIVE COUNTY YOUTH
SERVICES
PLAN UPDATE
JANUARY 2025 – DECEMBER 2025
GUIDELINES



*NEW JERSEY
JUVENILE JUSTICE COMMISSION*

Matthew J. Platkin, Attorney General Chair, JJC
Executive Board

Jennifer LeBaron, Ph.D., Executive Director

*Comprehensive County Youth Services Plan Update
January 1, 2025 - December 31, 2025*

TABLE OF CONTENTS

I. INTRODUCTION

II. PLANNING PROCESS

III. CURRENTLY FUNDED PROGRAMS

IV. CONTINUUM OF CARE

Definitions: Describes each Point of Intervention on the Continuum

1. Instructions for completing Work Sheet
2. CY 2024 Continuum of Care - Points of Intervention

I. INTRODUCTION

This plan update provides each of the 21 New Jersey counties with a coordinated process to plan for State/Community Partnership Grant Program Funds and Family Court Services Program Funds.

The Plan Update must be received at the Juvenile Justice Commission on or before **December 16, 2024, at 3:00 pm.** Electronic submission of the Plan Update must include a cover letter from the Co-Chairs, on behalf of the County Youth Services Commission, indicating that all sections of this Plan Update have been reviewed, discussed, and approved. The letter must include the date the Plan Update was approved via a vote by the County Youth Services Commission.

Applications should be submitted electronically to:

jjcyscgrants@jjc.nj.gov

II. Planning Process

Bergen County

Instructions:

For this Plan Update, each County Youth Services Commission (YSC) should describe their process for identifying the needs of youth in its respective county. The answers to each of the following questions should describe the YSC's planning process and activities since the completion of their Comprehensive Plan. Please complete the questions below. Comment sections have been added to allow for additional narrative.

1. Briefly describe your county's planning process for determining funding decisions for the upcoming year.
The BCYSC Membership, which is comprised of a variety of members including, but not limited to, community-based organizations and agencies, meets monthly to plan, discuss, and address service needs and gaps throughout the continuum of care. All funded programs are reviewed onsite or virtually each year to determine and ensure contract compliance, as well as any new concerns presented by juveniles served by the particular program. Programs are contracted to report quarterly with level of service, outcomes, barriers and issues, etc. The admisitrator completes and presents a six month and year end outcome report of all programs to the BCYSC. Annually, an Offenses Map and data report is prepared and presented.

BCYSC Allocations Subcommittee meets to review all program reviews, site visits, budget modificaitons, reports, etc and makes recommendations for the BCYSC to approve. The subcommittee also reviews and discusses all all data and relevant information in order to complete the Plan update and application. It is then presented and approved by the BCYSC.
2. Provide an update on how the county's planning process continues to include participation by and input from youth, families, and the community.
The BCYSC has conducted an annual conference to educate current members and recruit membership. The BCYSC collaborated with NJ4S to help distribute a stakeholder/youth survey. The information was shared and included in the planning process. The BCYSC is actively recruiting youth members and has a parent advocate. The BCYSC meetings are open to all and the BCYSC will continue to recruit key members and attend various committees, commissions, and events. The BCYSC also conducts youth and parent interviews for the funded programs and includes the data collected in the Plan and subsequent plan updates.
3. Using your responses from the Analysis Questions in your 2024-2026 Comprehensive Plan, provide an update for each recommendation section.

| <i>Select continuum</i> | <i>Restate the problem or county trend identified to be addressed in your 2024-2026 Plan and how it was to be</i> | <i>Provide an update on how the county has addressed the problem or county trend.</i> | <i>Application Program Profile #</i> | <i>If applicable, describe any change to the problem or county trend and the</i> |
|-------------------------|-------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|--------------------------------------|----------------------------------------------------------------------------------|
|-------------------------|-------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|--------------------------------------|----------------------------------------------------------------------------------|

| <i>point</i> | <i>addressed.</i> | | | <i>data used to support the change.</i> |
|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|-----------------------------------------|
| Prevention | School-based incidents | that would be addressed by programming that addresses school-based incidents, collaborative planning with juvenile officers, Prosecutor's office and school administrators that will create programming and initiatives | 4, 5, 6, 7, 8, 12, 13, 15, 16 | |
| Prevention | Need for continuous trainings for juvenile officers/school resource officers | to be addressed by creating a comprehensive mapping of the current SROs, use the list to increase the creation of SROs in communities that do not have one, develop an academy for SROs The RSAP program has been addressing the need and should be expanded. | 11 | |
| Prevention | Substance Use Incidents (Drug, Alcohol, Vaping) The new marijuana and alcohol legislation has had a negative impact on the perception of using and created confusion in regards to the laws and health risks in regards to juvenile usage. There is a need to work with school personnel/school boards to establish and/or strengthen policies to address usage in the schools and increase education. | Programming and school collaboration and education | 4, 5, 6, 7, 8, 12, 15 | |
| Prevention | Disproportionate Minority Contact | to be addressed by targeting program delivered within the communities where the youth live and/or attend school. Culturally centered and academic enrichment programming | 4, 5, 6, 7, 8, 10, 12, 13, 15, 16 | |

| | | | | |
|-------------------|---------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|--|
| | | <p>Explore ways to gather data and gain greater knowledge of specifics</p> <p>Bilingual staffing and program literature in various languages</p> <p>Increase availability and training such as diversity, equity, and inclusion to youth serving partners including law enforcement, SROs, and school staff</p> | | |
| Prevention | Risk factors to delinquency | to be addressed by programming | 4, 5, 6, 7, 8, 9, 10, 12, 13, 15, 16 | |
| Prevention | Transportation | to be addressed by programming (to provide transportation) and/or within programs | 15 | |
| Prevention | Offense Categories | to be addressed by pro-social programming to address the issues that contribute to the risk factors associated with these offenses | 4, 5, 6, 7, 8, 10, 12, 13, 15 | |
| Prevention | Large number of youth receiving NJ SNAP | to be addressed by inclusion of food /meals within the programs | 4, 5, 6, 7, 8, 9, 10, 12, 13, 15, 16 | |
| Prevention | Increased mental health needs among youth | increased mental health services | 4, 5, 6, 7, 8, 10, 12, 13, 15 | |
| Prevention | Structured and supportive after school and summer programming | <p>after school and summer programming that include, but are not limited to the arts, animal assisted therapy</p> <p>Middle school and high school focused</p> | 4, 5, 6, 7, 8, 10, 12, 13 | |
| Prevention | Internet related issues and crimes such as Cyberbullying, Sexting, Internet safety, social media, etc., | programming, outreach, and education | 4, 5, 6, 7, 8, 10, 12, 13 | |

| | | | | |
|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|--|
| Prevention | Lack of positive role model | Programming, outreach, education, mentor, etc. | 4, 5, 6, 7, 8, 10, 12, 13 | |
| Diversion | Low number of police diversions to stationhouse adjustment programs | educating police officers and the community of the different resources and programs to promote the use of stationhouse adjustments; programming, outreach, and education | 11 | |
| Diversion | Lack of stationhouse adjustments in other languages; lack of bilingual staff | to be addressed by seeking and/or developing new materials or programs in different languages and require programs to hire bilingual staff | 11 | |
| Diversion | Substance Use (Drug, Alcohol, Vaping) The new marijuana and alcohol legislation has had a negative impact on the perception of using and created confusion in regards to the laws and health risks in regards to juvenile usage. There is a need to work with school personnel/school boards to establish and/or strengthen policies to address usage in the schools and increase education. | Programming, outreach, and education | 11, 15 | |
| Diversion | Internet related issues and crimes such as Cyberbullying, Sexting, Internet safety, social media etc., | Programming, outreach, and education | 11, 13 | |
| Diversion | Racial disparities, ethnicity, gender, sexual orientation, and other bias issues and crimes | Programming, outreach, and education | 11, 16 | |
| Diversion | Family youth conflict | Programming, outreach, and education | 11, 12, 15 | |
| Diversion | Lack of transportation | to be addressed by programming (to provide transportation) and/or within programs | 8, 11, 15 | |
| Diversion | Increased mental health needs among | increased mental health services; | 8, 11, 12, | |

| | | | | |
|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|-------------------|--|
| | youth | Programming, outreach, and education | 15 | |
| Diversion | Large number of families experiencing food insecurity | to be addressed by inclusion of food /meals within the programs | 9, 11, 12, 15, 16 | |
| Diversion | Offense categories | Programming, outreach, and education | 11, 12, 15 | |
| Diversion | The benefit and opportunity of the SHA | Programming, outreach, and education | 11 | |
| Diversion | Lack of positive role model | Programming, outreach, and education, mentor, etc. | 11 | |
| Diversion | Serious behavioral issues | Programming, outreach, and education | 12 | |
| Diversion | Substance Use (Drug, Alcohol, Vaping) The new marijuana and alcohol legislation has had a negative impact on the perception of using and created confusion in regards to the laws and health risks in regards to juvenile usage. There is a need to work with school personnel/school boards to establish and/or strengthen policies to address usage in the schools and increase education. | Programming, outreach, and education | 15 | |
| Diversion | Family youth conflict | Programming, outreach, and education | 12, 15 | |
| Diversion | Violent Offenses | to be addressed by programming that include anger management and coping skills; Programming, outreach, and education | 12 | |
| Diversion | Truancy/Lack of a standard definition of unexcused absences/lack of referrals in a timely fashion | Programming, outreach, collaboration, and education Partner with schools to educate families and community of resources | | |
| Diversion | Internet related issues and crimes such as Cyberbullying, Sexting, Internet safety, social media, etc., | Programming, outreach, and education | 13 | |
| Diversion | Racial disparities, ethnicity, gender, sexual orientation, and other bias | Programming, outreach, and education | 16 | |

| | | | | |
|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|-------|--|
| | issues and crimes | | | |
| Diversion | Underutilization of programmatic resources | to be addressed by training and education | | |
| Diversion | Transportation | to be addressed by programming (to provide transportation) and/or within programs | | |
| Diversion | Poor school performance Disruptive behavior in school | Programming, outreach, and education | 12 | |
| Diversion | Large number of families experiencing food insecurity | to be addressed by inclusion of food /meals within the programs | 16 | |
| Diversion | Lack of positive role model | Programming, outreach, and education, mentor, etc. | | |
| Diversion | Serious behavioral issues | Programming, outreach, and education | 12 | |
| Diversion | Substance Use (Drug, Alcohol, Vaping) The new marijuana and alcohol legislation has had a negative impact on the perception of using and created confusion in regards to the laws and health risks in regards to juvenile usage. There is a need to work with school personnel/school boards to establish and/or strengthen policies to address usage in the schools and increase education. | Programming, outreach, and education | 15 | |
| Diversion | Family youth conflict | Programming, outreach, and education | 12 | |
| Diversion | Violent Offenses | to be addressed by Programming, outreach, and education that include anger management and coping skills; | 12 | |
| Diversion | Internet related issues and crimes such as Cyberbullying, Sexting, Internet safety, social media, etc., | Programming, outreach, and education | 13 | |
| Diversion | Racial disparities, ethnicity, gender, sexual orientation, and other bias issues and crimes | Programming, outreach, and education | 16 | |
| Diversion | Large number of families experiencing | to be addressed by inclusion of food /meals | 9, 16 | |

| | | | | |
|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|--|
| | food insecurity | within the programs | | |
| Diversion | Transportation | to be addressed by programming (to provide transportation) and/or within programs | | |
| Diversion | Poor school performance Disruptive behavior in school | Programming, outreach, and education | 12, 16 | |
| Detention | Mental Health Issues with Court involved youth | Evaluations, programming, outreach, and education | 14 | |
| Detention | ADP and ALOS of detained youth | Comprehensive Alternatives to Detention Program, including 24/7 Electronic Monitoring. (Pro-social activities, shared meal, case management, life skills training, character building skills development). | 1, 3, 14 | |
| Detention | Lack of bilingual paperwork, staff/therapists and programming | Programming with bilingual staff, paperwork, and/or specifically targeted bilingual programming | 3, 14 | |
| Detention | Transportation | Programming (to provide transportation) and/or within programs | 3 | |
| Detention | Substance Use (Drug, Alcohol, Vaping) The new marijuana and alcohol legislation has had a negative impact on the perception of using and created confusion in regards to the laws and health risks in regards to juvenile usage. There is a need to work with school personnel/school boards to establish and/or strengthen policies to address usage in the schools and increase education. | Evaluations, programming, outreach, and education | 3, 15 | |
| Detention | Lack of a positive role model | Programming, outreach, and education mentor, etc. | 3 | |
| Detention | Disproportionate Minority Contact | Programs funded to meet the needs of black and Hispanic youth and their families | 3, 16 | |
| Detention | Sexual Offenses | Programming, outreach, and education, | 3 | |

| | | | | |
|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|---------|--|
| | | increase resources | | |
| Detention | Placements for youth who cannot return home | Increased resources such as shelter beds or placements for youth that cannot return to the home | 3 | |
| Disposition | Mental Health Issues with Court involved youth | Evaluations, programming, outreach, and education | 3 | |
| Disposition | Violations of Probation | Programming, outreach, and education | 1, 2, 3 | |
| Disposition | Substance Use (Drug, Alcohol, Vaping) The new marijuana and alcohol legislation has had a negative impact on the perception of using and created confusion in regards to the laws and health risks in regards to juvenile usage. There is a need to work with school personnel/school boards to establish and/or strengthen policies to address usage in the schools and increase education. | Evaluations programming, outreach, and education | 3, 15 | |
| Disposition | Violent Offenses | Evaluations, programming, outreach, and education, etc. to address anger and coping | 3, 12 | |
| Disposition | Lack of Vocational skills and employment opportunities | Programming, outreach, and education to increase vocational skills and employment opportunities | 3, 9 | |
| Disposition | Transportation | Programming (to provide transportation) and/or within programs | 3 | |
| Disposition | Inability to access prosocial recreational programs which includes Life Skills Training | Programming, outreach, and education | 2 | |
| Disposition | Lack of a positive role model | Programming, outreach, and education mentoring, etc. | 3 | |
| Disposition | Lack of accurate data in JAMS | Training agencies in JAMS | 3 | |
| Disposition | Disproportionate Minority Contact | Programs funded to meet the needs of black and Hispanic youth and their families | 3 | |

| | | | | |
|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|--------------|--|
| Disposition | Youth Family Conflict | Programming, outreach, and education | 2, 3, 12, 14 | |
| Disposition | Internet related issues and crimes such as Cyberbullying, Sexting, Internet safety, social media, etc., | Programming, outreach, and education | 2, 3, 13 | |
| Reentry | Assistance for families of transitioning juveniles being released from NJ JJC on Parole Status and/or Probation back to Bergen County | Programming, Client Specific Funds | 3 | |
| Reentry | Providing assistance in transitioning juveniles with mental health needs being released from NJ JJC on Parole Status and/or Probation back to Bergen County | Programming, Client Specific Funds | 3 | |
| Reentry | Lack of employment opportunities | Programming, Client Specific Funds | 3, 9 | |
| Reentry | Education/Training | Programming to increase vocational skills and employment opportunities | 3, 9 | |
| Reentry | Substance Use (Drug, Alcohol, Vaping) The new marijuana and alcohol legislation has had a negative impact on the perception of using and created confusion in regards to the laws and health risks in regards to juvenile usage. There is a need to work with school personnel/school boards to establish and/or strengthen policies to address usage in the schools and increase education. | Resources, programming | 3, 15 | |
| Reentry | Lack of positive role model | Programming, mentor, etc. | 3 | |
| Reentry | Food and housing insecurity | Programming, resources | 3 | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

| | | | | |
|--|--|--|--|--|
| | | | | |
| | | | | |
| | | | | |

4. What additional information was helpful to the YSC in completing this Plan Update?

2024 Six month program results

2024 Program reviews and site visit reports

2024 quarterly narrative and fiscal reports

5. Describe efforts made by the YSC to seek additional funding to supplement the funding received through the JJC. Complete the below chart to show what funding the YSC has reviewed as a potential funding opportunity. (An example is provided in the first row).

| <i>Date</i> | <i>Grantor and Name</i> | <i>Eligible</i> | <i>Applied</i> | <i>Approved or Denied</i> | <i>Comments</i> |
|-----------------|-------------------------------------------------------------------------------------------------------------|-----------------|----------------|---------------------------|--------------------------------------------------------------------|
| <i>6/1/2023</i> | <i>OVC FY 2023 Enhancing Community Responses to the Opioid Crisis: Serving Our Youngest Crime Victims</i> | <i>Yes</i> | <i>No</i> | <i>n/a</i> | <i>The county did not apply but forwarded it to YSC membership</i> |
| 1/19/24 | JJC 2024 Summer Expansion Funding Opportunity | Yes | No | | The county did not apply but forwarded the grant opportunity. |
| 2/6/24 | SAMHSA Sober Truth on Preventing Underage Drinking Act Grants | No | No | | The county did not apply but forwarded the grant opportunity. |
| 4/1/24 | OJJDP FY24 Second Chance Act Youth Reentry Program | Yes | No | | The county did not apply but forwarded the grant opportunity. |
| 5/3/24 | OJJDP FY24 Strategies To Support Children Exposed to Violence | Yes | No | | The county did not apply but forwarded the grant opportunity. |
| 5/22/24 | OJJDP FY24 Supporting Effective Interventions for Youth With Problematic or Illegal Sexual Behavior Program | Yes | No | | The county did not apply but forwarded the grant opportunity. |
| 9/17/24 | Bergen County Prevention Funding | No | No | | The county did not apply but forwarded the grant opportunity. |

| | | | | | |
|---------|------------------------------------------------------------------------------------------------------------------------------------------------------|----|----|--|---------------------------------------------------------------|
| | FY2025 | | | | |
| 9/26/24 | JJC 2024 Transitional Housing Program | No | No | | The county did not apply but forwarded the grant opportunity. |
| 11/4/24 | Cultural Sustainability, a new grant program offered by the six U.S. Regional Arts Organizations (USRAOs) in partnership with The Wallace Foundation | No | No | | The county did not apply but forwarded the grant opportunity. |
| 11/8/24 | Bergen's Promise FY2025-2026 BERGEN Community Resource Development Request for Proposals | No | No | | The county did not apply but forwarded the grant opportunity. |

6. As a JDAI site, list topics and discussion points that were shared between the Youth Services Commission and the County Council on Juvenile Justice System Improvement and any activities that helped to facilitate the completion of this Comprehensive Plan.

The Bergen County CJJSI has not met and is currently inactive.

7. How does the CYSC stay informed of best practices or evidence-based programming for serving young people and families? Does the CYSC mandate that funded programs implement best practice and or evidence-based programming? Please describe CYSC efforts to ensure funded programs follow best practices or evidence-based programming, if applicable.

The Administrator attends various conferences and seminars relevant to the work and population. All programs are encouraged to implement best practice and evidence-based programming. All programming is required to track level of service and outcomes on their quarterly reports. The BCYSC has funded programs report out at meetings, conduct program reviews and site visits.

III. **MONITORING RESULTS FOR FUNDED YSC PROGRAMS**

Instructions: List the Youth Services Commission programs funded in 2024. Give a brief description of the program and identify their contractual level of service. Provide the date and the overall monitoring rating (1: 90% or higher, 2: 89%-75%, or 3: 74% or below). Include copies of the program monitoring results forms (e.g., team, final, etc.)

| CURRENTLY FUNDED PROGRAMS | | | |
|------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|
| AGENCY AND PROGRAM NAME | BRIEF PROGRAM DESCRIPTION/ TARGET POPULATION | LEVEL OF SERVICE | Date and Monitoring Rating 1,2 or 3 (if applicable) |
| BC Division of Family Guidance and Alternatives to Detention (ATD) | ATD provides a continuum of monitoring and support services ranging from minimal to most intensive (bracelet electronic monitoring) to ensure the youth's appearance at court for the disposition of their case. The program will also work in conjunction with Probation to provide bracelet electronic monitoring to youth placed on probation and court ordered to be on bracelet electronic monitoring. For youth who are court ordered to be placed on bracelet electronic monitoring, up to 3,825 (365 x 9) bracelet days are available, including in use and available bracelets. | 100 youth 3,825 bracelet days 100 group sessions 10 Probation bracelets 10 BI smartphones 1,825 active smartlink days | 6/11/24, rating 1 |
| Superior Court of NJ and Probation Youth and Family Engagement Program | Parent Orientation Program, Internet Tutorial, Painting with a purpose, speaker series, and pathways to success | 4 Parent orientation/internet tutorial 2 painting with a purpose ongoing life skills | 7/18/24, rating 1 |
| Bergen County Youth Services Commission and MDT Client Specific Funds | Funding to be used on a client specific basis to be utilized for Court-ordered/Probation-ordered evaluations (Psychiatric, Neurological, etc.) for youth as well as purchases approved by the Multi-Disciplinary Team (MDT) to aid in youths' success in | No expenditures | No expenditures |

| | | | |
|-------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|--------------------|
| | detention/detention alternatives and on a disposition and reentry. | | |
| Big Brothers Big Sisters of Coastal & Northern New Jersey (BBBS) and One-to-One Youth Mentoring | BBBSCNNJ serves youth in Bergen County through our Community Based, Workplace, and School Based Mentoring Programs. Funding will support BBBSCNNJ staff activities to ensure that the Developmental Assets of the children are positively influenced through their mentoring experience as outlined by The Search Institute and the Standards of Practice set forth by BBBS of America. | 88 youth 4248 mentoring hours 3528 case mgmt hours | 5/23/24, rating 1 |
| Teaneck Public Schools and PASS Partnership | PASS Partnership offers the following services to address these needs; positive youth development programming beginning at the middle school level; academic skills enhancement; positive, structured after-school activities; a vocational planning and job skills component; a cognitive/behavioral protocol utilizing a points structure; anger management and conflict resolution; programs to educate about and prevent substance abuse and gang participation; mentoring; character education; civic responsibility; and technology safety awareness for parents and youth. The program includes a parent/guardian component for family members and many opportunities for youth to participate in the planning of day to day program activities. Eligible youth are Teaneck residents, age 12-17, who have been identified by the Teaneck Police Department, parents, district counseling staff, or others as being at risk for serious behavioral problems and delinquency. Each participant attends a minimum of one (1) semester-long cycle, participating in an average of four (4) to six (6) hours per week of group and family counseling activities. The primary components are structured after-school groups and a monthly family support group meeting for students, parents and guardians. | 40 youth 240 contact hours | 11/13/24, rating 1 |

| | | | |
|------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|-------------------|
| | <p>The program runs from 4:00 PM to 7:00 PM, with a light meal provided. The group meetings will be held on Mondays and Wednesdays for high school students, and Tuesdays and Thursdays for middle school students, for twenty (20) weeks during the school year, between mid-January and mid-June, and again between mid-September and mid-December, with “wraparound” support during summer. This schedule provides a safe and positive environment during those days and times that parents are not home and youth are most likely to be without structured activities.</p> | | |
| Children's Aid and Family Services and LifeSkills Training | <p>LST: The LST program is an evidence-based substance abuse and violence prevention program that is designed to be flexible and interactive and has been proven effective at reducing tobacco, alcohol, opioid, and illicit drug use by as much as 80% and verbal and physical aggression, fighting, and delinquency by up to 50%. LST, is a primary prevention program that will target all 7th graders in individualized classrooms. Research has shown that by implementing a program on an individual classroom basis, rather than combined classrooms or assembly style, presentations are much more effective and yield higher outcomes as each youth has more of an opportunity to become engaged and learn in a smaller group environment.</p> <p>7 Habits: The 7 Habits of Highly Effective Teens program was designed by Franklin Covey as a facilitator-assisted program to accompany the book with the same title. The program guides participants to expand and develop leadership principals to help with the tough choices they face daily. Through program participation, youth will build up their</p> | <p>760 youth 380 LST classes 16 Seven Habits sessions</p> | 6/24/24, rating 1 |

| | | | |
|---------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|-------------------|
| | interpersonal skills and self-confidence to gain greater control of their lives. The program provides students with a step-by-step framework for boosting self-image, building friendships, resisting peer pressure, achieving goals, improving communication and relationships with parents. | | |
| Children's Aid and Family Services and EPIC | EPIC: The EPIC peer leadership program EPIC is based on CADCA's 7 strategies for community change and the Strategic Prevention Framework (SPF). The EPIC advisor will work with members to create a cohesive and organized system to engage all EPIC members in the development of their strategy and activities that they plan to implement. It is critical that members take ownership for the direction of their group and the outcomes they achieve. In an effort to support EPIC members in their ability to accomplish these tasks, TCADR will work in collaboration with community partners like Bergen County's Division of Mental Health and Addiction Services, and the Lindsay Meyer Teen Institute to plan county wide activities. The EPIC groups, along with other peer leadership groups in the county, will learn about their role as leaders in the community, the "7 Strategies for Community Change", and the SPF model, all of which will prepare them to develop an action plan for the upcoming school year. This will be each EPIC group's blueprint for the work they will carry out. Lastly, EPIC groups will work in collaboration with parents, professionals, elected officials, law enforcement, schools and other youth to help create a community environment that supports healthy youth development. It is the deepening of these relationships that is the foundation needed to influence environmental and policy changes within the two communities. | 10 youth 48 meetings 100 youth attending Seeds of Change Conference ongoing activities | 7/24/24, rating 1 |

| | | | |
|------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|-------------------|
| | <p>SOC: Seeds of Change (SOC) is a annual youth conference for Bergen County high school students. The conference provides expert speakers presenting information about Diversity, Equity and Inclusion. More than 60 teenagers attended the first conference and over 100 attended the following two, representing seven Bergen County school districts. While the conference will be open to all Bergen County Youth, special attention and recruitment efforts will focus on the top 15 Bergen County municipalities with the highest juvenile crime rates. The goal of the SOC is to provide a positive youth development opportunity (experience) which will educate participants on varied topics which may include: cultural humility, leadership, equity, tolerance, mental health, substance misuse, action planning and the SPF. Involvement in the conference aims to prevent youth from engaging in antisocial and delinquent behavior or potentially taking part in problem behaviors which may lead to pathways to delinquency.</p> | | |
| TMR Mental Health Care PC and Treat Me Right Youth Program | <p>The Treat Me Right program provides integrative comprehensive mental health care. They utilize a holistic and strengths perspective approach to meet the needs of individuals, couples (parents or caregivers), and families. At TMR the services offered are individual, marriage, family, and group psychotherapy; psychopharmacology and medication management; and nutrition counseling. They treat mental health issues, concerns and disorders that meet the DSM-V diagnostic criteria with the use of various therapeutic modalities such as Cognitive Behavioral (CBT) Dialectical (DBT) Emotionally Focused Family/ Marital Family Systems Mindfulness-Based (MBCT) Person-Centered Psychodynamic Solution</p> | <p>65 youth 65 evaluations 1040 individual/family sessions</p> | 8/12/24, rating 1 |

| | | | |
|-----------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|-------------------|
| | <p>Focused Brief (SFBT) Strength-Based and Trauma Focused. Typically, clients are seen once a week over a 12 - 16-week period on average. Positive youth development in a treatment plan for an adolescent may consist of psychoeducation regarding substance use and misuse. Difficulty in controlling youth's behavior (for parents or caregivers). Supporting a loved one who has a mental illness. This can be in family sessions and individually. Alcohol abuse and teaching healthy coping mechanisms and life skills, etc.</p> | | |
| BC Division of Family Guidance and Culinary Arts | <p>Program curriculum for the high-risk, low-income, and minority youth who are enrolled in DFG youth programs. The curriculum will teach basic knowledge of nutrition, safe food handling, kitchen skills, meal planning including ingredients and where to obtain them, and food storage. Classes will be held year round. Interested youth will be offered the opportunity to attend a nationally recognized food handler's class. Those who pass the class will receive a certificate which can be used to enhance employment opportunities in the culinary field.</p> | 40 unduplicated youth 152 sessions | 8/16/24, rating 3 |
| YWCA and Junior Jumpstart | <p>Junior Jump Start for Bergen County Youth is a program that helps with a career and college prep sessions to help underserved, under-resourced Black and Brown individuals and their families through the career exploration and career and college application process. It addresses Education/Vocation challenges in the Causes and Correlates of Delinquency as it provides exposure to the career exploration, college application, major selection, and financial aid among children whose parents/guardians lack experience in these processes.</p> | 25 youth workshop 10 sessions | 8/12/24, rating 1 |
| BC Division of Family Guidance and Regional Stationhouse Adjustment Program | <p>Regional Stationhouse Adjustment Program (RSAP) is a collaborative effort between police departments</p> | 150 youth | 6/12/24, rating 1 |

| | | | |
|-----------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|-------------------|
| | and Family Guidance to improve effectiveness and efficiency when providing a juvenile an opportunity to avoid arrest and/or prosecution by utilizing alternatives to the formal juvenile justice system process. This diversion program, through the provision of a comprehensive array of liaison services, training, program development, and case management, will assist Police Departments in determining and providing station house adjustment services and/or informal sanctions for youth engaging in low-level delinquent behaviors. Youth are served on an individual basis. | | |
| BC Division of Family Guidance and Positive Strides | The Positive Strides program offers evidenced-based anger management, life and interpersonal skills programming, and enrollment in a pro-social after-school program. Positive Strides utilizes an evidence-based curriculum to achieve the anger management, life, and interpersonal psycho-educational components. During the program, youth visit the Division of Family Guidance's Empower House, Essex House, and/or Youth Resource Center. These established Division programs have proven expertise in the development of life skills, exposure to positive adult role models, and the provision of pro-social activities. The visits to these Division programs are incorporated within the twelve (12)-week Positive Strides program experience. When youth complete Positive Strides, they are offered the option of continuing their involvement in the visited Division programs. Also included in the Positive Strides program is a two (2)-session parent component. | 80 youth 800 youth sessions 160 parent sessions | 7/11/24, rating 1 |
| BC Division of Family Guidance and Using Technology Responsibly | Using Technology Responsibly (UTR) encompasses the Bergen County Division of Family Guidance Teen Education About Cyber Harassment (TEACH) and Teens Using Technology Responsibly (TUTER) | 52 youth 52 assessments 210 youth sessions 84 parent sessions | 6/26/24, rating 1 |

| | | | |
|-----------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| | programs. Together, TEACH and TUTER provide a comprehensive approach to addressing problems associated with technology with a focus on sexting, cyberbullying, and the proper integration of technology into the lives of children. The goals of UTR have been to provide juveniles with education and intervention. Specifically, the targets of the program are to educate on the proper use of technology in day to day life, reduce behaviors viewed as problematic related to technology, and to prevent juveniles' involvement in the judicial system | | |
| BC Division of Family Guidance and Psychological Evaluations | Psychological Evaluation program is an expansion of the Division of Family Guidance Forensic Unit to provide a comprehensive psychological evaluation that includes interviews with the youth and primary caregivers; collateral interviews with other professionals working with the youth such as child study team members; review of pertinent documentation; and administration and interpretation of psychometric testing. Referrals are from the Court and Probation | 60 evaluations | 6/10/24, rating 1 |
| BC Division of Family Guidance and Adolescent Substance Abuse Program | Adolescent Substance Abuse Program (ASAP) is a New Jersey State Licensed addiction services outpatient treatment program providing comprehensive and holistic preventative and treatment options to youth. The goals of the program are: (a) prevent youth from misusing substances, including alcohol; (b) identify, through a comprehensive assessment, the level of treatment needed for youth who have been identified as having a suspected substance abuse issue, and (c) provide community-based outpatient treatment to help the youth achieve and maintain abstinence. ASAP offers educational programs on preventing adolescent vaping through education (i.e., PAVE) and brief | 80 unduplicated youth 260 individual counseling hours 200 evaluations only 36 PAVE youth 36 BIPAS youth 88 Boys group 88 Girls group 20 Parents group 10 experiential sessions 14 youth in treatment | 6/19/24, rating 1 |

| | | | |
|-----------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|------------------------------------------|
| | intervention program against substances (i.e., BIPAS). Collectively, these preventative programs are designed to educate youth between the ages of 12 - 17 about the risks associated with the inappropriate use of vaping products, alcohol, and other illegal substances, and to teach problem-solving skills to avoid turning to substance use as a coping device. The preventative interventions are executed in a mixed-gender group setting with a parent component | | |
| Bergen County Schools, Programs, and Agencies serving school aged youth Confidence Closets | To establish a Confidence Closet or enhance an already existing Confidence Closet in Bergen County Schools, programs and agencies, grades 5-12 to provide access to personal hygiene items, reduce chronic absenteeism, reduce stigma/bullying, improve confidence, improve life skills, and build school connectedness. | 15 schools/agencies tbd youth served | no expenditures until the fourth quarter |
| | | | |

Additional comments regarding monitoring of currently funded programs:

IV. CONTINUUM OF CARE

- A. Definitions: Defines and describes each Point of Intervention on the Continuum.
- B. Instructions for Completing Work Sheet
- C. CY 2024 Continuum of Care - Points of Intervention

POINTS OF INTERVENTION DEFINITIONS

PREVENTION

Delinquency prevention programs are strategies and services designed to increase the likelihood that youth will remain free from initial involvement with the formal or informal juvenile justice system. The goal of delinquency prevention is to prevent youth from engaging in anti-social and delinquent behavior and from taking part in other problem behaviors that are pathways to delinquency. For the purposes of this plan, *primary delinquency prevention programs* are those directed at the entire juvenile population in a targeted area like a specific school, neighborhood or town/community where delinquency risk factors are prevalent. *Secondary delinquency prevention programs* are those directed at specific youth who are at higher risk of involvement in the juvenile justice system than the general population, based on exhibited behaviors associated with delinquency. Given this goal, delinquency prevention programs that are developed annually through the comprehensive planning process must serve a clearly identified target population of at-risk youth and services must address the known causes and correlates of delinquency.

Delinquency prevention data describe trends in juvenile delinquency and in factors that reflect the causes and correlates of delinquent activity. By understanding the nature and extent of delinquent behavior and the factors associated with involvement in delinquency, counties can better identify the content and scope of prevention programs needed. This information will help counties make informed decisions regarding the allocation of resources to delinquency prevention programming.

The Delinquency prevention data required for the Comprehensive Plan is meant to become the foundation for prevention program planning. However, it should be noted that the typical prevention planning process requires an in-depth analysis of communities, families, peer associations, and education factors that identify problem areas in a specific school, neighborhood, or town/community in the County.

This Comprehensive Plan requires only a small portion of the data that could potentially inform the need for delinquency prevention programming. Counties are encouraged to utilize additional local data in the planning process.

DIVERSION

Diversion is a broad term referring to “exit ramps” that move young people away from the juvenile legal system, offering alternatives to arrest and alternatives to prosecution. The goal of diversion programming is to target the underlying problems that led to the alleged delinquency behavior in the first place. By addressing the root causes of community instability diversion programs help improve long-term community safety. Youth who do not successfully complete a diversion program may ultimately have their case referred for formal processing by the juvenile court. Given this goal, diversion programs developed through the comprehensive planning process should clearly focus on developing diversion programs that include strategies to address the issues leading to delinquency, including restorative strategies for mitigating harm and increasing healing.

Diversion Process

In New Jersey, juveniles are dealt with informally through one or more of the following: Law Enforcement Station House Adjustments (Attorney General Directive 2020-12), Family Crisis Intervention Units (FCIU), Family Court Juvenile Conference Committees, or Family Court Intake Service Conferences.

Diversion Programs

Diversion programs are the activities young people are required to perform to avoid a formal arrest or to avoid a formal prosecution. Diversion programs may be operated by a law enforcement agency, the court, or by a contracted service provider.

The diversion data describe trends in the extent and nature of cases diverted in your county. This information will help counties begin to make informed decisions regarding the allocation of resources to diversion programming. When reviewing these data, note any differences in the use of diversion by race. Planning should include ways to level the playing field so that all youth, regardless of race, have an equal opportunity for diversion. The Comprehensive Plan requires only a small portion of the data that could potentially be collected at the County or municipal level.

DETENTION ALTERNATIVES

The detention decision making point includes 1) police referral for detention, 2) court remands to detention, and 3) the issuance of warrants requiring detention placement/due to technical violations.

“Detention” is defined as the temporary care of juveniles in physically restricting facilities pending court disposition (N.J.A.C. 13:92-1.2).

The statutory detention criteria require a finding that the young person poses a “threat to the physical safety of the community and/or whose confinement is necessary to insure their presence at the next court hearing (N.J.A.C. 13:92-1.3).” Counties may plan to use a limited amount of funding to support court ordered evaluations for adjudicated youth who reside in the detention center, only when all other resources are exhausted.

Detention alternative programs provide community supervision to juveniles who would otherwise be placed in a secure detention facility, while awaiting final disposition of their case. Detention alternative programs expand the continuum of programming options for Family Intake decisionmakers and for the court. Detention alternative programs are not to be provided in the detention center. The programs are designed to link to the middle category of the detention screening tool and to also provide options to judges that allow for the safe pre-dispositional release of youth admitted to detention. They provide short-term (30 – 60 days) community supervision to ensure that youth remain arrest free and attend court hearings until the final disposition of their case. As such, these programs help to safely reduce the detention population and eliminate the trauma of secure detention placement on young people, particularly youth of color.

Detention data describe the number of juveniles placed in detention, the characteristics of detained juveniles, and the types of alleged charges/technical violations for which they are detained. By understanding the use of secure detention and the characteristics of the detained population, planners can better identify the continuum of detention alternative programs needed in their counties. As such, counties will be better equipped to make informed decisions regarding the allocation of resources to detention alternative programs.

DISPOSITION

Disposition is the phase of the juvenile justice system that occurs after a young person is adjudicated delinquent. At this decision point, young people are ordered by the court to comply with specific sanctions, supervision, and services as a consequence for their delinquent behavior and as a means to redirect behavior,

promote rehabilitation, and support youth on a path to success. In New Jersey, the range of dispositions available to the court includes but is not limited to restitution/fines, community service, probation, and commitment to the Juvenile Justice Commission. For youth disposed to a term of probation supervision, among the conditions of probation that might be imposed by the court is the completion of a disposition program. The structure of these programs are varied, but common among these options are intensive supervision programs, day and evening reporting centers, and structured day and residential programs. Given this goal, disposition programs developed through the comprehensive planning process should clearly focus on providing incentives, sanctions, supervision, and services that are aligned with rehabilitation, so that young people are better off for having the programming experience.

When determining the appropriate disposition in each case, the court faces the complex task of considering multiple goals, including promoting public safety, ensuring offender accountability, and providing juveniles with opportunities for personal growth and skill development through rehabilitative efforts. By developing and enhancing local disposition programs, counties can center young people's well-being by providing the court with the range of options that matches best their supervision and service needs. Research and experience indicate that well developed community-based disposition programs can effectively reduce the likelihood of continued delinquency, improving the lives of the youth they serve, and improve the quality and safety of the local community and its citizens.

The disposition data provided describe the number of youth adjudicated delinquent and disposed by the court, as well as the characteristics of these juveniles that reflect the causes and correlates of delinquent activity. By understanding the nature and extent of the juvenile population facing disposition and the factors associated with involvement in delinquency, planners can better identify the content and scope of Dispositional Option Programs needed in their counties. As such, counties will be better equipped to make informed decisions regarding the allocation of resources to disposition programs.

REENTRY

In the juvenile justice system reentry generally refers to the period of community-based supervision and services that follows a juvenile's release from a secure facility, residential program, or other structured dispositional placement.

However, for the purposes of this application, the use of the term reentry only applies to committed youth paroled from a Juvenile Justice Commission (JJC) facility and supervised by the JJC's Office of Juvenile Parole and Transitional Services and to juveniles disposed to a JJC program as a condition of probation and supervised by the Juvenile Probation Division. Reentry is a transitional period where young people need additional support to foster their successful reintegration home. Given this goal, reentry programs developed through the comprehensive planning process should clearly focus on providing supports and services to youth, regardless of their age, that address the common issues young people face when returning home. .

By developing reentry services that complement the supervision provided by the JJC and Probation, counties can increase the likelihood that juveniles returning to their communities will reintegrate successfully. This type of cooperative effort in the delivery of reentry services and supervision improves each youth's chance of becoming productive, law-abiding citizens, which in turn enhances the safety and quality of the local communities in which these juveniles reside.

The reentry data provided describe the number of committed youth and probationers returning to the community from JJC facilities and programs, as well as the demographic and offense characteristics of these

juveniles that reflect the causes and correlates of delinquent activity. By understanding the nature and extent of the population released to the community and the factors associated with involvement in delinquency, planners can better identify the content and scope of reentry services and programs needed in their counties. As such, counties will be better equipped to make informed decisions regarding the allocation of resources to reentry services.

| |
|---------------------------------------------------------------------------------|
| <p>CY 2024 Existing Services Continuum of Care - Points of Intervention</p> |
|---------------------------------------------------------------------------------|

CY 2024 Continuum of Care - Points of Intervention

1. List the programs/services your county considers a part of its continuum of care regardless of funding. *List the name of the program and/or agency. Also indicate the annual level of service and funding source in parenthesis.* Additional pages may be utilized.
2. Programs/services should include those funded through the Juvenile Justice Commission (State/Community Partnership & Family Court, JJDP, JDAI and RTJ Pilot Program) and all other programs/services considered a part of the county's continuum.

CY 2024 CURRENTLY FUNDED PROGRAM AND SERVICES

Continuum of Care (Points of Intervention)

County of Bergen

Delinquency Prevention Programs

Name/LOS/Funding Source

1. Children's Aid and Family Services and Life Skills Training and EPIC/760 LST youth, 380 LST classes, 10 EPIC youth, 48 EPIC meetings, 4 EPIC prevention activities, 20 youth 7 habits/SCP
2. Teaneck Public Schools and PASS Partnership/40 youth, 240 contact hours/SCP
3. Big Brothers Big Sisters of Northern NJ and One-to-one youth mentoring/90 youth, 5,040 mentoring hours, 4,200 case mgmt hours/SCP
4. TMR Mental Health Care PC and Treat me right youth program/30 youth/families, 30 evaluations, 394 individual sessions/SCP
5. YWCA Northern NJ and Junior Jumpstart for BC youth/25 youth and families, 10 workshop sessions/SCP
6. TMR Mental Health Care PC and Mindset for success/10 youth, 20 family sessions, 40 individual sessions, 36 seminars/SCP
7. BC Division of Family Guidance and Culinary Arts for Teens/40 youth, 68 group sessions/SCP
 8. Care Plus Fire Prevention/varies
 9. BC Division of Family Guidance (BCDFG) Empower House/varies/County
 10. BC Division of Family Guidance (BCDFG) Essex House/varies/County
 11. BCDFG Reflections/18 youth/County
 12. BCDFG Conklin Youth Resource Center/20/County
 13. School based Youth programs (Forum-Teaneck, Zone-Englewood, Drop in Center-Hackensack)/varies/varies
 14. Boys and Girls Clubs/varies/varies
 15. BCDFG Adolescent and Family Treatment/varies/County
 16. BCDFG Bergen's Place Youth Shelter/16 beds/Federal, County
 17. BC Division of Family Guidance and Adolescent Substance Abuse Program/81 treatment clients, 220 evaluations, 500 individual sessions, 96 male groups, 96 female groups, 48 parent groups, 10 experiential sessions, BIPAS 36 youth, PAVE 36 youth/FC
 18. BC Division of Family Guidance and Positive Strides/80 youth, 800 sessions, 160 parent sessions/FC
19. BC Division of Family Guidance and Using Technology Responsibly/52 youth, 52 assessments, 210 psycho-educational sessions, 84 parent/guardian sessions/SCP & FC

Law Enforcement Diversion Programs

Name/LOS/Funding Source

1. BC Division of Family Guidance and Using Technology Responsibly/52 youth, 52 assessments, 210 psycho-educational sessions, 84 parent/guardian sessions/SCP & FC
2. BC Division of Family Guidance and Regional Stationhouse Adjustment Program/50 sha, 50 youth/SCP
3. BC Division of Family Guidance and Positive Strides/80 youth, 800 sessions, 160 parent sessions/FC
4. BC Division of Family Guidance and Adolescent Substance Abuse Program/81 treatment clients, 220 evaluations, 500 individual sessions, 96 male groups, 96 female groups, 48 parent groups, 10 experiential sessions, BIPAS 36 youth, PAVE 36 youth/FC
5. Care Plus Fire Prevention/varies
6. BCDFG Tolerance, Empathy, Acceptance, and Respect (TEAR)/varies/County
7. BCDFG Conklin Youth Resource Center/varies/County
8. Various Stationhouse Adjustments (All 70 municipalities)/varies/varies
9. TMR Mental Health Care PC and Treat me right youth program/30 youth/families, 30 evaluations, 394 individual sessions/SCP

Family Crisis Intervention Unit

Name/LOS/Funding Source

1. BC Division of Family Guidance and Using Technology Responsibly/52 youth, 52 assessments, 210 psycho-educational sessions, 84 parent/guardian sessions/SCP & FC
2. BC Division of Family Guidance and Regional Stationhouse Adjustment Program/50 sha, 50 youth/SCP
3. BC Division of Family Guidance and Positive Strides/80 youth, 800 sessions, 160 parent sessions/FC
4. BC Division of Family Guidance and Adolescent Substance Abuse Program/81 treatment clients, 220 evaluations, 500 individual sessions, 96 male groups, 96 female groups, 48 parent groups, 10 experiential sessions, BIPAS 36 youth, PAVE 36 youth/FC
5. BCDFG Multi-Systemic Therapy Program/18 families/County
6. Care Plus Fire Prevention/varies
7. BCDFG Juvenile Crisis Intervention Unit/varies/County
8. BCDFG Conklin Youth Resource Center/varies/County
9. School based Youth programs (Forum-Teaneck, Zone-Englewood, Drop in Center-Hackensack)/varies/varies
10. Bergen County Division of Family Guidance (BCDFG) Empower House/varies/County
11. Bergen County Division of Family Guidance (BCDFG) Essex House/varies/County
12. Children's Crisis Intervention Services/15 bed, 2 extended/State, County, Insurance, other
13. BCDFG Bergen's Place Youth Shelter/16 beds/Federal, County
14. Comprehensive Behavioral Healthcare/New Directions and Checkers/varies/State, Agency
15. TMR Mental Health Care PC and Treat me right youth program/30 youth/families, 30 evaluations, 394 individual sessions/SCP

Family Court Diversion Programs

Name/LOS/Funding Source

1. BC Division of Family Guidance and Using Technology Responsibly/52 youth, 52 assessments, 210 psycho-educational sessions, 84 parent/guardian sessions/SCP & FC
2. BC Division of Family Guidance and Regional Stationhouse Adjustment Program/50 sha, 50 youth/SCP
3. BC Division of Family Guidance and Positive Strides/80 youth, 800 sessions, 160 parent sessions/FC
4. TMR Mental Health Care PC and Treat me right youth program/30 youth/families, 30 evaluations, 394 individual sessions/SCP
5. BC Division of Family Guidance and Adolescent Substance Abuse Program/81 treatment clients, 220 evaluations, 500 individual sessions, 96 male groups, 96 female groups, 48 parent groups, 10 experiential sessions, BIPAS 36 youth, PAVE 36 youth/FC
6. Care Plus Fire Prevention/varies
7. BCDFG Bergen's Place Youth Shelter/16 beds/Federal, County
8. BCDFG Conklin Youth Resource Center/varies/County
9. Period of Adjustments/varies/Judiciary
10. Family Court Hearing Officer/varies/Judiciary
11. Intake Service Conference/varies/Judiciary

Detention Alternative Programs (Pre-Adjudicated Youth)

Name/LOS/Funding Source

1. BC Division of Family Guidance and Alternatives to Detention/50 youth, bracelets, phones/SCP
2. MS Integrated Psychotherapy and Counseling/Psychiatric Evaluations/5 evaluations/FC
3. BCDFG Bergen's Place Youth Shelter/16 beds/Federal, County
4. BC Division of Family Guidance and Adolescent Substance Abuse Program/81 treatment clients, 220 evaluations, 500 individual sessions, 96 male groups, 96 female groups, 48 parent groups, 10 experiential sessions, BIPAS 36 youth, PAVE 36 youth/FC
5. BCDFG Psychological Evaluations/35 youth/FC

Community Based Disposition Options (Post-Adjudicated Youth)

Name/LOS/Funding Source

Reentry Programs

Name/LOS/Funding Source

1. Superior Court of NJ and Probation Youth and Family Engagement program/4 parent orientation/internet tutorials, 2 painting with a purpose sessions, 1 speaker series, ongoing life skills sessions/FC
2. BC Division of Family Guidance and Adolescent Substance Abuse Program/81 treatment clients, 220 evaluations, 500 individual sessions, 96 male groups, 96 female groups, 48 parent groups, 10 experiential sessions, BIPAS 36 youth, PAVE 36 youth/FC
3. BC Division of Family Guidance and Psychological Evaluations/50 evaluations/FC
4. BCDFG Adolescent and Family Treatment/varies/County
5. Care Plus Fire Prevention/varies
6. BCDFG Conklin Youth Resource Center/varies/County
7. BC One Stop Career Center/varies/Federal, State, County
8. BCDFG Teen Re-Adjustment Program/varies/County
9. BCDFG Bergen's Place Youth Shelter/16 beds/Federal, County
10. BCDFG Commitment Program JDC/varies/County
11. BC Division of Family Guidance and Using Technology Responsibly/52 youth, 52 assessments, 210 psycho-educational sessions, 84 parent/guardian sessions/SCP & FC
12. BCDFG Probation Bracelet Electronic Monitoring/10 youth/SCP
13. TMR Mental Health Care PC and Treat me right youth program/30 youth/families, 30 evaluations, 394 individual sessions/SCP
14. BC Division of Family Guidance and Positive Strides/80 youth, 800 sessions, 160 parent sessions/FC
15. BCDFG Bridges to Employment/varies/County
16. BCDFG Multi-Systemic Therapy Program/18 families/County

1. BCDFG Shelter Plus Care/7/HUD, State, County
2. BCDFG Visions/12/State, County
3. BC One Stop Career Center/varies/Federal, State, County
4. BCDFG Conklin Youth Resource Center/varies/County
5. BCDFG Empower House/varies/County
6. BCDFG Essex House/varies/County
7. BCDFG Connections/varies/County
8. BCDFG Bridges to Employment/varies/County
9. BCDFG Multi-Systemic Therapy Program/18 families/County