



NJ MOTOR VEHICLE STOP QUESTIONNAIRE & DATA REVIEW

An AmeriCorps Safer Communities Planning Grant

Abstract

Citizens of NJ were surveyed to test their knowledge of best practices on motor vehicle stops to help determine the need for motorist education. The survey itself was also analyzed and critiqued for potential changes beyond this study prior to further widespread use and data collection.

Drew University

Jonathan Golden – Data Collection & Analysis Lead

Engy Gadelmawla – Lead Report Writer

NJ Governor's Office on Volunteerism – NJ Department of State

Rowena Madden – Planning Grant Supervisor

Eldridge Hawkins, Jr. – Policy Lead and Survey Administrator

Samirah Abdul-Fattah – Support Staff

NJ Office of the Attorney General – Office of Community Justice

Bryn Whittle – Policy Liaison & Legal Contributor



A Review of the Motor Vehicle Stops Surveys

Introduction

Many of the negative interactions that occur between members of law enforcement and the community, whether during traffic stops or emergency response calls, involve misunderstandings and/or misinformation about what constitutes appropriate behavior during police encounters. Thus, this study was designed to gauge the knowledge base of the general public, provoking discussion and debate, and educate survey participants on their rights and best practices for their individual conduct if stopped by the police while operating a motor vehicle. The centralized message during the administration of the survey and subsequent instruction is to do that which is legally required and least likely to escalate the immediate situation, thus forgoing potentially avoidable use of force or arrest. Because of that motif, there were also survey questions centered on how to address improper police conduct should it occur. It should be noted that although these survey questions and corresponding “correct answers” are deemed best practices, scenarios may exist where different actions may be prudent. Accordingly, those reviewing this study should take the information and weigh it against their own experiences and the nuance of the police encounter in which he or she may find themselves. Finally, this survey and subsequent discussion can also be a tool to highlight for police officers how the public may be perceiving its own actions balancing safety with compliance as well as the notion that mutual respect can prevent scenarios from escalating.¹

Many members of the public need to be better informed about both their rights and responsibilities as citizens. One standout example is the police-motorist encounter at a traffic stop. Too often we have seen young men and women fall into confrontations with police that were entirely unnecessary, resulting in arrests, injury, or worse. We recently conducted a survey in order to gauge their level of knowledge with regard to proper traffic stop procedure. A review of survey responses reveals some serious, and potentially dangerous gaps. For example, the vast majority (83%) of respondents believed that, while being pulled over, if they could not find a safe space to stop, they should continue driving at the same speed until they could find a spot to pull over. In that situation, a police officer might reasonably assume that the driver did not intend to pull over, and perhaps even that he or she was attempting to elude the police.

¹ A second survey has been developed through the AmeriCorps Stakeholder Planning group that goes much deeper in to the perceptions and feelings of the public relative to police.

Wishing to address the root causes of the conflict, and not just the proximate causes, we will work not only to modify behaviors, but also to increase communication and understanding between police and public. If people understand why they are being stopped and why police follow a certain set of procedures, they may be less inclined to become frustrated and respond with anger and indignation. This paper discusses the importance of education on motor vehicle stop procedures through a survey administered to 157 participants, a large majority of whom were AmeriCorps members. Next, we identify gaps and deficits in knowledge through a grading rubric. Finally, we present recommendations for resolving the lack of information.

This paper is a part of a larger project devoted to improving relations between community and law enforcement. The project recommends the use of AmeriCorps members to engage with the public and nonprofit sectors in a variety of interventions that address short term, mid-term, and long term goals.

Research Design

The immediate goal of this study was to evaluate the New Jersey residents' understanding of traffic stop procedures. As driving laws are under the state government's jurisdiction, managed by the Motor Vehicle Commission, we can only draw conclusions about NJ citizens. Although a review of the literature around law enforcement and citizen interactions has highlighted educating the public as a main focus, there is a need to learn what people already know and, more importantly, identify critical gaps in knowledge. We then went on to analyze some of their knowledge in respect to demographics.

The survey was administered during a regular AmeriCorps meeting to members and various other individuals in small groups; 157 people in total participated in the survey serving as a sample for the larger New Jersey population. We then inputted the surveys into an Excel file (available upon request) for analysis. The actual survey entailed 25 questions total; the first five ask for the respondent's gender, age, zip code, education level, and race (optional). The rest of the questionnaire included one yes or no question and nineteen true or false. Table 1 below shows the questions and the response later coded as correct (refer to this table when the results section discusses questions by their numbers).

Table 1. Questionnaire Questions and Responses

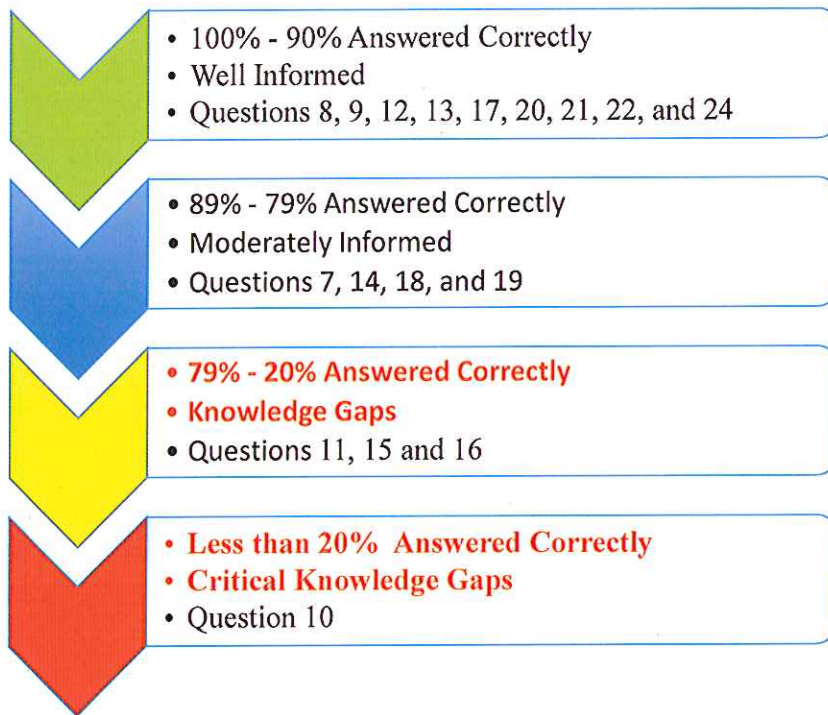
Question Number	Question as Presented in Survey	Possible Responses	Correct Response
5	Do you have a driver's license?	Y/N	*
6	I have been pulled over by the police in a MV stop.	T/F	*
7	When the police lights come on behind my vehicle, I should pull over the car immediately?	T/F	T
8	I should pull over to the left of the highway.	T/F	F
9	I should pull over to the right of the highway.	T/F	T
10	If there is no place to pull over, I should continue traveling at regular speed until I find a safe place to stop.	T/F	F
11	When I get pulled over, it is a good idea to roll down all of the windows?	T/F	T
12	When I get pulled over, I should stay in the vehicle, until instructed to get out by the officer.	T/F	T
13	When I get pulled over by the police it is a good idea to turn the music off.	T/F	T
14	I don't have to give the officer my license, registration, or insurance card if I didn't do anything wrong.	T/F	F
15	I don't have to give the officer my license, registration, or insurance card until he tells me why he or she pulled me over.	T/F	F
16	I have to voluntarily consent to a search of my car by police.	T/F	F
17	If I do not consent to a search of a motor vehicle, I should physically prevent the police from doing so.	T/F	F
18	It is a good idea to comply with the officer's directives on the scene of a motor vehicle stop even if the officer is wrong and I am right.	T/F	T
19	When I get pulled over by the police I should be concerned about making the officer feel safe and comfortable.	T/F	T
20	When I get pulled over by the police the officer should be concerned about making me feel safe and comfortable.	T/F	T
21	When I get pulled over by the police a primary objective should be ensuring everyone gets home safely.	T/F	T
22	If I have a problem with the police officer's conduct I should fight the issue later.	T/F	T
23	I know how to file police complaints.	T/F	*
24	Police departments have an internal investigations unit.	T/F	T

• *Indicates a personalized response is required. No correct answer exists.

AmeriCorps is a federally funded program focused on local, state, and national service to meet community needs in education, the environment, public safety, health, and homeland security. Annually in New Jersey, there are roughly 400-600 AmeriCorps members ranging in age and background, working to support nonprofits, public agencies, and community organizations in 630 locations statewide. As this study was born out of a planning grant for work on community policing supported by the Corporation for National and Community Service, these members were a fitting sample. We recognize the selectivity of the sample may mean the study will have inherent biases; we question whether the majority of the sample sharing a membership in AmeriCorps make the individuals differently educated on law enforcement and motor vehicle stops than the typical NJ citizen? Moreover, this sample is simply a test sample for a preliminary survey. We propose improvements to a more representative sample to capture a broader understanding of the NJ knowledge base near the end of this report. We also included questions on demographics at the start of the survey in an effort to evaluate if the sample was representative of the larger NJ population.

We used a grading system to evaluate people's understanding and to identify where there were gaps. Questions in which 100%-90% of people responded correctly to survey questions posited were categorized as "well informed." People were deemed "moderately informed" if 89% to 79% of the sample questions were answered correctly. Questions where the population answered 79% or less correctly, were categorized as having a "knowledge gaps" or "critical knowledge gaps."

Chart 1. Evaluation Rubric



Results

Who did we survey?

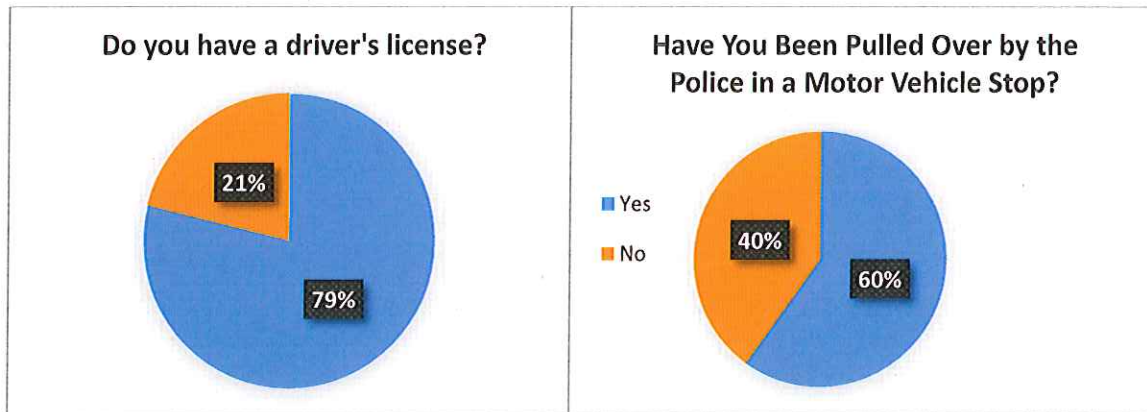
Not all of the 157 survey participants responded to all of the demographics questions, even though only the question on race was demarcated as optional. An analysis of those who divulged their gender shows that the population surveyed was mostly female, 72% female and 28% male. Over half of the surveyed population, 51%, was 16-24 years old. The remaining respondents were fairly evenly distributed amongst the 25-34 and the 35 and above age groups.

In regards to race, the sample identified as African American at the highest frequency, 43%, with Caucasian as the close second with 34%. Only 18% and an even lower 5% of the sample identified as Hispanic or Asian respectively. The respondents as a whole were educated at a high level. Seventy-two percent of the population had earned a Bachelor's, Master's, or PhD. This finding is likely linked to the sample surveyed; AmeriCorps members receive an education stipend which for many is an incentive to join.

Table 2. Demographics of Surveyed Population		
	<i>Count</i>	<i>Percent*</i>
<i>Gender</i>		
Female	108	72%
Male	43	28%
<i>Age</i>		
16-24	77	51%
25-34	40	26%
35 and Above	35	23%
<i>Race</i>		
Caucasian	46	34%
African American	57	43%
Hispanic	24	18%
Asian	7	5%
<i>Education</i>		
High School/GED	40	28%
College	79	56%
Masters/PhD	23	16%
*Percent calculated as count/total of survey-takers who divulged information		

Chart 2 demonstrates the respondent's familiarity with motor vehicle stops. Question five asks about their knowledge of NJ driving laws via a proxy. Because a licensed driver would have been evaluated through the NJ Motor Vehicles Commission, this survey assumes that by passing and receiving a license, the respondent should be familiar with the NJ driving laws. The majority, 79%, of the respondents were licensed. Question six goes on to ask about their direct experience in a motor vehicle stop to understand whether our respondents have had actual experiences to draw from. Again, the majority, 60%, responded "yes."

Chart 2: Responses to Questions 5 and 6



What do people know?

The following two sections look at the knowledge people have on motor vehicle stops using the remaining twenty questions of the survey (refer to Table 1 for the questions verbatim). Using the Evaluation Rubric in the research design section, we divided the green and yellow, well and moderately informed, sections into what people know and the red, knowledge gaps, as what people do not know.

Generally, respondents demonstrated a high level of working knowledge about conduct for traffic stops. The question that respondents seemed to be most informed on was number twelve; 97% accurately responded “true” to “When I get pulled over, I should stay in the vehicle, until instructed to get out by the officer.” Similarly, 96% of respondents answered questions 13 and 24 correctly, indicating people both believe it is a good idea to turn off music at a motor vehicle stop and are aware police departments have internal affairs units. People surveyed were also aware that they should not attempt to physically prevent a police officer from searching their vehicle if they do not consent (Question 17). 93% of respondents believed that the police officer should be concerned about making the driver feel safe and comfortable during a stop (Question 20). This question specifically is one that would require editing for future surveys as the question assumes no officer safety concerns are present. Thus, there is no perfect answer to this question as it is

situational. If a police officer runs the plates on the car he or she has stopped and discovers the car is stolen, for example, the safety and comfort of the individual motorist may no longer be a primary concern.

People seemed to be moderately informed, meaning 89-79% of survey takers responded correctly to questions 7, 14, 18 and 19. People were aware that they were to pull over immediately when they saw the police lights. They also knew that regardless of whether they believed they did anything wrong, they had to present their license, registration, and/or insurance cards. Similarly, the majority of people agreed that it was a good idea to follow the police officer's directives on the scene even if they are wrong. There are procedures to file police complaints and address incorrect behavior outside of the scene. Interestingly, while 93% of respondents felt that a police officer should be concerned with making the driver feel safe and comfortable, only 82% felt that they should be concerned about making the police officer feel the same way.

What do people not know?

The questions that we considered to represent knowledge gaps, where the public needs to increase knowledge, were questions 10, 16, 11, and 15, in increasing order of percentage. People were the least informed about pulling over if there was no safe place to stop. An alarming 83% of people believed they should travel at the regular speed limit of the road until they found a safe place to stop. Thus, question 10, is considered a critical knowledge gap because proceeding at regular speed, while failing to decrease speed or otherwise acknowledge the officer's presence, could lead the police officer to believe the driver does not intend to stop and risks aggravating the situation.

Only 36% of people were aware that they did not need to voluntarily consent to a car search. Although, it is acknowledged that the police may under certain circumstances search a vehicle without the driver's consent, the possibility for illegal police searches remains. To that end, there are procedures to challenge questionable or improper searches. Next, only 37% of people responded that it was a good idea to roll down all of the windows when pulled over. For the sake of making the police officer comfortable, especially if the vehicle has tinted windows, it is a good idea to be transparent so that they do not believe the citizen is hiding a weapon or other item that could compromise officer safety. If an officer cannot see what is happening inside the car an officer safety issue could exist and a simple motor vehicle stop could potentially escalate into an otherwise avoidable confrontation. Lastly, only 58% of respondents were aware that they had to present their

credentials even before an officer has informed them of the reason for the stop. However, although local departmental policy or professional standards may allow or direct officers to state the reason for the motor vehicle stop when appropriate prior to asking for credentials, the same is not required by state law and the motorists must provide the requested information upon demand.

Knowledge on filing police reports?

Motor vehicle stops can become contentious if both parties, law enforcement and motorist, believe the other is in the wrong. As some of the responses implied, people believe they should be able to deny presenting their credentials to officers if the officer is in the wrong. However, during a motor vehicle stop, the best course of action is to comply with the officer's directives and engage with the justice system through the internal investigations unit or filing a police complaint later. In fact, half of the population surveyed was not aware an internal investigations unit existed (question 24). However, 96% knew how to file a police complaint. We analyzed the response to question 23, knowledge on filing a police report, to determine if individuals from varied backgrounds were more informed than others. Keeping in mind this was a voluntary question and not all respondents divulged this information, Table 3 demonstrates the breakdown.

Table 3. Question 23 by Race

Yes, I know how to file a police complaint	
Race	Percentage
African American	52%
Caucasian	50%
Asian	28%
Hispanic	48%
Multi/Other	50%

As the results in Table 3 demonstrate, Asians seem to be the least informed on filing police complaints. African Americans were slightly more informed, at 52%, compared to 50% of Caucasians and those who identified as multiple races/other. Moreover, knowledge on filing a police complaint varied slightly by gender. While 51% of the whole surveyed population indicated knowing how to file a police complaint, 47% of the males and 54% of the females responded positively. With such a small sample, this seemingly small difference, 7%, is in fact worth reporting.

The Gender Question

In this study, we hoped to determine whether gender impacted an individual's knowledge on best practices for motor vehicle stops. There are three other questions where the male versus female responses varied at a significant level, questions 11, 14, and 19 as shown in Table 4.

<i>Question</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>
11. When I get pulled over, it is a good idea to roll down all of the windows?	37%	51%	30%
14. I don't have to give the officer my license, registration, or insurance card if I didn't do anything wrong?	80%	74%	83%
19. When I get pulled over by the police, I should be concerned about making the officer feel safe and comfortable.	82%	95%	78%

As discussed in the demographics section, the sample had almost double the amount of females than males. Knowledge on rolling down the windows when being pulled over has the greatest difference; 21% more males than females answered question 11 correctly. Next, at a 17% difference, more males than females agreed that they should be concerned about making the officer feel safe and comfortable. Future research could look into whether the societal stigmas around male physical dominance are a driving factor for these results. Lastly, 9% more females than males responded to question 14 correctly.

Conclusions and Next Steps

Given that this was a pilot survey, we hope to use these results to offer recommendations and encourage future studies. First, we hope to administer another survey with a sample that reaches beyond AmeriCorps members so that we can gauge the average NJ citizen's knowledge. With the state's population nearing 8.5 million in 2016², a sample of 157 is not effectively proportional. The limited and specific group surveyed may have created inherent biases and the data results may also be skewed to indicate a more informed public than we expect the larger population to be. This test sample has shown us that a more diverse group in regards to education

² Population as estimated by: Salant, Jonathan D. 20 December 2016. "NJ's population rises, but New York and Pennsylvania lost residents." *True New Jersey*. http://www.nj.com/politics/index.ssf/2016/12/njs_population_rises_as_new_york_and_pennsylvania_lose_residents.html

levels, age, and race should be surveyed. We would also improve the language in Questions 7 and 20, which may be too subjective or “situational” in their current form. Question 20 assumes no officer safety concerns. If that phrase were to be added, we expect different results. Similarly, question 7, which currently reads, “When the police lights come on behind my vehicle, I should pull over the car immediately?” does not clarify if there is a safe location to pull over or not, thus an edit should be made to reflect this nuance.

Secondly, we would recommend the use of this survey, or more effectively, future iterations as a tool to educate the public on best practices for motor vehicle stops. The results can and will be a tool to show the continued need for this type of education and whether the education is effective as measured by post testing after the correct answers are explained.

More research needs to be done to identify whether motor vehicle stops are taught in driver’s education classes. Videos of what to do and what not do can be included in the curriculum of courses taught in NJ public schools to teach drivers early on. Additionally, a card with the facts can be created and disseminated to drivers when they update their registration cards or license. Nonetheless, this initial study indicates that there are gaps in the knowledge-base of the general public with regard to motor vehicle stop procedure. However, more data is needed. Thus, it is recommended that the survey continue to be administered to a wider audience and that trends related to New Jersey motor vehicle stop interactions be analyzed to further assess the need for increased motorist education.

Jonathan M. Golden

91 Ridgedale Ave
Florham Park, NJ 07932
215 681-0381 973 845-2340
e-mail: jgolden@drew.edu

Education Ph.D., 1998; University of Pennsylvania, Department of Anthropology
B.A., 1990; Brandeis University, Department of Classical and Oriental
Studies, Cum Laude, with High Honors

Administration Experience

2015-present **Drew University Center on Religion, Culture & Conflict**, Director
Conflict Resolution and Leadership Certificate Program, Convener
2007-2015 **Drew Univ. Center on Religion, Culture & Conflict**, Assoc. Director
2007-2015 **Drew Univ. University**, Hillel Director

Teaching Experience

2007-present **Drew University**, Dept. of Religious Studies, Asst. Professor
Dept. of Anthropology, Adjunct Asst. Professor, Caspersen Graduate School,
Asst. Professor
2000-2007 **Drew University**, Dept. of Anthropology, Adjunct Asst. Professor
1999-2008 **Fairleigh Dickinson University, West Chester University,**
University of California, San Diego.

Additional Affiliations

Interfaith Advisory Council, Office of Homeland Security and Preparedness, NJ;
New York Faith Leaders Against Extremism; Building Israel Palestine Council;
Academic Advisory Board for McGraw-Hill Weapons of Mass Destruction and Terrorism; Terrorism and Violence.
Drew University; Religious Life Council; Advisory Board, NJ Interfaith Coalition

Courses Taught (sample): Global Peacebuilding and Leadership; Intro to Peace and Conflict Studies; Terrorism and the Middle East - Cultural Perspectives; Grassroots Israeli-Palestinian Peacebuilding; Peoples and Cultures of Middle East; Intro to Cultural Anthropology; Global History; Islam and the West.

Additional Experience

-Certificate in Mediation, Center for Understanding in Conflict/Center for Mediation in Law
-Certificate in Conflict Resolution, Pardes Institute, Center for Judaism and Conflict Resolution
-Certificate in Conflict Resolution; United States Institute of Peace
-Interfaith Youth Core, Seminar, "Teaching Interfaith Understanding"

Awards

2016 Thomas H. Kean Teacher Mentor of the Year Award
2015 Merrill Skaggs Teaching Award, Caspersen School of Graduate Studies

Selected Publications

In prep *Turning Point: from Violence and Victimhood to Vanguard for Peace.*
2017 "Encounters Beyond the Daled Amot" *Conversations* 28: 65-73
2015 "Terror by Text: The Use of SMS Messaging as a Form of Terrorism", Peace Islands Institute
2010 *Dawn of the Metal Age: the Origins of Social Complexity in the Southern Levant.* London: Equinox Publishing Ltd.
2009 *Ancient Canaan and Israel: An Introduction.* New York: Oxford University Press
2004 Targeting Heritage: The Abuse of the Past in Conflicts of the Present.
In Y.Rowan and U.Baram (eds.), *Marketing Heritage: the Consumption of the Past.* Walnut Creek, CA: Alta Mira Press; 183-202

ENGY GADELMAWLA
160 Stirling Road Watchung, NJ 07069
908-566-7954; egadelmawla@drew.edu

EDUCATION

Drew University

- B.A. in Political Science and Spanish, May 2018, G.P.A. 3.9
- Graduate Certificate in Conflict Resolution and Leadership, May 2018

Semester at the United Nations, Fall 2015

- Participate in meetings and briefings on timely issues with members of the U.N. delegations, special agencies, NGO's and relevant professionals
- Present a 25 page research paper on the UN Security Council's varied use of 'Responsibility to Protect' in armed conflict in Syria and Libya

Social Entrepreneurship Semester in NYC, Spring 2017

- Engage in excursions and daily trips to organizations in the non-profit, public and private sectors
- Assist Working In Support of Education in data collection, archival research, and video production

WORK EXPERIENCE

New Jersey Office of Homeland Security and Preparedness

Preparedness Bureau Intern, Jan-May, 2016

- Conduct independent research on risks of abuse of financial industry by terrorists
- Develop FEMA compliant evaluation guide with expected learning outcomes for maritime security training exercise
- Draft memos on Department of Treasury notices relevant to NJ financial industry

Ceceilyn Miller Institute for Diversity and Leadership in America

Intern, May-Aug, 2015

- Coordinate and plan 4 conferences for 60+ students on youth involvement in civil society
- Facilitate group discussions on diversity for college and high school level students at retreats
- Create and maintain databases on participants' information
- Operate social media accounts to recruit involvement for future conferences

CAMPUS LEADERSHIP

Chief Financial Officer, Student Government, Nov. 2015-2016

- Allocate and manage \$60,000 annual budget for 65+ student clubs
- Lead and supervise Budgets and Operations Board to ensure cost-effectiveness, fairness, and promotion of community values

Member, Orientation Committee, 2014-2016

- Represent Drew University values in facilitating first year transition
- Maintain year long engagement with first-years

Peer Mentor, CLA Dean's' Office, Aug. 2015-Present

- Promote community involvement for 16 first year students through consistent communication, event planning, and mentoring of at-risk students

Writing Fellow, Office of Academic Services, Aug. 2016-Present

- Provide in-class and out-of-class assistance in improving written, critical thinking, and researching skills

ENGY GADELMAWLA

160 Stirling Road Watchung, NJ 07069
908-566-7954; egadelmawla@drew.edu

VOLUNTEER WORK

American Legion Auxiliary's Jersey Girls' State, Lakewood, NJ, 2013-2017

- Served as a counselor for 50 girls for this leadership program to simulate a state-government Saint Bernard's Project Non-Profit, New Orleans, LA, 2016
- Organize and attend volunteer trip to rebuild homes destroyed by Hurricane Katrina Youth Service Opportunities Project: Washington, D.C., 2015
- Coordinated direct and indirect service focused on poverty and homelessness

HONORS AND AWARDS

Drew University, Madison, NJ

Inductee, Zeta Rho Chapter of Pi Sigma Alpha, National Political Science Honors Society, 2016

Inductee, Delta Sigma Pi, National Spanish Honors Society, 2016

Outstanding Campus Leader, Drew Office of Campus Life & Student Affairs, 2016

Member, Dean's List, Fall 2014-spring 2016

New York, NY

Recipient, Upstander of the Year Award, Facing History and Ourselves, 2014

PRESENTATIONS

Presenter, Peace Studies Panel, "How International Organizations Promote Economic Growth and Peace" with a focus on Northern Ireland and the Celtic Tiger Economy, Transatlantic Connections Academic Conference, Donegal, Ireland, 2016

Exhibit Presenter, Not In Our Schools' National Leadership Gathering, 2014

SKILLS

Computer: NGP/VAN, Microsoft Office (Word, Excel, Powerpoint), Google Drive

Languages: Arabic (oral fluency; basic written proficiency); Spanish (high proficiency)

Resume of Rowena Bopp Madden

P.O. Box 428
Annandale, New Jersey 08801

Phone: Office (609) 633-9629
Cell (908) 303-0471

Education

Brandeis University	Major: History	B.A., 1966
University of Chicago	Major: Teaching	September, 1967 – June, 1968
University of New Orleans	Major: History	M.A., 1973 (then LSU-NO)

Employment

State of New Jersey

February, 1975 to Present

New Jersey Department of State
Trenton, New Jersey

(October 2002 to Present)

Executive Director, Office of Volunteerism and Community Service, within the Division of Programs. The Office includes the Governor's Office of Volunteerism, the New Jersey Commission on National and Community Service, the Martin Luther King, Jr. Commemorative Commission, and the New Jersey Commission on American Indian Affairs. Staff of ten.

- The Governor's Office of Volunteerism (GOV), supported by the Governor's Advisory Council on Volunteerism, is the lead agency to promote service and recognize New Jersey's 1.5 million volunteers, in partnership with the County Volunteer Centers. The Office coordinates the Governor's Jefferson Volunteer Awards, Governor's Volunteer Conference, business volunteer programs, and college and youth volunteerism. The Office is tasked with volunteer recruitment and deployment during emergencies and disasters. The GOV generally receives an annual State appropriation of \$79,000.
- The NJ Commission on National and Community Service was established to guide and oversee the state's AmeriCorps program (the "domestic Peace Corps") federally funded at \$4 million, and to support national service and civic engagement. Through AmeriCorps, over 500 members serve NJ communities each year in the priority areas of education, human needs, disaster response, and the environment. The Commission also supports the Foster Grandparent Program, which matches senior citizen volunteers with children with special needs (federally funded at \$796,000 annually).

- The Office also supports the Martin Luther King Commemorative Commission and the New Jersey Commission on American Indian Affairs.

New Jersey Department of Education

November, 1994 - 2002

Executive Director, New Jersey Commission on National and Community Service. The Commission was initially assigned to the NJ Department of Education via Governor Whitman's Executive Order #20.

New Jersey Department of Human Services

February, 1975 – November, 1994

Senior Policy Advisor to the Commissioner. Served in a range of capacities for seven Commissioners of Human Services. Responsibilities included research, policy analysis, grants development and management of federal research demonstrations in the areas of welfare reform, home health care, and national and community service. Demonstrations included:

- Operation Fatherhood – Wrote proposal and managed demonstration testing impact of employment and training services to fathers of children on welfare, to increase financial and parental support. Funded at \$3 million by the U.S. Department of Health & Human Services, Manpower Demonstration Research Corporation, and Ford Foundation.
- AFDC Home Health Aide Demonstration – Wrote proposal and managed demonstration which trained 1,000 welfare recipients as home care aides serving 3,000 elderly and disabled clients in five NJ counties. Funded at \$6 million for each year of a four-year project by the Health Care Financing Administration; research by Abt Associates.

Other assignments in Human Services included Special Assistant for Operations from 1977-83, serving as liaison to the divisions of Mental Health and Hospitals and Mental Retardation. Served as Assistant to the Director of the Division of Youth and Family Services from 1975-77.

Dulac Community Center

June, 1971 – September, 1974

Dulac, Louisiana

Community service in rural tri-racial (Cajun, African-American, Houma Indian) community in southern Louisiana. Taught in child care center, administered a community health clinic and developed a program to assist in the transition to integrated schools in Terrebonne Parish.

References and writing samples available upon request.

ELDRIDGE HAWKINS, II, MBA

EMAIL: INFO@BBSILLC.COM

Highly effective Policy, Operations, Governmental Affairs, and Law Enforcement professional with over 10 years' experience including service as a New Jersey elected & command level Public Safety official.

QUALIFICATION HIGHLIGHTS

- As the Mayor of Orange, NJ, successfully managed budgets in excess of \$53 million, cutting up to \$6 million in operational expenditures while maintaining the organization's ability to deliver services.
- Implemented policies and procedures regarding Emergency Management.
- Attracted unprecedented federal and state funding for innovative public safety and redevelopment initiatives contributing to \$100 million in public/private sector investment and development despite national recession, including but not limited to Low Income Housing Tax Credits (LIHTC), Neighborhood Stabilization Program (NSP) funds and Community Development Block Grants.
- Led Mayors/Administrators throughout NJ in lobbying efforts during both State Senate and Assembly hearings to change work rules and laws which would improve municipal operations and reduce costs (notable achievement pension & health care reform).
- Led statewide grant initiative to improve law enforcement and community relations within the Office of the Lieutenant Governor/New Jersey Department of State, in partnership with the Office of the Attorney General and Office of Homeland Security and Preparedness.
- Worked closely & collaboratively w/ leaders & subject matter experts throughout the healthcare delivery system by participating in public policy meetings & coalitions including the Newark Beth Israel Medical Center's Orange Health & Wellness Alliance (OHWA), and New York State based Medical Marijuana dispensary/physician applicants.
- Developed and implemented strategies to achieve legislative and regulatory goals; authored and negotiated legislative and regulatory language by leveraging research and data.
- Maintained strong relationships and personal credibility with leaders across party lines as evidenced by a proven track record in bi-partisan relationship development.

PROFESSIONAL EXPERIENCE

Governor's Office of Volunteerism, New Jersey Department of State
Director of Policy, Operations, & Governmental Affairs

Trenton, NJ
2017 - Present

Reporting to the Division Executive Director, Managed a Department of State division responsible for Statewide AmeriCorps programing and grant funding oversight; and the "Governor's Advisory Council on Volunteerism and Community Service" operational activities and disaster relief.

- Crafted new continuing education and in-service training modules for law enforcement officers statewide in conjunction with the Office of the Attorney General.
- Maintained close working relationships with various state law enforcement agencies, office of emergency management, and nonprofits to develop coordinated action plans to address disaster planning.
- Assisted in supervising all phases of the grant application and awards process for the NJ State Commission's allocation of the federal Corporation for National Community Service program funding totaling over \$4 Million, deploying over 400 AmeriCorps members.
- Maintained strategic relationships with federal, state, county agencies, and nonprofits to further AmeriCorps grant initiatives and member deployments.
- Developed successful grant application and policy strategy to improve law enforcement and community relations in partnership with the Office of the Attorney General and Office of Homeland Security.
- Developed partnerships to support, train and recognize New Jersey's 1.5 million volunteers.
- Participated in planning of statewide emergency response activities and related supply chain preparations.

Governor's Office of Intergovernmental Affairs, New Jersey Department of State
Director of Community Outreach

Trenton, NJ
2013 - 2017

Worked with and reported directly to the Governor's Deputy Chief of Staff and the Office of the Lieutenant Governor.

- Maintained strategic relationships with federal, state, county and local elected/government officials to move administrative priorities forward and facilitate their access to the Governor's office as needed.
- Helped organize/secure various community events such as but not limited to instate appearances by the President of the United States in response to "Super Storm Sandy" and other annual/special events as needed.
- Continued involvement in shaping legislative and policy changes for various constituencies.
- Liaised with faith based community organizations and community leaders to determine how their needs can be addressed by programs and services provided by the State.

City of Orange Township
Mayor/CEO

Orange, NJ
2008 - 2012

Managed up to 300 employees responsible for delivering service to more than 33,000 individuals, and streamlined operations to close budget deficits of up to 20% while reducing costs and increasing revenues.

- Negotiated union contracts with collective bargaining units generating over \$1 million in savings.
- Instituted corporation's first annual employee job performance evaluation and employee of the month program.
- Served as expert in union negotiations and cost cutting measures on both CNN and Fox Business News television.
- Advocated and influenced federal, state and city legislative and regulatory initiatives resulting in millions of dollars in grants and appropriations.
- Served as Chairman of the Management Reform Committee and various other statewide legislative committees through the NJ League of Municipalities.
- Reduced 30% of total employee overtime costs through strategic management and policy changes.
- Led presentations & educational seminars to audiences of up to 400 executive, management, professional & staff personnel.
- Negotiated complex land deals/redevelopment agreements utilizing tax abatements and multiple funding sources with both public and private partners to spur citywide redevelopment and increase municipal revenue.
- Appointed as Emergency Management Coordinator by City Council and was responsible for planning, activating, coordinating and the conduct of Emergency Management operations within the municipality.
- Coordinated Emergency Management program administration and program development encompassing the four phases of Emergency Management, mitigation, preparedness, response and recovery.
- Served as Acting Police Director running day to day activities of the Police Department during times of vacancy or department head absence.
- Successfully decreased crime by over 22% per the State of New Jersey Uniform Crime Report.

Township of West Orange
Police Officer

West Orange, NJ
(Retired)

EDUCATION

Juris Doctor (JD) – Currently Enrolled

Mitchell Hamline School of Law

Master of Business Administration (MBA) – Management

Seton Hall University

Bachelor of Science (BS) - Business Administration

Rider University

Associates of Applied Science (AAS) – Criminal Justice

Thomas Edison State University

SPECIAL AWARDS

- U.S. Department of Homeland Security "Certificate of Recognition"
- Recipient of multiple NJ Senate and Assembly "Resolutions of Recognition"
- Essex County P.B.A. Conference "Distinguished Service Award"
- Induction into the NJ Police "Honor Legion"
- Various West Orange Police Department Commendations for "Meritorious Service"

Samirah Abdul-Fattah
Email: sasamirah2@gmail.com

Nonprofit Management and Administrative Professional

Seasoned program management and support professional. Successfully led the start-up of two nonprofit initiatives, one, a community-based transportation system for seniors and the second, a city office, part of a national community service program. Proven record in recruitment and retention of staff, cultivate strong relationships with parents, clients, businesses and community-based organizations. Experience in expanding potential partnerships and excellent presentation skills.

Professional Experience

New Jersey Coalition to End Domestic Violence, Trenton, N.J. Administrative Capacity Manager.
February 2014- present.

- Responsible for the implementation of the administrative capacity initiative designed to support domestic violence executive directors and emerging leaders in management of nonprofit organizations.
- Implement monthly trainings and coaching sessions on various management topics for executive directors and program staff; assist experienced executive directors in developing succession plans by providing knowledge, tools, training and support for the development of such plans;
- Design and implement a twelve-month domestic violence leadership academy for individuals from marginalized populations to increase their access to leadership positions.

Capital Health System, Fuld Campus, Trenton, NJ. Admission and Emergency Department Registrar.
November 2004- present (part-time).

- Register and admit patients to the hospital from the emergency department and outpatient services for a Level II trauma center and to the neuroscience unit.
- Verify and pre-certify insurance coverage, assist with financial screening and handle other duties as assigned by department director and nursing supervisor.

EducationWorks, Philadelphia, PA. Recruitment Director. December 2010 to July 2012.

- Planned and implemented a comprehensive program to recruit AmeriCorps members to serve in school based programs in Philadelphia, Pennsylvania and Camden, New Jersey.
- Maintained an applicant review, selection and placement process and refined systems to reflect current recruitment needs and successfully met recruitment goals.
- Supervised small staff and scheduled and coordinated outreach and recruitment activities at local colleges, universities and community based organizations.
- Served on the management team.

Greater Mercer Transportation Management Association (GMTMA), Princeton, NJ. Project Manager.
August 2005-December 2010.

- Assisted in the development, planning and management of a community-based transportation network for seniors and the visually impaired in Mercer County.
- Presented model and recruited seniors and visually impaired members to utilize the service; hired staff and volunteers to provide transportation to members.
- Identified new partnerships for potential sources of funding from the business and health care sectors.
- Scheduled and managed paid and volunteer staff.
- Served as the liaison to the advisory committee and assumed other duties as assigned by the executive director.

The Food Trust, Philadelphia, PA. Senior Associate. June 2004-August 2005.

- One of two full-time associates responsible for guiding the day to day implementation of the Kindergarten Initiative, a model program funded by the Claneil Foundation to integrate local food and nutrition education into the kindergarten curriculum of four local schools in Philadelphia.
- Responsible for parent education and community engagement components.
- Coordinated and planned food demonstrations, cooking classes field trips and other activities for parents and community members;
- Co-edited a monthly parent newsletter.
- Identified new schools for program expansion
- Administered surveys and co-facilitated focus groups with parents and other caregivers for program evaluations.

Children's Futures, Trenton, NJ. Program Coordinator, December 1999-June 2004.

- Served as the program coordinator of a \$20 million initiative funded by The Robert Wood Johnson Foundation to improve birth outcomes in the city of Trenton.
- Assisted in the review of proposals from local nonprofit organizations for potential funding of grant dollars.
- Researched best practice to improve access to healthcare for pregnant women, infants and toddlers and assisted in the creation of the initial design of specific program interventions.
- Monitored grants and facilitated community focus groups.
- Organized site visits to national programs and conferences.
- Served as the liaison to civic associations, city of Trenton's healthy start initiative and nurse family partnership.

The John S. Watson Institute for Public Policy at Thomas Edison State College, Trenton, NJ. Program Coordinator, August 1998- December 1999.

- Implemented a city-wide drive to recruit mentors for youth as part of Trenton's commitment to America's Promise.
- Conducted an assessment of all youth-based programs in Trenton, co-facilitated with Junior Achievement and the Trenton School District, a city-wide job shadowing day.
- Expanded summer job opportunities and scheduled and coordinated quarterly meetings with members of the local delegation of America's Promise.

The National School and Community Corps (NSCC), a program of The Woodrow Wilson National Fellowship Foundation, Princeton, NJ. Philadelphia Program Director, August 1996-August 1998.

- Responsible for the day to day operations of the Philadelphia office of the NSCC, serving as the local point of contact for school district officials, city and community based organizations.
- Established and maintained partnerships with community organizations and identified new opportunities for growth in the city of Philadelphia and other districts.
- Recruited and supervised regional managers, assistant directors, and VISTA volunteers. Resolved discipline and other site related problems, modified policies and procedures, and identified specific training needs. Reported to the executive director.
- Served as site manager at Morton McMichael School for the NSCC, from September 1994-August 1996. This site was one of four pilot schools selected in the first year of operations for the NSCC and reported to the school principal. Promoted within two years to Program Director.

Education: MPA, New York University, Wagner School of Public Policy, New York, NY
BA Sociology, Rutgers College, Rutgers University, New Brunswick, NJ.

References furnished upon request.

BRYN N. WHITTLE, ESQ.

PROFESSIONAL EXPERIENCE

- 2016-present Deputy Attorney General, Office of Community Justice, Office of the Attorney General, Department of Law and Public Safety, Trenton, New Jersey
- Organize and facilitate initiatives focused on strengthening community and law enforcement engagement; preventing youth violence using evidence-based solutions; and the Annual Police Chaplains' Conference.
 - Monitor County Prosecutor-Led Mental Health Diversion programs aimed at diverting offenders with mental illness to mental health services, reducing recidivism and training prosecutors and law enforcement on mental health issues.
 - Develop and facilitate presentations as an original member of the Attorney General's ABLE (Anti-Bias Legal Education) Response Team, which is dispatched to provide raise awareness about the New Jersey Bias Intimidation and the Law Against Discrimination (LAD) statutes, to faith-based and community groups.
 - Represent the OAG at inter-agency collaborations, meetings and working groups on a wide range of topics mostly involving law enforcement and social justice matters.
 - Participate in other community policing initiatives and projects on an ongoing basis.
- 2015-2016 Law Office of Bryn N. Whittle, Montclair, New Jersey
Solo Practitioner
- Provided general law practice and Social Security disability representation.
- Municipal Prosecutor, Township of West Orange, New Jersey
- January 2015 - January 2016. Prosecuted criminal matters and motor vehicle code violations.
- 1999-2015 Community Health Law Project, Bloomfield, New Jersey
Senior Staff Attorney II (2006-present); Senior Staff Attorney I (2002-2006)
- Provided legal services, ranging from advice to representation before state and federal courts, to low-income, disabled clients, specializing in the following areas of law: housing (landlord-tenant, public housing application denials and terminations); family (divorce, custody, standby guardianship, child support); public health insurance (Medicaid, Medicare, charity care); Social Security (Disability and SSI determinations); estate planning (Last Will & Testament, Power of Attorney, Advance Directive for Health Care); and consumer law (Federal Debt Collection and Practice Act, Chapter 7 Bankruptcy, Identity Theft).
 - Provided specialized legal services to targeted populations (Ryan White; seniors) by advising on specific legal issues directly affecting them.
 - Provided supervision and training to legal interns, staff advocates (paralegals) and staff attorneys. Assigned case work to staff advocates and interns.
 - Facilitated seminars on legal and policy-related topics to consumers, professionals and students. Facilitated legal clinics at community-based organizations.

- Contributed written work (articles) to *NEMA News*, *The Independent*, *NJWAN News*. Staff Attorney (1999-2002)
 - Provided legal services to disabled clients on matters involving housing, family, public health insurance, Social Security, estate planning and consumer law.
 - Facilitated presentations on managed care and Medicare consumer rights.
 - Facilitated seminars on legal and policy-related topics to consumers, professionals and students.
- 2010-2012 Essex County College, Newark, New Jersey
Wise Women's Center, Adjunct
- Lectured on bankruptcy law basics related to Chapters 7 and 13 under the United States Bankruptcy Code to non-matriculating students.
- 2002 NJ Human Development Corporation/PROJECT REBUILD, Trenton, New Jersey
Consultant/Facilitator
- Facilitated a six-week family strengthening program for Essex County families affected by HIV/AIDS on methods of improved communication about HIV/AIDS issues and general family dynamics.
- 1998-1999 Hyacinth Foundation, New Brunswick, New Jersey
Assistant Director of Public Policy and Legal Services
- Supervised a statewide legal advocacy staff.
 - Coordinated NJSBA-funded statewide legal educational programming and a pro bono attorney referral network.
 - Drafted estate planning documents and represented clients at administrative law hearings.
 - Facilitated speaking engagements on HIV/AIDS legal topics at agencies, community-based organizations and academic institutions.

EDUCATION

J.D., Seton Hall University School of Law, Newark, New Jersey

B.S., Rutgers University, New Brunswick, New Jersey (Public Health); James Dickson Carr Scholar

AWARDS & RECOGNITIONS

National Bar Institute, Fellow, 1997-1998

Brian Finnegan Outstanding Advocate, DIAL, Inc., September 2000

Proclamation for Outstanding Services to People Living with HIV/AIDS, East Orange, February 2003

Outstanding Service Provider, Essex County Kids Connection, December 2003

Outstanding Legal Volunteer Recognition, Hyacinth AIDS Foundation, April 2004

Outstanding Dedication in Fight against HIV/AIDS, NJ STOP AIDS/NJCRI, December 2009

Provisional Member of the Year, Junior League Montclair-Newark, Inc., June 2012

PROFESSIONAL & COMMUNITY AFFILIATIONS

Admitted in New Jersey, United States District Court of New Jersey, December 1998

Member/Chair, Access to Justice Subcommittee, Essex Vicinage Advisory Committee on Minority Concerns, 1999-2012

Member, Board of Trustees, New Jersey Women & AIDS Network, 1999-2009

Member, Newark Eligible Metropolitan Area HIV Health Services Planning Council, 2004; Treasurer, 2004-2013; Chair, Comprehensive Planning Committee, 2005-2010; Vice Chair, 2013-2015

Member, Dean's Diversity Council, Seton Hall University School of Law, 2009-2015

Member, Rent Leveling Board, West Orange, New Jersey, 2010; Chair, 2013-2015

Member, Junior League of Montclair-Newark, 2011; Education/Training Chair, 2013; Community VP, 2014

Mentor, Seton Hall Law Third-Year Mentoring Program, 2012-2015

Member, Association of Black Women Lawyers of New Jersey; Essex County Bar Association, Garden State Bar Association; American Bar Association; New Jersey Municipal Prosecutors Association

Volunteer Attorney, Volunteer Lawyers for Justice, Newark, New Jersey, 2015-2016