



Lightning Talks: Interaction between G2S and Discretionary Programs





Speakers

- **Catherine Prince & Abi Waldrup:** State Library of North Carolina
- **Jen Nelson:** Minnesota State Library
- **Natalie Cole:** California State Library
- **Mary Soucie:** North Dakota State Library
- **Michael Dennison & Cindy Fesemyer:** Wisconsin Department of Public Instruction
- **Peggy Cadigan & Eileen Morales:** New Jersey State Library



NC Research.
Library Support.
Talking Books.

Catherine Prince and Abigail Waldrupe

Federal Programs Consultant

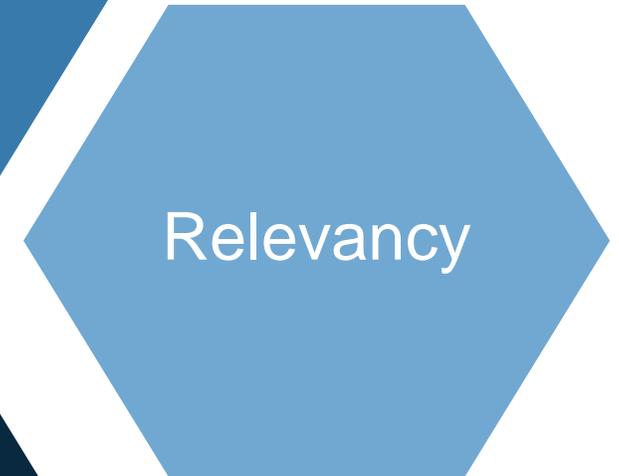
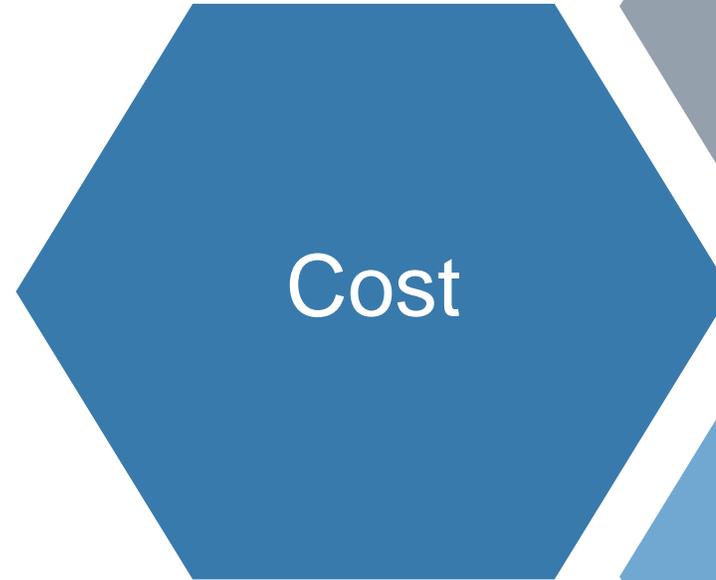
Digital Inclusion Librarian

THE HOMEWORK GAP PROJECT

Addressing the K-12 Homework Gap through Broadband Adoption



Homework Gap Project Addresses Barriers to Broadband Adoption






Local
Libraries


Local
Schools



THE HOMEWORK GAP PROJECT

Addressing the K-12 Homework Gap through Broadband Adoption

SELECTION CRITERIA

■ Local libraries

- Partner schools with 1:1 programs
- Low broadband adoption

■ Participants

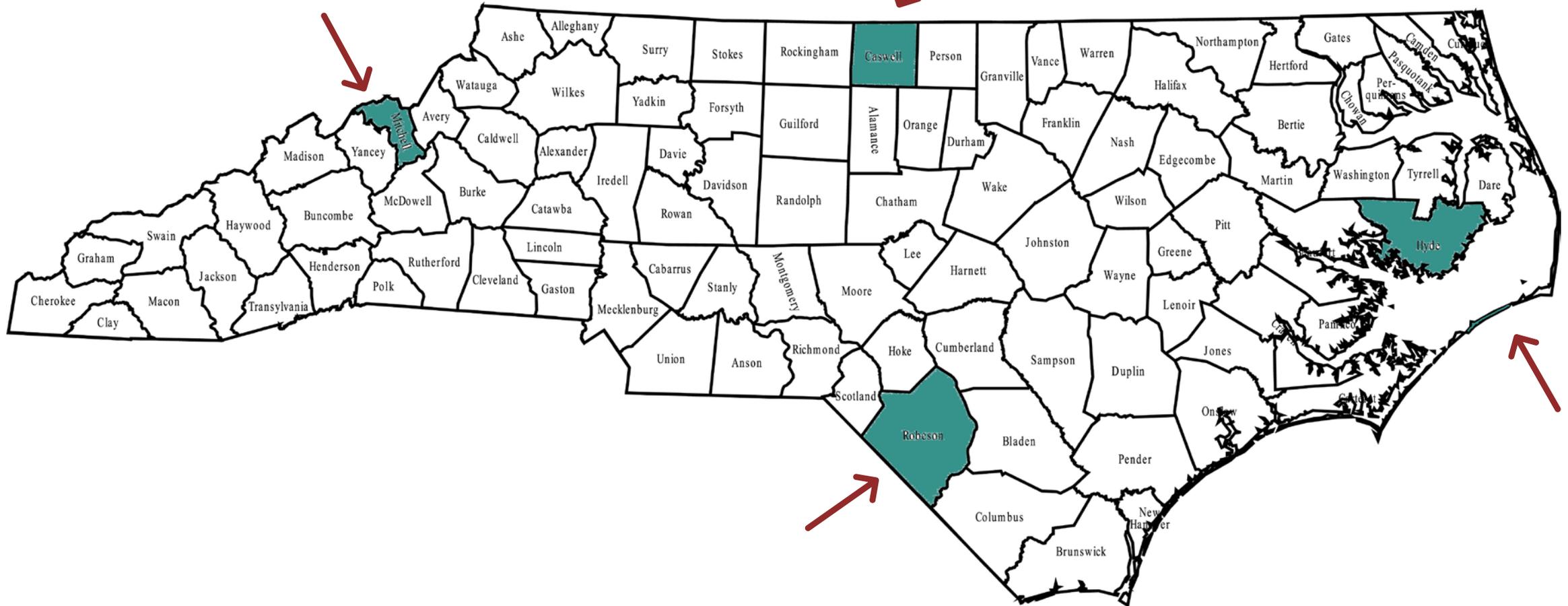
- Families of middle school students without home broadband



THE HOMEWORK GAP PROJECT

Addressing the K-12 Homework Gap through Broadband Adoption

4 regionally diverse counties



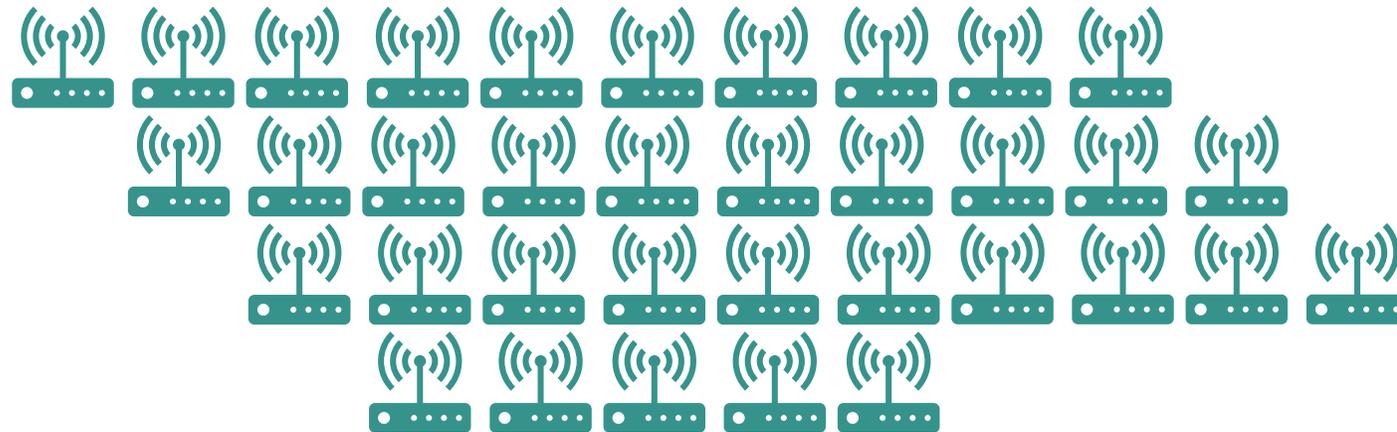


THE HOMEWORK GAP PROJECT

Addressing the K-12 Homework Gap through Broadband Adoption

4 regionally diverse counties

35 hotspots in each





THE HOMEWORK GAP PROJECT

Addressing the K-12 Homework Gap through Broadband Adoption

4 regionally diverse counties

35 hotspots in each

3 mobile providers





THE HOMEWORK GAP PROJECT

Addressing the K-12 Homework Gap through Broadband Adoption

4 regionally diverse counties

35 hotspots in each

3 mobile providers

8 monthly workshops



THE HOMEWORK GAP PROJECT

Addressing the K-12 Homework Gap through Broadband Adoption

COVID-19 Changes:

- Last workshops cancelled
 - self-guided modules
 - phone discussion
- Hotspot usage is up
- Toolkit will include remote training

FUNDING RATIONALE

- Additional funding to support libraries
- Partners were interested in the discretionary grant
- Creating a new position that could work for all partners
- Ability to share responsibilities and duties
- Cement long-term partnerships outside the SLNC

SUSTAINABILITY

- Position is key
- Toolkit
- Established relationships between the local libraries and schools
- Existing platform to start phased approach across the state



NC Research.
Library Support.
Talking Books.

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Federal Programs Consultant

Digital Inclusion Librarian



G2S + NLG : Wash and Learn Initiative

Jennifer Nelson | State Librarian

May 13, 2020



Ten Minnesota Commitments to Equity

1. Prioritize equity.

2. Start from within.

3. Measure what matters.

4. Go local.

5. Follow the money.

6. Start early.

7. Monitor implementation of standards.

8. Value people.

9. Improve conditions for learning.

10. Give students options.

2018-2022 LSTA Five Year Plan

Goal 1: Library services and policies promote barrier-free access.

Goal 2: Libraries contribute to the World's Best Workforce.

Goal 3: Libraries respond to diverse community needs.

Goal 4: Library value is measured and demonstrated.

Goal 5: Libraries facilitate digital equity and literacy.

Proof of concept

Limited number of locations

Different community needs

Different library capacity



National Leadership Grant

Scaling Up
Outreach Capacity
Evaluation



Private Foundation

Local foundation funding

Expansion to additional rural areas



Thank you!

Jennifer Nelson

Jennifer.r.nelson@state.mn.us

651-582-8791

Reimagining School
Readiness for
Libraries

Reimagining School Readiness in libraries

 Center for
Childhood Creativity
at the Bay Area Discovery Museum

 California
STATE LIBRARY
FOUNDED 1850
PRESERVING OUR LIBRARIES. SHAPING OUR FUTURE.

 Pacific Library
Partnership

This project was made possible in part by the
Institute of Museum and Library Services.
Grant number RF-12-19-0061-19.

 @BADM_org

Overview

This toolkit was designed in collaboration with 6 pilot libraries throughout CA and aims to:

- Provide research-based strategies to support school readiness programming
- Enhance your work with children (ages 0–8 yrs.) and their families
- Provide variety so you can pick and choose the resources that are right for your community

<https://bayareadiscoverymuseum.org/research-resources/resources/library-toolkit>





Overview

- Available in 6 languages:
 - English
 - Spanish (US)
 - Simplified Chinese
 - Vietnamese
 - Tagalog
 - Farsi
- Ability to add your library's logo
- Organized by age group:
 - Babies (0-18 mos.)
 - Toddlers (18 mos.-3 yrs.)
 - Preschoolers (3-5 yrs.)
 - K – 3rd Graders (5-8 yrs.)



National Expansion



This project was made possible in part by the Institute of Museum and Library Services.
Grant number: RE-13-19-0061-19.

| | | | | |
|--------------|--|-----------------------------------|---------------------------------------|---|
| | | | | |
| Year 1 | 4 States | | 200 Librarians <i>50 per state</i> | 8,000 Children & Adults <i>40 per librarian</i> |
| Year 2 | 12 States <i>4 states from Year 1 +8 new states</i> | 24 Trainers <i>2 per state</i> | 720 Librarians <i>60 per state</i> | 28,800 Children & Adults <i>40 per librarian</i> |
| Year 3 | 10 States <i>new states</i> | 20 Trainers <i>2 per state</i> | 600 Librarians <i>60 per state</i> | 24,000 Children & Adults <i>40 per librarian</i> |
| Total | 22 States | 44 Trainers | 1,520 Librarians | 60,800 Children & Adults |



In Year 1, Kentucky, Wisconsin and Arizona participated in the national expansion project.

For more information on how your state library can participate in Year 2, please contact Lisa Regalla at: lregalla@badm.org

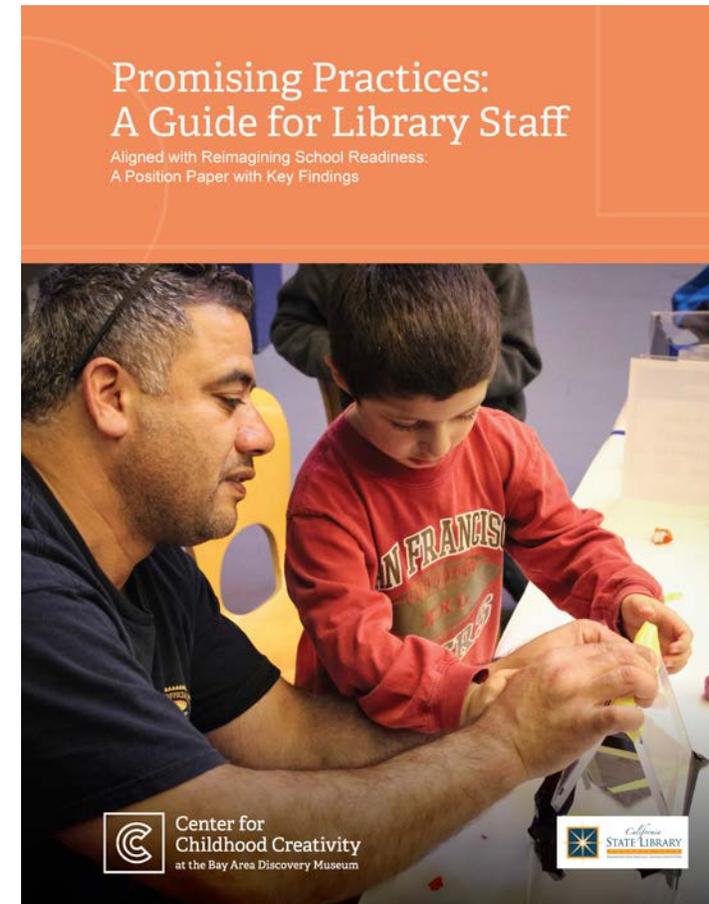
Natalie Cole, California State Library: natalie.cole@library.ca.gov

Resources

Position Paper



Promising Practices Guide



Adult-child interactions

Quality adult-child interactions shape children's thinking skills.



Talk & Play



Scientific reasoning

Science learning is critical for the development of higher-order thinking, but missing from most early school experiences.



Science &
Math



Math knowledge and skills

Early math skills predict long-term success in school, not just in math learning but also in later reading proficiency.

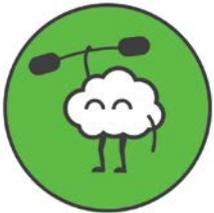


Science &
Math



Executive function

Planning, self-awareness, and self-control—executive functions—predict positive school and life outcomes.



Body &
Brain



Prosocial behaviors

Children with stronger social skills do better in school, in the workplace and in life.



Talk & Play



Stress and basic needs

Higher-order thinking, retention of information, and creativity flourish when children experience minimized stress and when their basic needs are met.



Body &
Brain

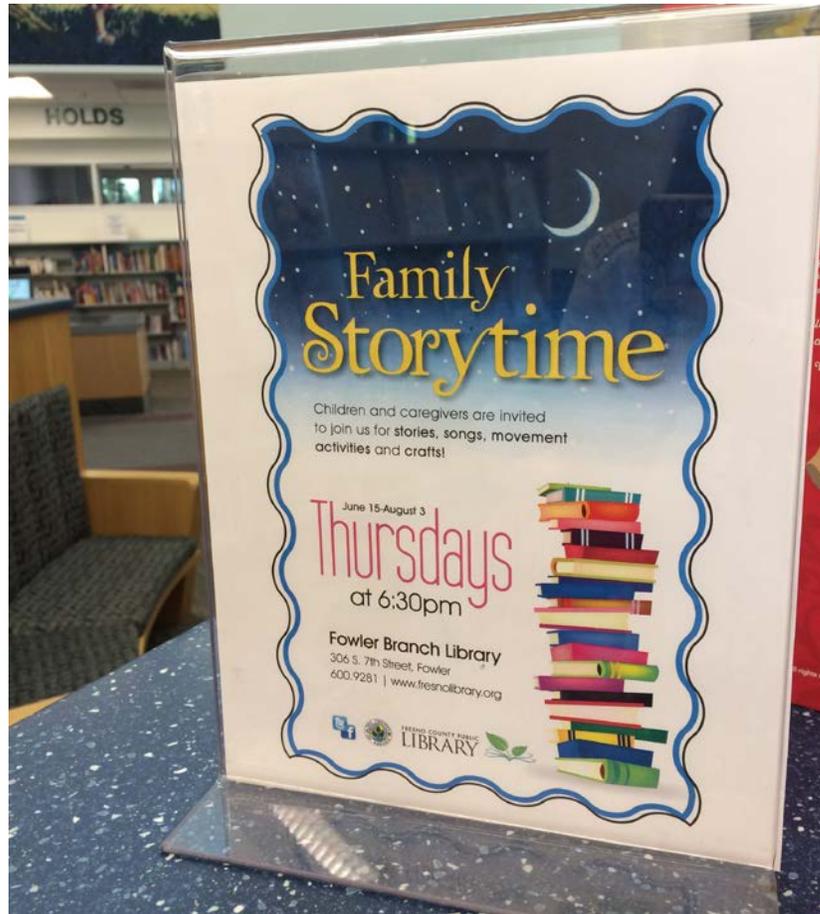


Bay Area
Discovery
Museum



@BADM_org

Storytime



"...this is not something new...it's lending that extra degree of support to something you are already doing and it's giving you the language to talk about it more intelligently so you can advocate for it more effectively and get better funding in the future."

Signs for Parents

Arctic Waters

What do you see in the water?

Place hand in icy water without glove.

How did the water feel?

Placing the "battered glove" on your hand, place your hand in the water again.

Why do you think it felt different?

How did the water feel this time?

Parents:

Explain how the layer of fat on the glove is like the blubber on arctic mammals like walrus and seals. It helps them stay warm in icy waters.



The Power of Open-Ended Questions

One simple, yet powerful way to promote creativity when interacting with children is to shift our language. Research shows that when adults ask open-ended questions, for which there are many possible answers, they invite deeper thinking and personal expression.

I wonder...

When you say "I wonder..." you model what it is to be curious about the world. You show that it is okay not to know the answer.

When you say "I notice..." you are acknowledging a child's thinking and work without praise or judgment

I notice...

Tell me more...

When you say "Tell me more..." you are inviting a child to express and expand upon ideas.



Poster

22" x 28"

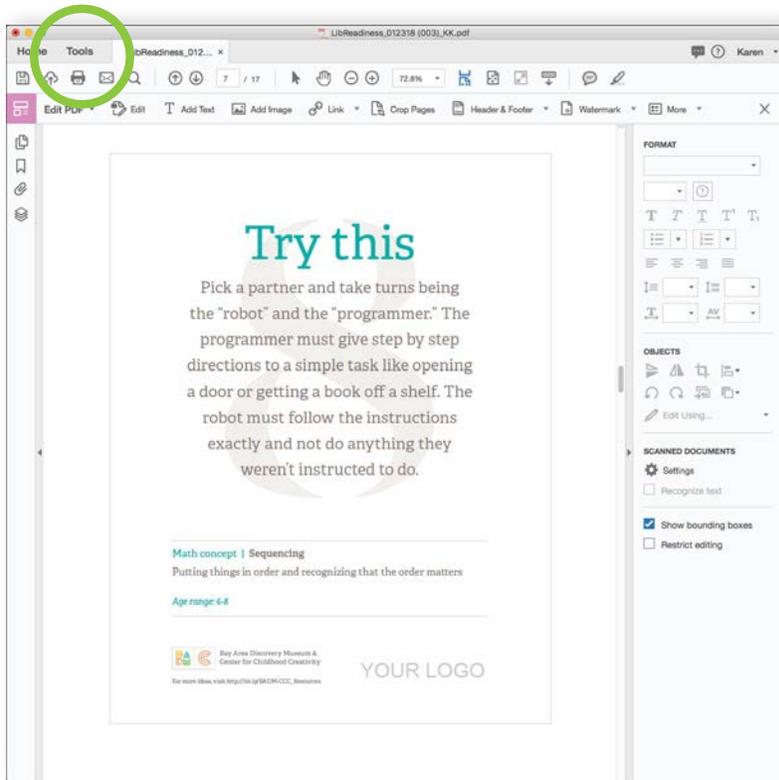
Available in 3 sizes:

11" x 17"

8.5" x 11"

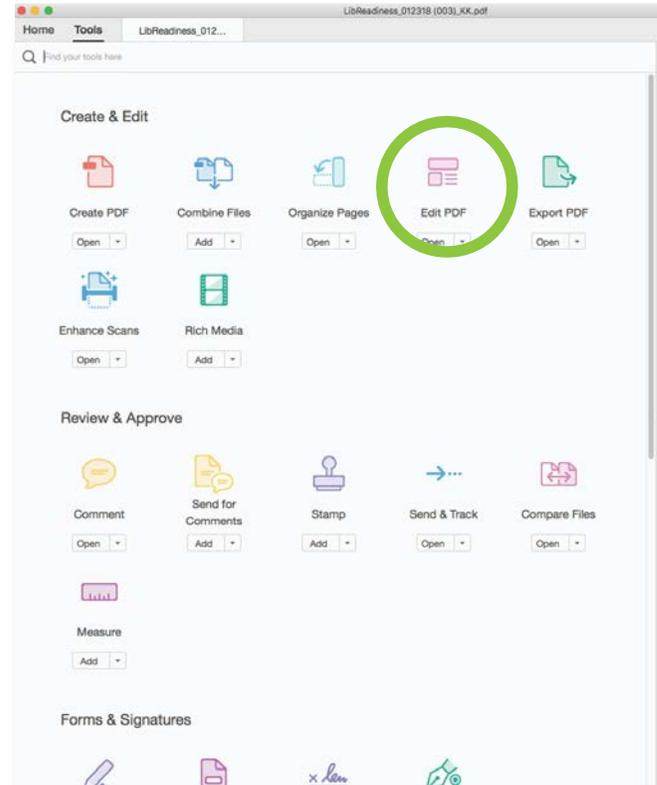


Logo Instructions



1

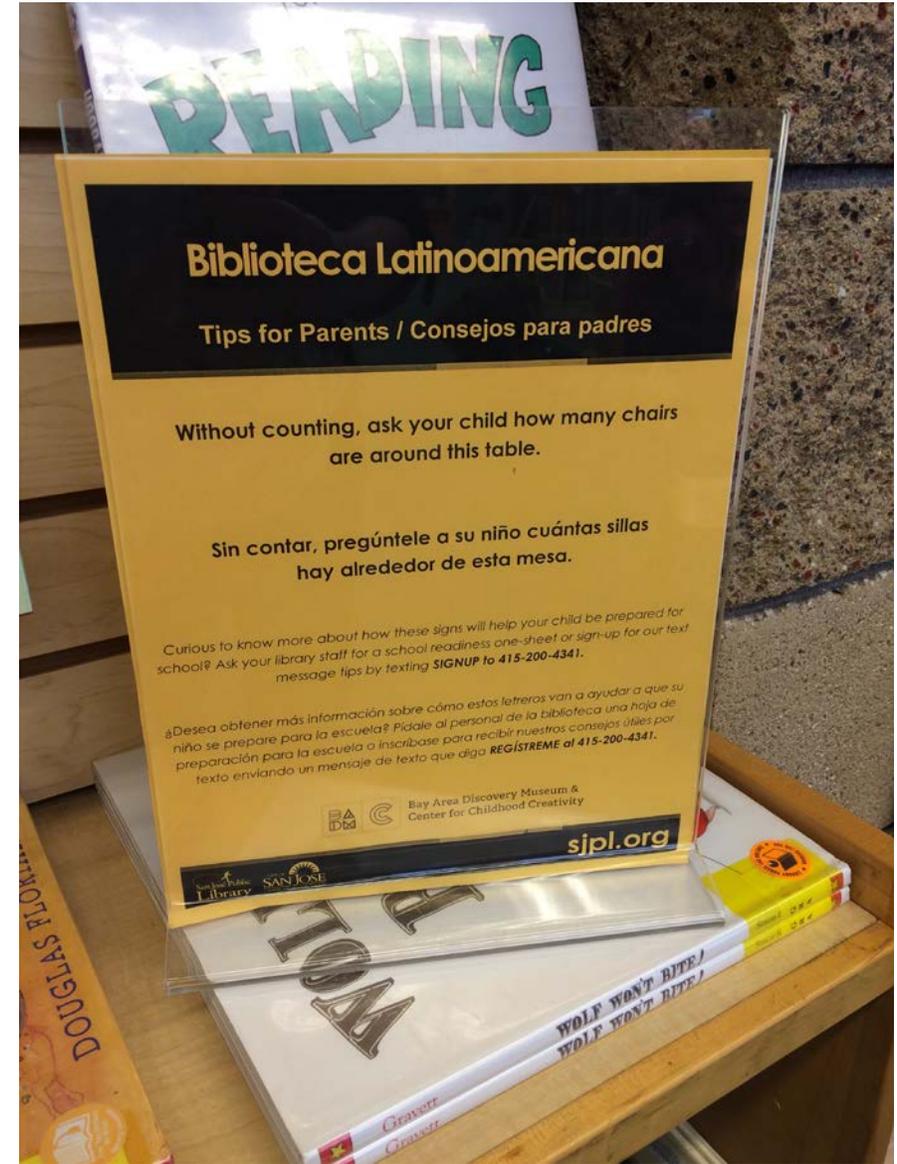
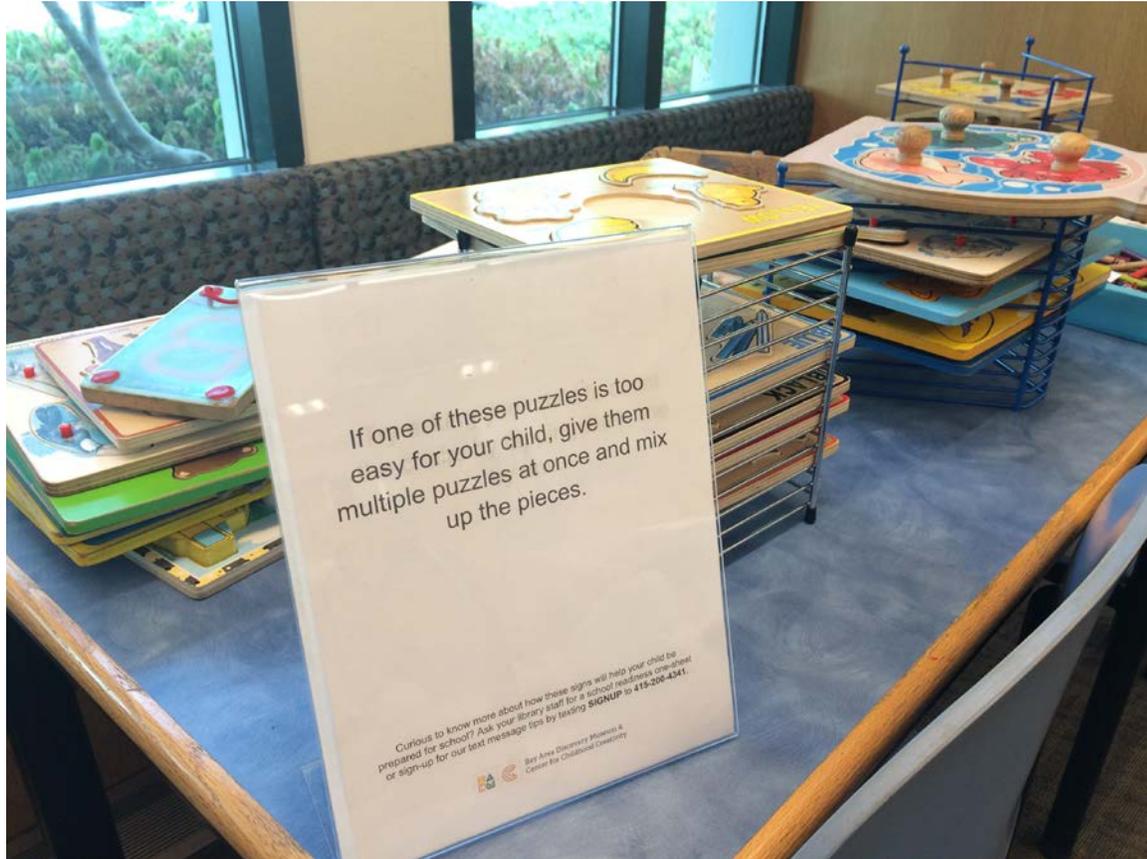
Open file in Acrobat and click on Tools



2

Select Edit PDF

Math Signs



“Time to Try” Math Activities

Cards (25)



Instructions for Cards (1)

 **Time to Try** Ages: 0-8



Borrow a set of cards during your visit and try simple activities that help children see the math in everyday life.

Did you know strong math skills at an early age predicts long-term success in school, not just in later math learning but also in later reading proficiency?

Try a set today!

 Center for Childhood Creativity
at the Bay Area Discovery Museum

8.5 x 11” Signs (25)

 **Time to Try** Ages: 5-8

Use your time near a computer station to ask children questions like,

“If our family is going to use the computer for 60 min, how can you divide the time equally between family members?”

Math concept | Number Operations
Understanding how quantities can change, for example through addition, multiplication, etc.

 Center for Childhood Creativity
at the Bay Area Discovery Museum

Backpacks & Books on Hold



Bookmarks & Flyer

Bookmarks (24)



Science & Math

Ages: 3-5

Recognizing an amount without counting builds math skills. Try using everyday experiences to practice this with children.

"Without counting, how many chairs do you think are around this table? How many stalls are in this bathroom?"

Science & Math

Children who understand and count numbers grow up. Middle school students are strong at both math reading. Seeing and talking about math in everyday life—in terms of distance, size, amount—builds math understanding.

Center for
Childhood Creativity
at the Bay Area Discovery Museum

Flyer (1)

Reimagining School Readiness

Many schools focus on children's ability to name letters, hold a pencil, and count to ten as the only indicators of "school readiness," but research shows that children through age 8 need to develop other crucial skills to achieve continued success in school and in life. It is never too early or late to develop these skills! Below are some examples of how adults can help:

| Skills | Ages 0-5 | Ages 5-8 |
|--|---|---|
|  Talk & Play | Use new vocabulary and ask questions, even if children cannot answer verbally yet. Give opportunities for pretend play to help children think from another person's point of view. | Ask children to explain their thoughts and ideas about the world. See conflict as a learning opportunity. Ask children their ideas for solving the problem. |
|  Science & Math | Encourage curiosity with hands-on activities like ripping tape, collecting rocks, or creating with clay. When playing, use words like "above-below," "small-big" and "less-more" to compare objects. | Take apart old appliances or toys (with supervision) and explore how each part works. Use everyday objects to show how numbers are used, e.g., coins for multiplication, pizza for fractions, stopwatches for measurement. |
|  Body & Brain | Ask children about their plan for the morning. Point out the parts they complete, e.g., deciding what to wear or what to eat. Help children feel safe when life brings change. Show extra love and confidence in their resilience. | Help children make to-do lists. Have them check off items as they complete them. Practice stress-relieving activities together, e.g., deep breaths, yoga, or walks in nature. |



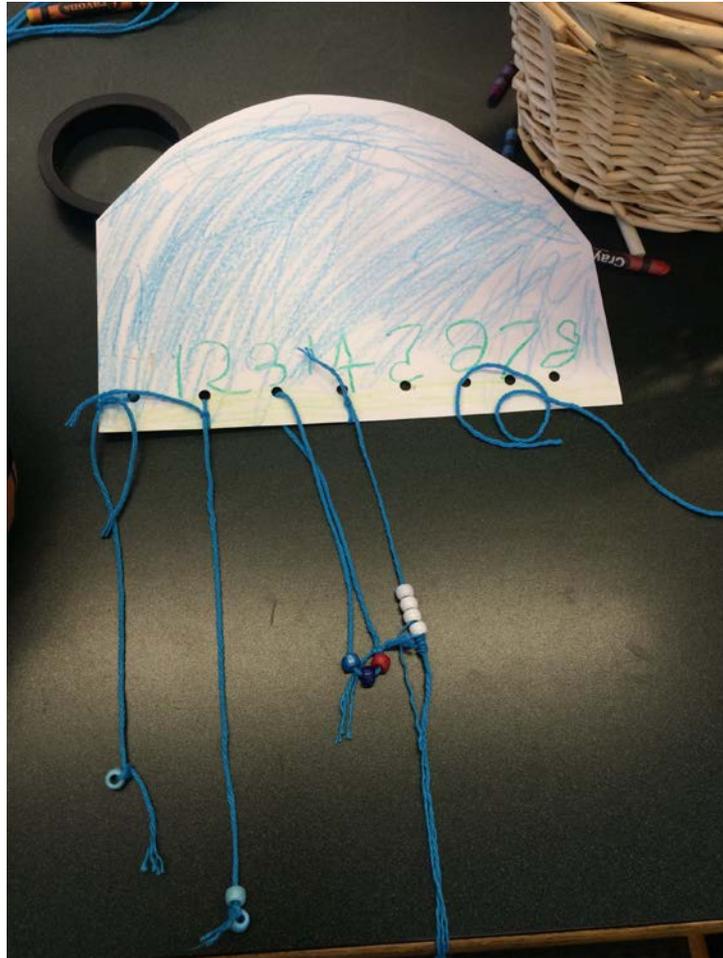
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Social Posts & Text Messages

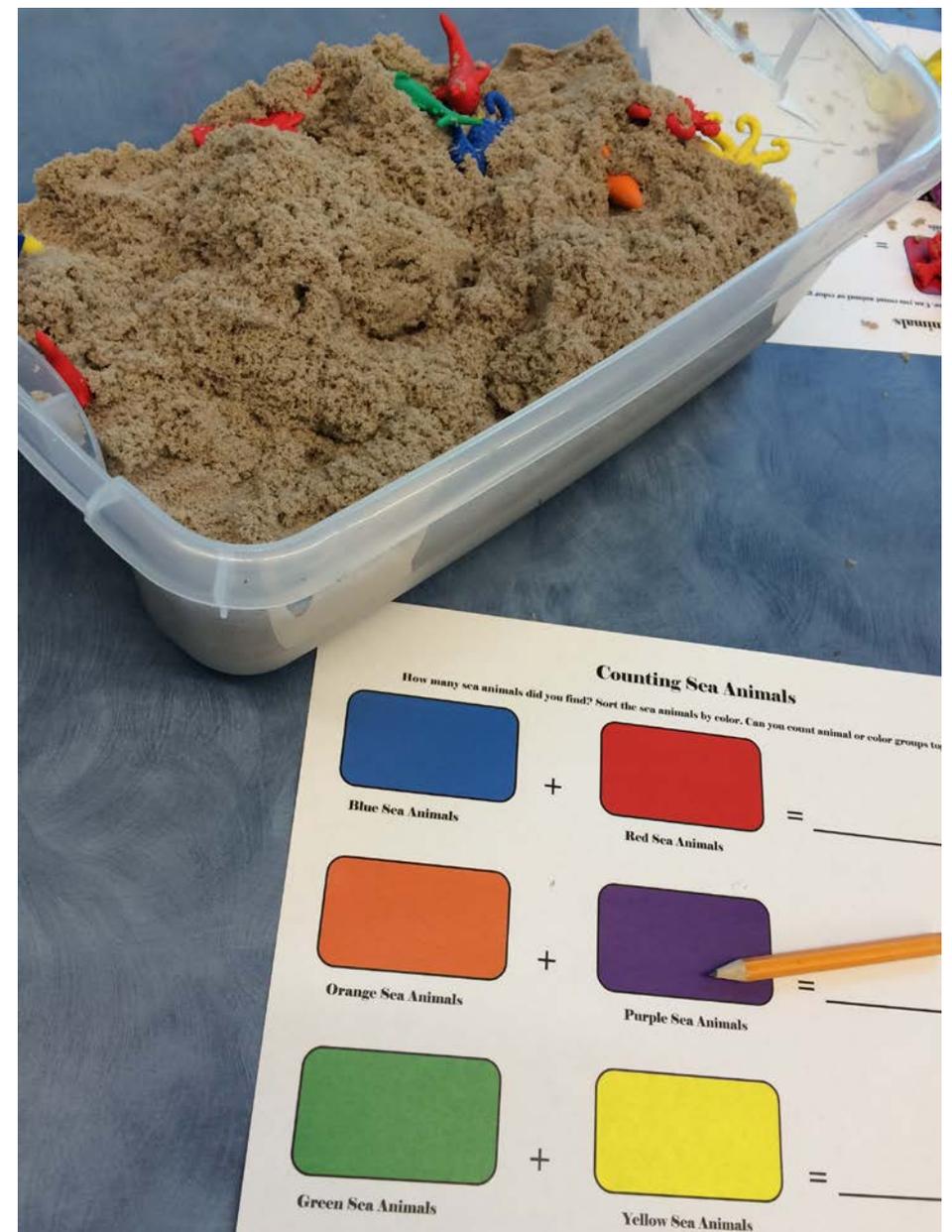
Google Sheets (2)

| Skills | Age | English | Spanish | Simplified Chinese | Vietnamese | Tagalog | Farsi |
|----------------|--------------|--|--|--------------------|--------------------------------------|-------------------------------------|----------------------------|
| Talk & Play | 0 to 18 mos. | Next time you read with children, | La próxima vez que lea con los niños | 下一次和孩子一起读书的时候, | Lần tiếp theo khi đọc cùng trẻ, bạn | Sa susunod na magbabasa kayo sa, | کان کتاب می خوانید، |
| Talk & Play | 0 to 18 mos. | Research shows that babies respond | La investigación muestra que los bebés | 研究显示，如果成年人用抑扬顿 | Nghiên cứu cho thấy trẻ nhỏ phản | Pinapakita sa pagsasaliksik na ang | دهد که کودکان به بزرگتر |
| Talk & Play | 0 to 18 mos. | Using complex words around very | Usar palabras complejas alrededor | 与幼儿交流时，如果使用较为复 | Việc sử dụng các từ phức tạp cho | Gamit ang kumplikadong mga kata | بچیدہ بہ کودکان کمک |
| Talk & Play | 0 to 18 mos. | Respond to infants' and toddlers' sounds | Responda a los sonidos y gestos de | 对婴幼儿发出的声响和手势作出 | Hồi đáp các âm thanh và cử chỉ của | Tugon sa mga tunog at paggalaw ng | نووا بوسیله صداها و |
| Talk & Play | 0 to 18 mos. | Narrate what you are doing to help | Narre lo que está haciendo para ayudar | 说出你在做什么，帮助孩子扩充 | Thuật lại những gì bạn đang làm để | Isalaysay ang ginagawa mo upang | را شرح داده تا به کودک |
| Talk & Play | 0 to 18 mos. | Children often don't play "together" | Los niños a menudo no juegan "juntos" | 一般，孩子们只有到学前班后期 | Trẻ em thường không chơi "cùng | Ang mga bata ay madalas hindi | “تا اواخر دوره پیش دبستان” |
| Talk & Play | 0 to 18 mos. | Adults can help young children describe | Los adultos pueden ayudar a los niños | 成年人可以通过描述其他孩子可 | Người lớn có thể giúp trẻ nhỏ biết | Ang mga matatanda ay makatutuli | در رشد حس همدردی |
| Talk & Play | 0 to 18 mos. | Very young children need help understand | Los niños muy pequeños necesitan | 即使是最为基本的情绪，要使年 | Những trẻ còn rất nhỏ cần được giúp | Ang mga lubos na nakababata ay | مال حتی برای فهم ابتدایی |
| Science & Math | 0 to 18 mos. | Research shows that the more adults | La investigación muestra que cuanto | 研究显示，成年人在与幼儿交流 | Nghiên cứu cho thấy người lớn càng | Pinapakita sa pananaliksik na higit | دهد که هر چقدر بزرگتر |
| Science & Math | 0 to 18 mos. | When children learn colors, they also | Cuando los niños aprenden los colores | 孩子在学习颜色的时候，也可以 | Khi trẻ học về màu sắc, đó chính là | Kapag natutunan ng mga bata ang | یاد می گیرند، آنها ریاضیات |
| Science & Math | 0 to 18 mos. | Count with children, showing them | Cuente con los niños mostrándoles | 和孩子一起数数，告诉他们一个 | Đếm cùng với trẻ, chỉ cho trẻ mỗi | Bumilang kasama ang mga bata, n | به آنها نشان دهید هر |
| Science & Math | 0 to 18 mos. | Use number words as adjectives: "The | Use palabras con números como | 把数字作为形容词使用：“我们 | Sử dụng các từ chỉ số như tính từ: | Gumamit ng kataga ng numero bil | مفتم استفاده کنید: “ |
| Science & Math | 0 to 18 mos. | Ask babies or toddlers questions! | ¡Haga preguntas a los bebés o niños | 向婴儿或幼儿提问！研究显示， | Đặt câu hỏi cho trẻ nhỏ và trẻ mới | Magtanong sa mga bata o toddler | سوال بپرسید! پژوهش |
| Science & Math | 0 to 18 mos. | Let babies play outside. Natural | Deje que los bebés jueguen afuera | 让孩子在户外玩耍。相比人工材 | Đề cho trẻ chơi ngoài trời. Các vật | Hayaang maglaro ang mga bata sa | ر فضای باز بازی کنند. |
| Science & Math | 0 to 18 mos. | Babies explore more when they are | Los bebés exploran más cuando se | 孩子在感到惊喜的时候能学到更 | Sự ngạc nhiên sẽ kích thích trẻ khám | Ang mga bata ay higit na nagsisiya | گفت زده هستند بیشتر |
| Science & Math | 0 to 18 mos. | Cause and effect is an important | La relación causa y efecto es una | 原因和效果是孩子需要学习的重 | Nguyên nhân và hệ quả là một y tố | Ang sanhi at epekto ay isang mah | اور مهم برای کودکان |
| Body & Brain | 0 to 18 mos. | Be patient with children when they | Tenga paciencia con los niños cuando | 如果你告诉孩子不要做某件事， | Hãy kiên nhẫn với trẻ khi chúng làm | Maging mapagpasensya sa mga bata | ناری که به آنها گفته |
| Body & Brain | 0 to 18 mos. | Babies can make decisions, too! | Los bebés también pueden tomar | 婴儿也能做决定！试着在婴儿面 | Trẻ nhỏ cũng đưa ra quyết định! H | Ang mga bata ay nakakapagpasya, | ند تصمیم بگیرند! دو |
| Body & Brain | 0 to 18 mos. | Consistent routines help children | Las rutinas consistentes ayudan a | 始终遵循同样的日常行为模式， | Các thói quen thường xuyên sẽ giúp | Ang hindi pabagu-bago na paggaw | استمر به کودکان کمک |

Hands-on Activities



Hands-on Activities



Pinterest Boards

Follow us on Pinterest 

View Boards:



Talk & Play



Science & Math



Body & Brain

 @BADM_org

 Pinterest

Search for easy dinners, fashion, etc.

Sign up

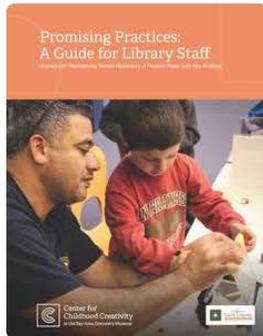
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Talk & Play

Collection by  Center for Childhood Creativity



Follow



School Readiness Early Literacy Child >

Reimagining School Readiness Toolkit - Center for Childhood...

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See more v



Destination Imagination Problem Solving >

Build a freestanding structure out of rocks, paper, and scissors!

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See more v



Group Activities Activities For Kids C+ >

Work as a team to pass a hula-hoo



School Readiness Conversation Starters >

This poster (available in six languages) provides inspiration f...

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Shadow Shadow Team Games Catapult >

Become a real-life shadow!

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See more v



Opportunity Woodworking Wood Proj >

Woodworking | This activity is a great opportunity for adult-child...



Creative Thinking Skills Critical Thinking >

Happy Inspire your little ones today!

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Catapult Inside Out Pretend Play >

Inside Out Creation - Creativity



Bookmarks Families My Family Ho >

These double-sided bookmarks contain tips for families to try, an...

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Challenges Join >

Using cardboard boxes of different sizes and shapes, construct a new...

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Coding at Every Library

Mary Soucie

North Dakota State Library



Scope of the project

- Goal: reach thousands of youth and teens attending code club in small and rural libraries
- Support code clubs in 50 small and rural libraries with hands-on help through training and ongoing support
- Build competency and confidence in small and rural librarians
- Community engagement through partnerships that libraries build to assist them with the project



The Team

- NDSL
- Prenda- provides the web-based training, support and training to the librarians
- Crystle Martin-project evaluator
- Linda W. Braun- project design and consulting to participating libraries
- Association for Rural and Small Libraries- project design and outreach assistance



Rationale for going outside G2S funding

- We wanted the project to have a larger scope than just North Dakota libraries as we knew there was a need beyond our borders
- Prenda had already demonstrated expertise in the area of our project and we were very interested in expanding the access to small and rural libraries that could not afford to work with Prenda on their own



Outcomes/Sustainability

- We were able to extend our two year grant into a third year so we have added additional libraries.
- Staff may continue to offer code club beyond the program term and can apply core concepts to other topic areas.
- More libraries may begin to offer code club and other programming to help rural, urban, and suburban youth get 21st century technology skills.
- At the end of the project, our evaluation data and research findings will be shared with all participants, stakeholders and the wider library community



**Michael Dennison &
Cindy Fesemyer**

**Wisconsin Division for
Libraries & Technology**

Laura Bush 21st Century Grant GOALS

- **Improve Wisconsin's librarians' skills and access to workforce services and systems.**
- **Through collaboration, ensure residents of Wisconsin have full access to basic workforce development services regardless of location.**
- **Ensure that library systems are a full partner in the workforce development model being implemented in Wisconsin.**



Partners



Methods *BEFORE* COVID-19



Photo by Ron Cogswell, on flickr

Develop training modules to address:

- 1. Workforce Development Boards Roles and Responsibilities – in the midst of being delivered in-person across the state**
- 2. Career Planning and Resume Development – in development**
- 3. Basics of Wisconsin's Unemployment Insurance System**
- 4. Job Center of Wisconsin and Labor Market Research Tools**



Methods *AFTER* COVID-19



Photo by Jordan Richmond, on flickr

Reprioritized and revised training modules:

1. In-person Workforce Development Boards Roles and Responsibilities – **remaining events canceled**
2. Career Planning and Resume Development – **secondary priority, delivered virtually**
3. The Basics of Wisconsin's Unemployment Insurance System – **main priority, delivered virtually**
4. Job Center of Wisconsin and Labor Market Research Tools



THANKS



Michael Dennison

**Data, Funding, and
Compliance Consultant**

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Cindy Fesemyer

**Adult & Community Services
Consultant**

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INSTITUTE *of*
Museum and Library
SERVICES

Reconnecting Returning Citizens with their Communities at Public Libraries

Grants to States Conference
May 12-13, 2020



Fresh Start @ Your Library

#MyFreshStart #MyJourney #MyLibrary





How it All Began





PATERSON FREE PUBLIC LIBRARY
 250 Broadway, Paterson, N.J. 07501
PHONE: 973-321-1223
HOURS:
 Monday - Thursday 9:00 a.m. - 8:00 p.m.
 Friday and Saturday 9:00 a.m. - 5:00 p.m.
<http://www.patersonpl.org/>

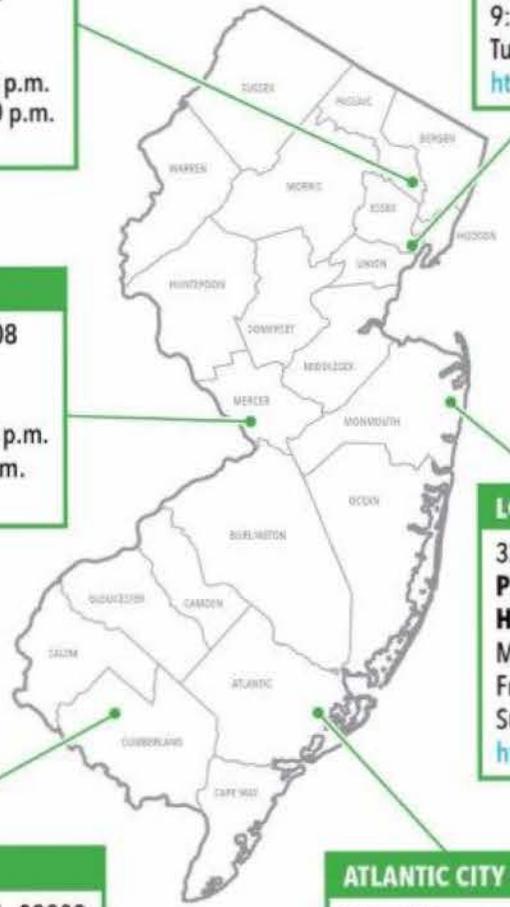
TRENTON FREE PUBLIC LIBRARY
 120 Academy St., Trenton, N.J. 08608
PHONE: 609-392-7188
HOURS:
 Monday - Thursday 9:00 a.m. - 8:00 p.m.
 Friday - Saturday 9:00 a.m. - 5:00 p.m.
<https://www.trentonlib.org/>

CUMBERLAND COUNTY LIBRARY
 800 East Commerce St., Bridgeton, N.J. 08302
PHONE: 856-453-2210
HOURS:
 Monday - Wednesday 9:00 a.m. - 8:00 p.m.
 Thursday - Saturday 9:00 a.m. - 5:00 p.m.
 Sunday closed
<https://www.clueslibs.org/>

THE NEWARK PUBLIC LIBRARY
 5 Washington St., Newark, N.J. 07102
PHONE: 973-733-7784
HOURS:
 Monday, Friday and Saturday
 9:00 a.m. - 5:30 p.m.
 Tuesday - Thursday 9:00 a.m. - 8:30 p.m.
<https://npl.org/>

LONG BRANCH FREE PUBLIC LIBRARY
 328 Broadway, Long Branch, N.J. 07740
PHONE: 732-222-3900
HOURS:
 Monday - Thursday 10:00 a.m. - 8:00 p.m.
 Friday - Saturday 10:00 a.m. - 5:00 p.m.
 Sunday closed
<https://www.longbranchlib.org/>

ATLANTIC CITY FREE PUBLIC LIBRARY
 1 North Tennessee Ave., Atlantic City, N.J. 08401
PHONE: 609-345-2269
HOURS:
 Monday and Friday 9:30 a.m. - 5:00 p.m.
 Tuesday - Thursday 9:30 a.m. - 6:30 p.m.
 Saturday 9:00 a.m. - 5:00 p.m.
 Sunday closed
<http://www.acfpl.org/>

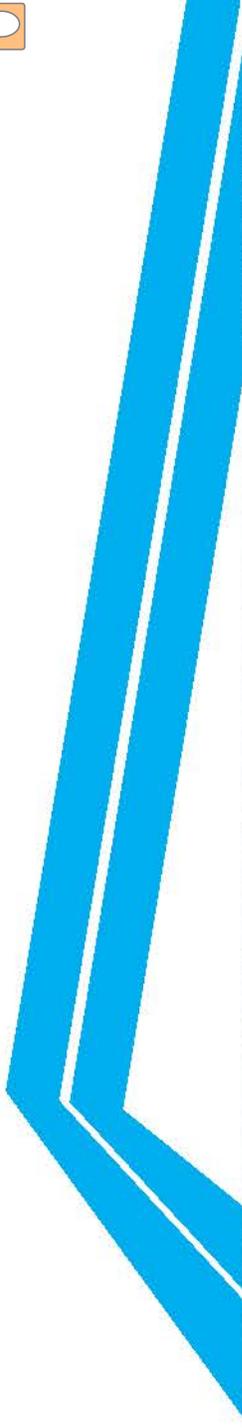




Grant Provisions

- Two-year duration
- Project Manager
- Two Social Workers (Part-time)
- Each library receives software to help students prepare for the High School Equivalency exam (HSE)
- Payment for 100 people at each library to take the HSE exam
- Library is the central resource for social services.
- Job Fairs at each library location





Rowan College



FRESH START @ YOUR LIBRARY



GED PREP & TESTING

JOB READINESS TRAINING

ONE-ON-ONE ASSESSMENT

A SOCIAL...

COM...

RESO...

WWW.NJSTATELIB.ORG/FRESHSTART

Join the conversation on social media with [#MyFreshStart](https://twitter.com/MyFreshStart) and [#MyJourney](https://twitter.com/MyJourney)

These services are made possible in part by the Institute of Museum and Library Services







**FRESH START
@ YOUR LIBRARY**

FROM YOUR @ YOUR LIBRARY

GED PREP & TESTING

ONE-ON-ONE ASSESSMENTS WITH A SOCIAL WORKER

JOB READINESS TRAINING

COMMUNITY RESOURCE FAIRS

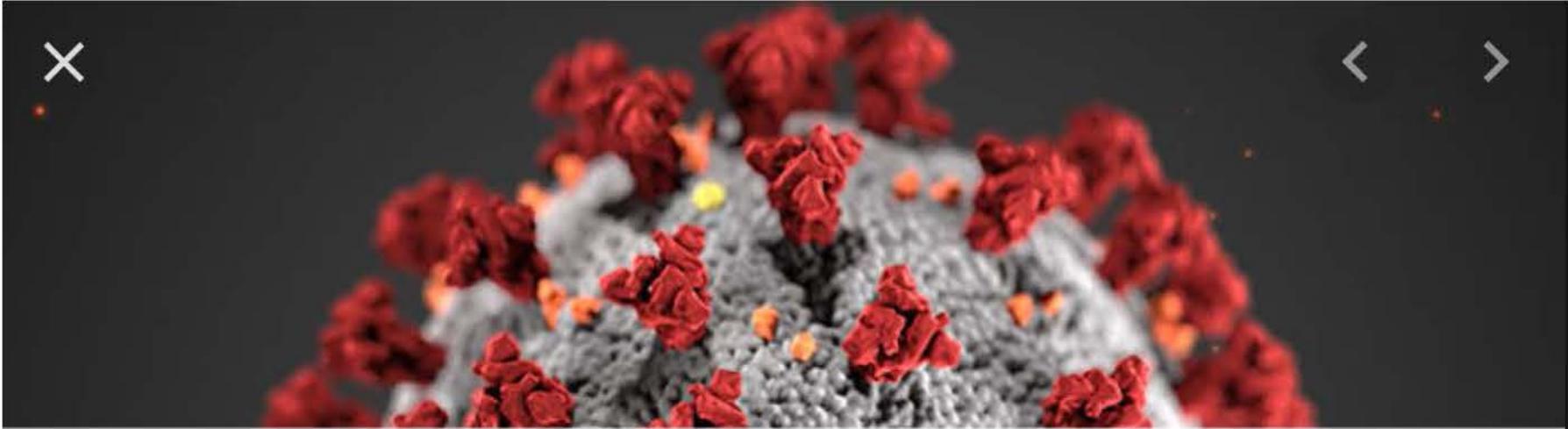
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#MyFreshStart #MyJourney #MyLibrary

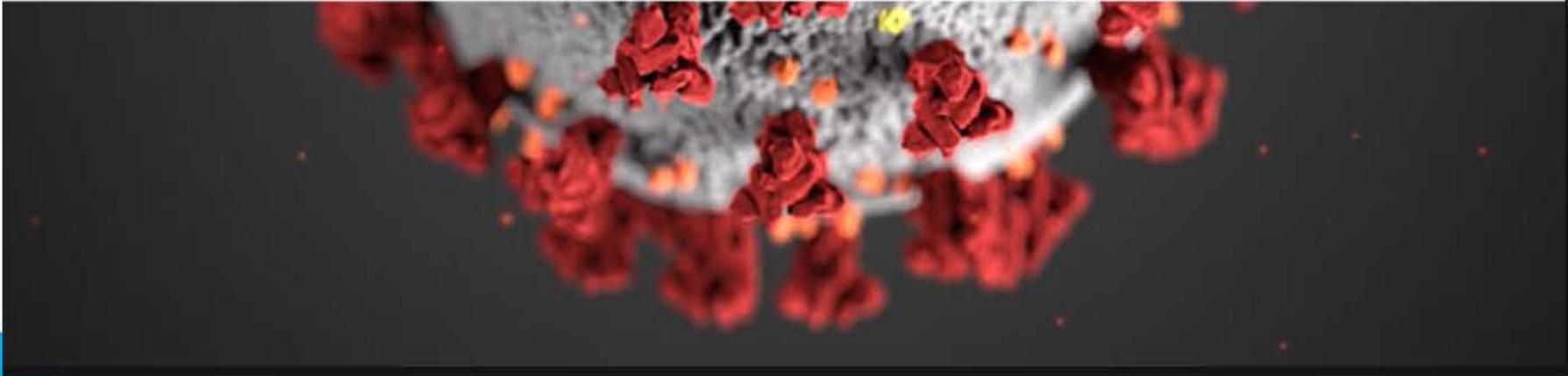
State Library of New Jersey

FRESH START @ YOUR LIBRARY

www.njstatelib.org/freshstart



LIBRARY FACILITIES CLOSED
DUE TO COVID-19 PRECAUTIONS





FRESH START @ YOUR LIBRARY

#MyFreshStart #MyJourney #MyLibrary    

ARE YOU:
ON PAROLE? ON PROBATION?
ON SUPERVISED RELEASE? MAXED OUT?

Even though we can't meet with you in person, *Fresh Start @ Your Library* is still here to help you with housing, job opportunities and other needs.

Please be aware that this is NOT an emergency service. If you have an emergency, please dial 911.

Cumberland County Library

Contact a Fresh Start team member for more information. If you call, leave a message with your name and phone number, and a member of the team will get back to you within 24 hours.

Sarah Swiderski, MSW
Social Worker
sswiderski@njstatelib.org
609-278-2640 x170

Alexander Byrd, BS
Library Associate
alexby@cclnj.org
856-453-2210 x26015

Susanne Sacchetti
Library Director
ssacchetti@cclnj.org
856-453-2210 ext 26109



These services were made possible in part by the Institute of Museum and Library Services. WWW.IMLS.GOV



FRESH START @ YOUR LIBRARY

#MyFreshStart #MyJourney #MyLibrary    

**ON PAROLE? ON PROBATION?
ON SUPERVISED RELEASE? MAXED OUT?
TRENTON, WE'RE HERE TO HELP.**

Fresh Start @ Your Library is a statewide library reentry program that is focused on reconnecting returning citizens with their communities at public libraries. Contact us for more information: <https://www.njstatelib.org/freshstart>

Jondhi Harrell
jharrell@njstatelib.org
609-278-2640 xt. 176

The COVID-19 epidemic has caused many programs to suspend their services to protect the people they serve as well as their employees. Below is a list of resources that are still available to you, please take note of limited hours and calling ahead to make appointments.

EMPLOYMENT

New Jersey COVID-19 Jobs and Hiring Portal
<https://jobs.covid19.nj.gov>

UIH Family Partners
Service Hotline: 609-695-3663 xt. 67

IDENTIFICATION

Birth Certificate
Vital Statistics
319 E State St, Flr 1
609-989-3236

County ID
Mercer County Clerk's Office
209 S. Broad St
609-278-7108

HOUSING

CEAS Center
509 Perry Street
609-989-3722 ext. 200
Homeless Hotline: 609-468-8293 ext. 211

Arm in Arm
609-396-9355 x11
Call Mon – Thu, 9:00a.m. – 3:30 pm.
Please leave a message with full name, address (including city), & phone number

YWCA
140 E. Hanover St
(609) 396-8291
Hotline: 609-278-1481

FOOD ASSISTANCE

Catholic Charities
73 North Clinton Ave
609-392-5159 xt. 101 or 112
Mon-Fri 9:30 a.m.-11:30 a.m. & 1:30 p.m.-3:30 p.m.

Arm in Arm-East Hanover
117 East Hanover Street
609-396-9355 x20
Mon, Tues, Thu, 9:00 a.m.-12:00 p.m.

Turning Point United Methodist Church
15 South Broad Street
609-392-1224
Mon, Fri weekly and 3rd Saturday, 12:00 p.m.-1:30 p.m.

GENERAL ASSISTANCE

Catholic Charities
383 West State Street
1-800-360-7711

Salvation Army Trenton
609-599-9373

For additional resources, visit the City of Trenton COVID-19 webpage: <https://www.trentonnj.org/542/Coronavirus-Disease-2019-COVID-19>

TELEHEALTH and TELEMENTAL HEALTH SERVICES
1-800-360-7711



Intake Form



FRESH START @ YOUR LIBRARY

#MyFreshStart #MyJourney #MyLibrary

INTAKE FORM

CONTACT INFORMATION

First Name: _____ MI: _____ Last Name: _____
Date of Birth: ____ / ____ / ____
Gender: _____
Your Current Address: _____
City: _____ State: _____ Zip: _____
Home Phone: (____) _____ - _____ Cell Phone: (____) _____ - _____
Email Address: _____

PERSONAL INFORMATION

Emergency Contact: _____ Relationship to you: _____
Telephone: _____ Address: _____
Veteran Status: N/A _____ Honorable Discharge _____ Dishonorable _____ Other than
Honorable _____ Medical Separation _____
Marital Status: Single _____ Married _____ Divorced _____ Separated _____ Widowed _____

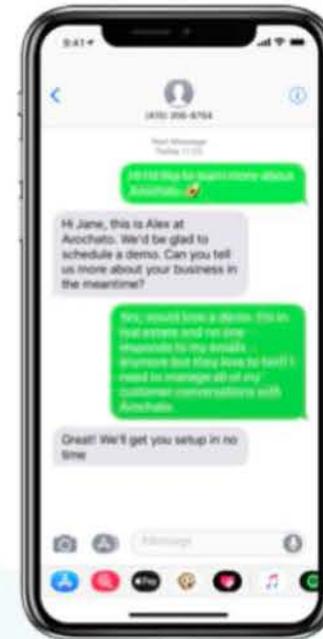
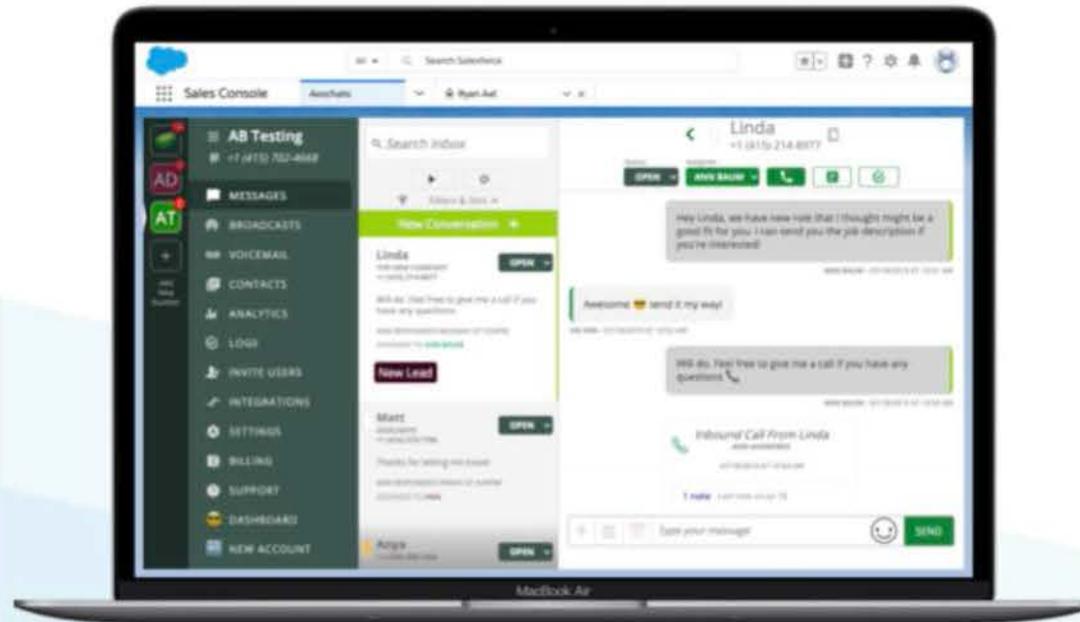
SOURCES OF INCOME

| <u>Sources of Income</u> | <u>Amount</u> | <u>Occurrence (Weekly, Bi-Weekly, Monthly)</u> |
|--------------------------|---------------|--|
| Employment Wages | \$ _____ | _____ |
| TANF/GA | \$ _____ | _____ |
| Food Stamps | \$ _____ | _____ |
| Disability | \$ _____ | _____ |
| Other | \$ _____ | _____ |



WHAT IS AVOCHATO

- Engagement platform to interact directly with prospects, customers, and employees via messaging (SMS, WhatsApp, RCS)





Peggy Cadigan
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609-278-2640 x113



Eileen Morales
Grants Manager
New Jersey State Library
emorales@njstatelib.org
609-278-2640 x105





Questions?