

PRESENTERS

- Nyasha Hinds
 - BCPS Office of Communications and Legislative Affairs
- Michael DeBondt
 - Raptor Technologies, LLC
- Sheilynn Carrasco
 - South Florida Institute on Aging



Agenda

- The Role of a School Volunteer Liaison
- Volunteer Application Process
- Raptor Volunteer Module
- ❖ Level 1 and Level 2 Clearances
- Foster Grandparent Program



The Role of a School Volunteer Liaison

- Collaborate with the school's administration to implement the volunteer program
- Provide ongoing support to staff and volunteers
- Identify volunteer opportunities and actively recruit volunteers
- Conduct staff and volunteer orientation
- Ensure volunteer program materials and resources are updated
- Listen to volunteers' concerns and successes and resolve volunteer issues promptly



School Volunteer Liaison Webpage

browardschools.com/volunteerliaisons



- ☐ Guidelines for Volunteerism
- Safety and Security Information
- ☐ Links to forms and the SVL Manual
- Volunteer Recognition and Awards



Volunteer Application Process

ALL VOLUNTEERS



Complete online application at browardschools.com/volunteer

CLICK HERE





Wait to receive approval email with information about volunteer portal



Contact school volunteer liaison about current opportunities



Raptor Volunteer Module



THE GOLD STANDARD IN SCHOOL SAFETY

Michael DeBondt

Raptor University Manager Raptor Technologies, LLC



Volunteer Management

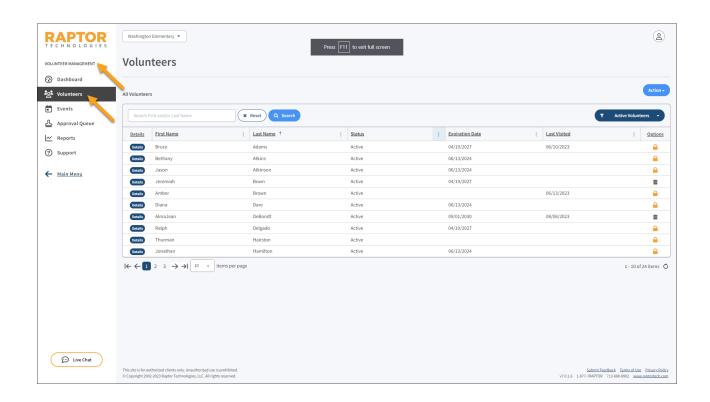
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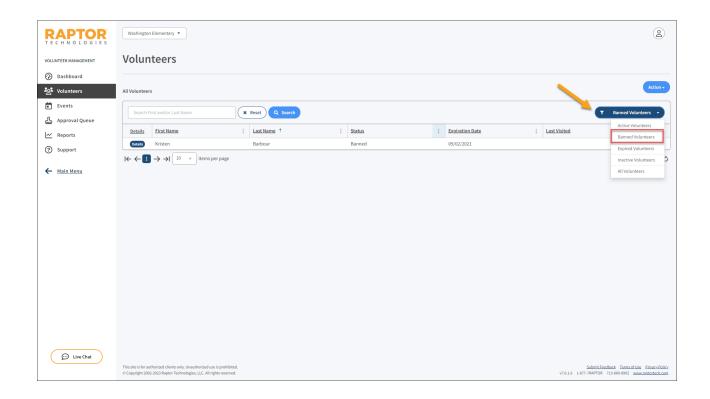


Volunteer Management – Approved Volunteers



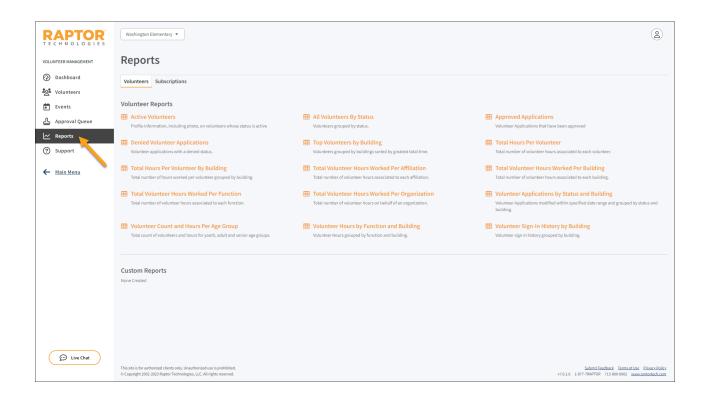


Volunteer Management – Banned Volunteers



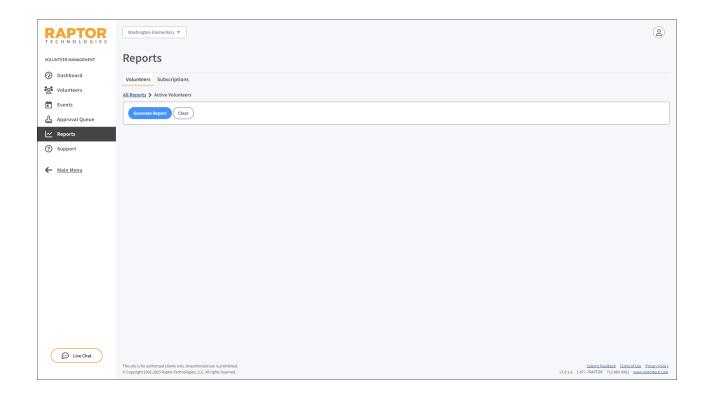


Volunteer Management – Reports



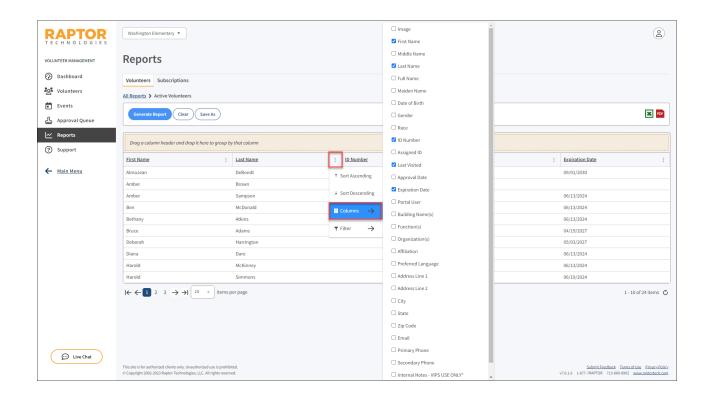


Volunteer Management – Generate a Report



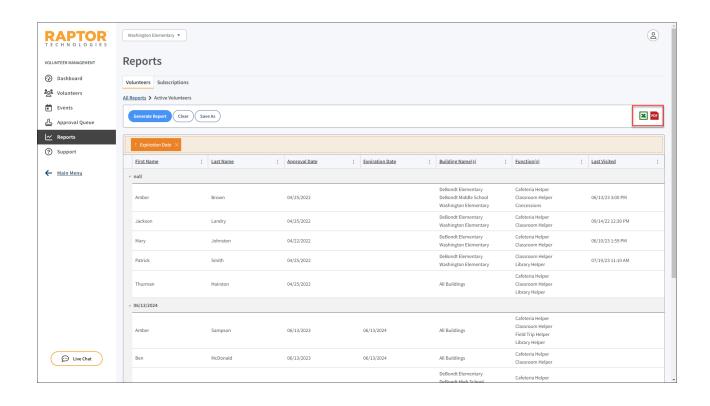


Volunteer Management – Customizing a Report



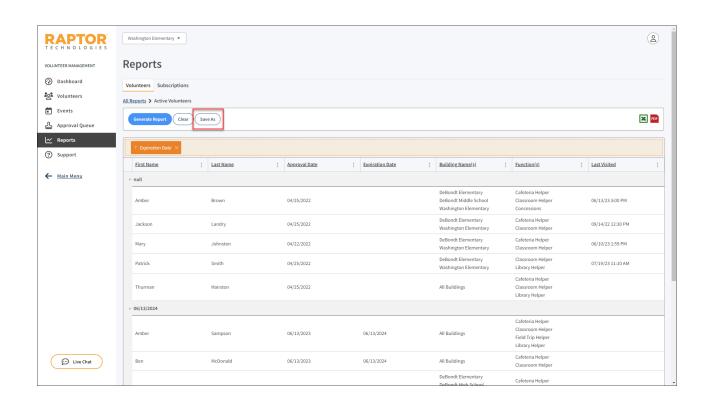


Volunteer Management – Exporting Reports



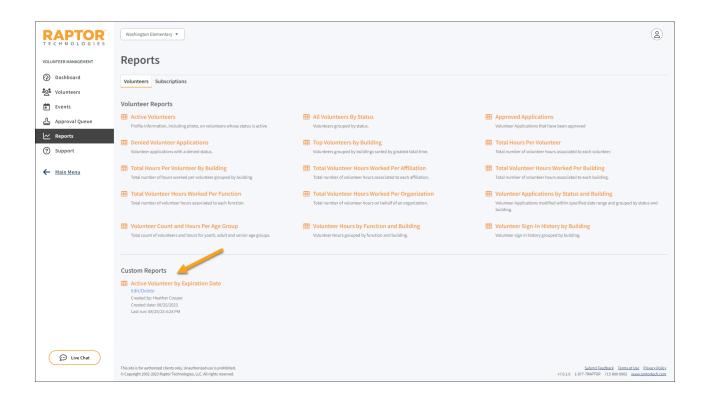


Volunteer Management – Saving a Custom Report



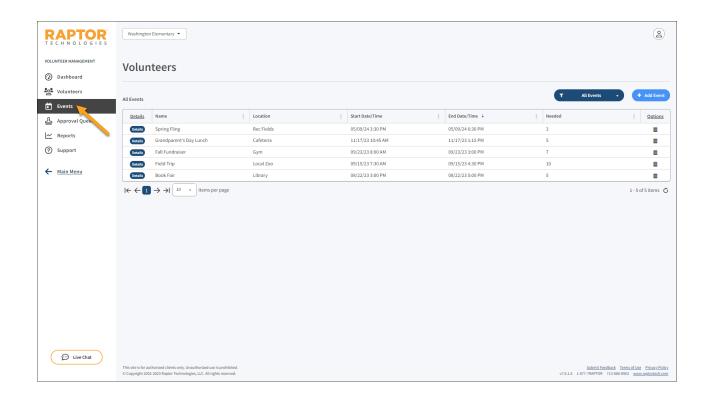


Volunteer Management – Custom Reports



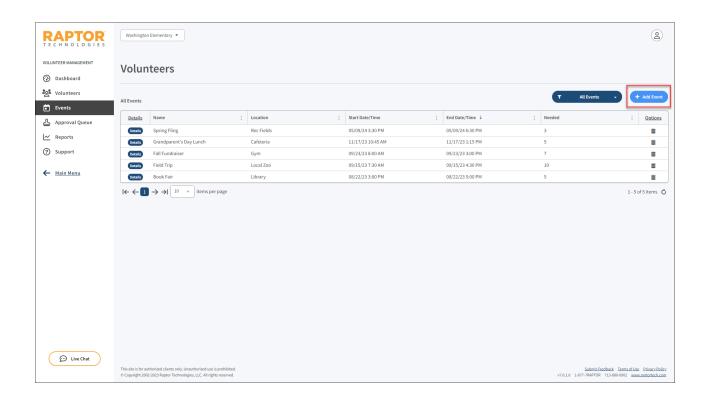


Volunteer Management – Event Management



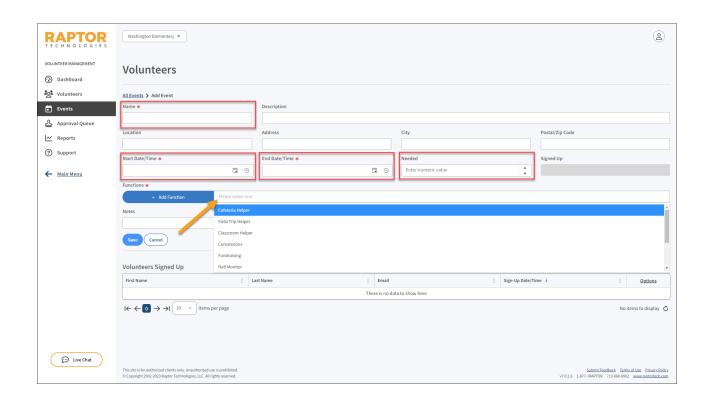


Volunteer Management – Add an Event



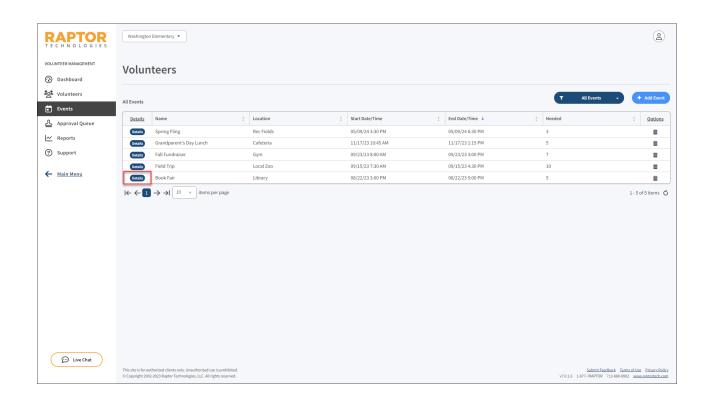


Volunteer Management – Add an Event, Cont.



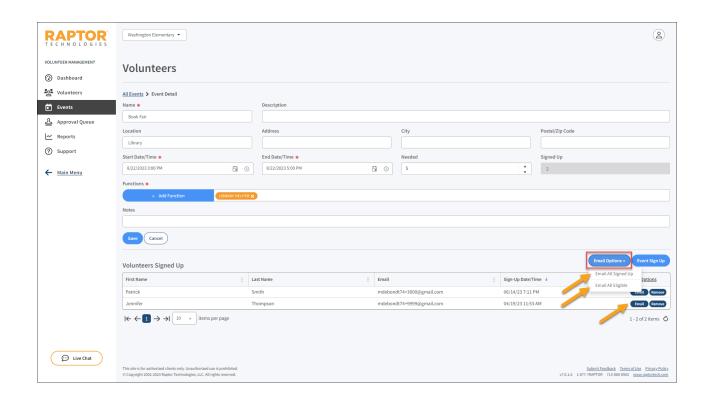


Volunteer Management – Event Details



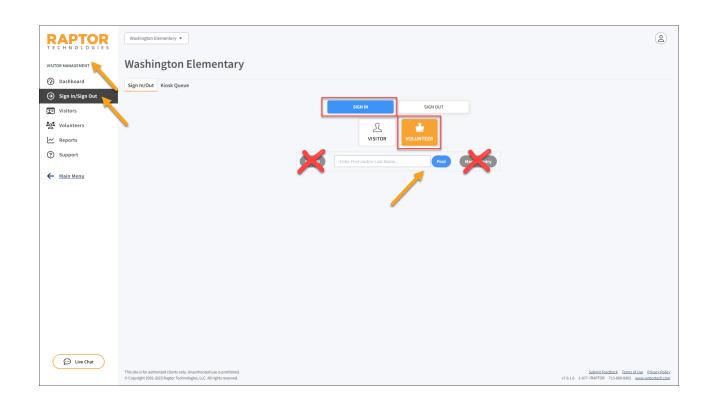


Volunteer Management – Email Options

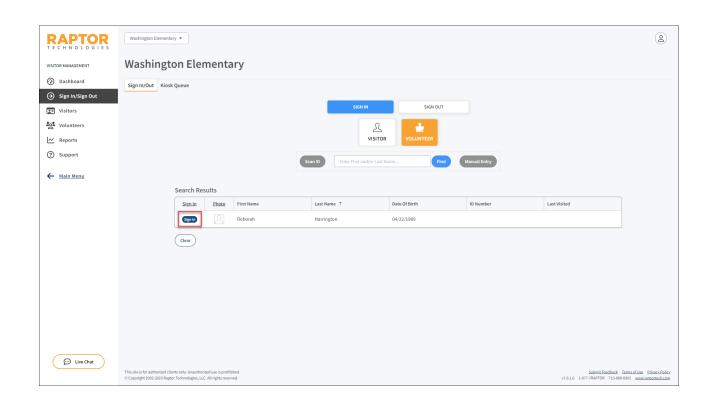




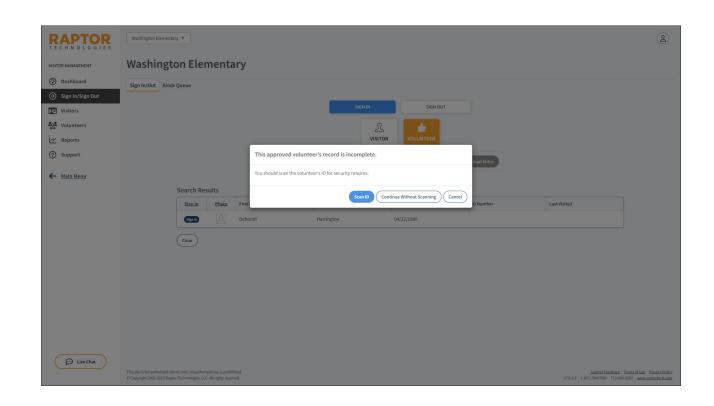
Volunteer Sign In/Out



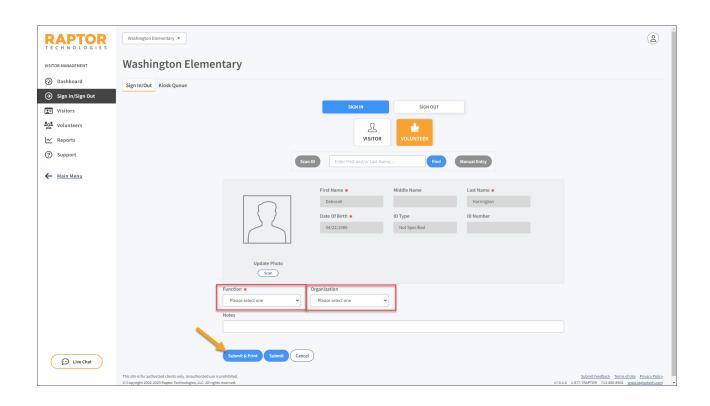




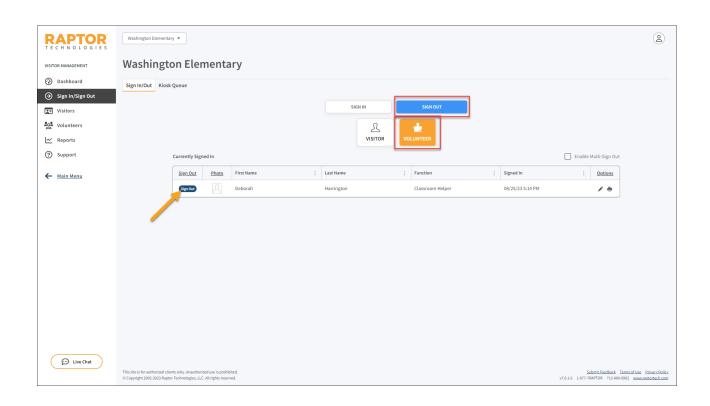






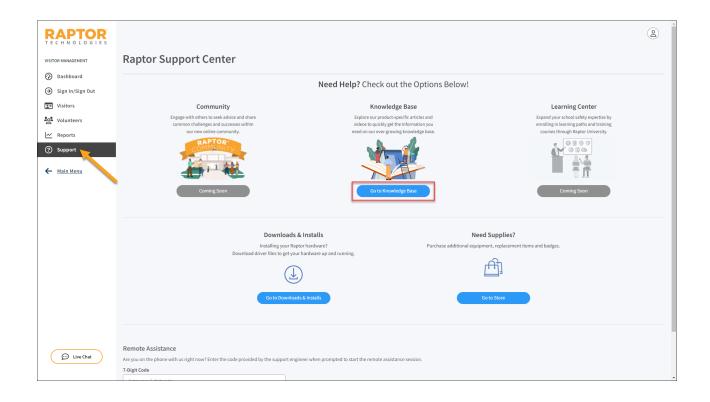






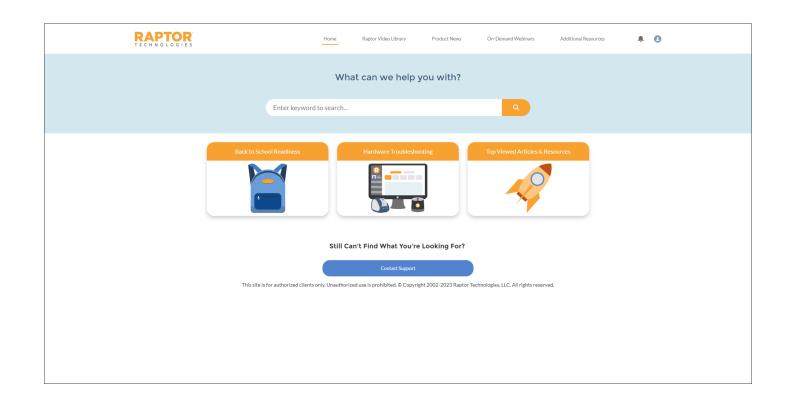


Support – Go to Knowledge Base



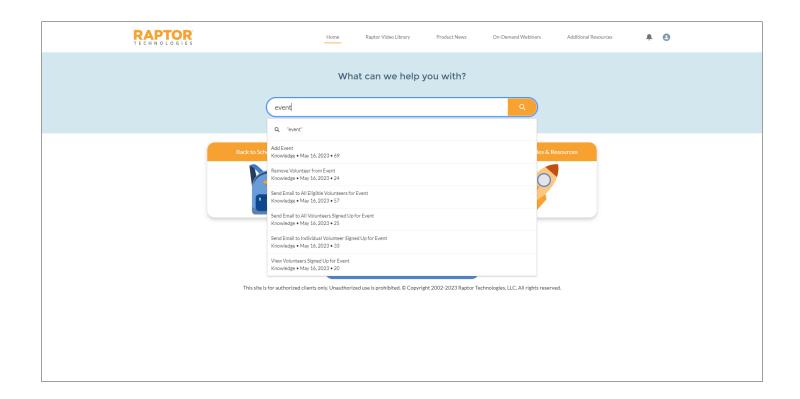


Raptor Knowledge Base





Raptor Knowledge Base – Search





Level 1 and Level 2 Clearances

Level 1

- Online application
- Renew application annually
- Automatically screened through Raptor
- Approval email sent
- Required for ALL volunteers,
 except BCPS employees
- View volunteers by running reports in Raptor

Level 2

- SVL/School personnel sends request to Security Clearance
- Online application and fingerprinting
- Up to 10-day waiting period
- Valid for five years; renew personal information annually
- View volunteers by checking the Security Clearance Filemaker Pro database



Level 2 Clearance Information

- Level 2 clearance is ONLY for select volunteers such as overnight chaperones and band/athletic coaches
- Level 2 requests must ONLY include the following:
 - Name
 - Date of birth
 - School name
 - Specify role: overnight chaperone or band/athletic coach
- Volunteers must not contact Security Clearance for assistance unless their status is Denied
- BCPS employees are Level 2 cleared



Foster Grandparent Program



Sheilynn Carrasco

Youth Services Director





1005 W State Road 84 #435
Fort Lauderdale, FL 33315
www.thesofia.org
info@thesofia.org
Phone: (954) 484-7117

Fax: (954) 484-8292

Who We Are

SoFIA was formed in 1965 to harness the invaluable work and life experience of older adults, to help at-risk children achieve, in-need seniors thrive, and Broward County non-profits innovate. This yields a double benefit – to the individuals and communities who benefit from the volunteer services and the volunteer themselves who realize proven health benefits through social interaction, ongoing engagement, opportunities to contribute, and a sense of purpose and accomplishment.



Our Mission & Our Vision

- We improve economic and social insights and services to empower people as they age.
- To connect, enhance and change lives through volunteerism.



SoFIA Program & Services

AmeriCorps Seniors

Retired Senior Volunteer Program (RSVP)

SoFIA Tech Services

Senior Companion Program (SCP)

Caregivers Assistance Program (CAP)

Foster Grandparent Program (FGP)



Foster Grandparent Program

Foster Grandparents serve in Title 1 schools, nonprofit childcare centers, preschools, and libraries throughout Broward County to support at risk students. Volunteers tutor, mentor and nurture children to help them advance academically and socially.

Eligibility & Benefits

- Age 55 years and older
- Meet income guidelines
- Pass Level II background screening
- Pass annual physical
- Serve 15- 25 hours weekly
- Complete 40 hours of initial training and attend ongoing monthly trainings
- Receive hourly stipend & travel reimbursement



Application & Placement Process

- Preliminary Interview (phone or in person)
- Completion of Application

Proof of Income

Proof of ID

Permission to conduct background check

Completion of Background Clearance

NSPOW

Level II Clearance

- Physical/Wellness Exam
- Completion of 20 hrs of training
- Contact school(s) to confirm classroom placement
- Completion of site training & site shadowing
- Probationary Period & 90 day review (Performance Evaluations)





Child Assignment Plan Progress Reports

Child Assignment Plan and Progress Reports must be completed for the duration of the program. The Program Staff reviews the Child Assignment Plan and Progress Reports with the Foster Grandparent to ensure understanding of how to support the assigned children.

The Child Assignment Plan should be completed each time a new child is assigned to a Foster Grandparent. This document is then signed by the Foster Grandparent, the Site Supervisor, and the Program Director.

This plan includes the following:

- Child served (name and demographics)
- •Period of time the child will receive support
- •# of hours served per week





FOSTER GRANDPARENT PROGRAM

Assignment Plan (Schools: Kindergarten -5th Grade /Literacy) 2022 -2023

Instructions: It is a federal requirement that all Foster Grandparents have an activity/assignment plan for the children with whom they are assigned to work. The children they are assigned to must have documented exceptional or special needs, verified by an appropriate professional. Your organization should retain on file documentation of the verifying professional's qualifications to assess the children's needs. The Foster Grandparent is assigned to your organization to provide one-on-one assistance and perform duties based on needs of selected children. The Child Assignment Plan is due by Nov, 05, 2021 and will be returned to complete the Pre-test. Please use your school's standardized assessment such as the BAS or FSA to determine each child's ability and level of improvement. Please complete all sections, documenting the child's needs, the activities you want the volunteer to perform, and the desired results of those activities. The completed assignment plan becomes the volunteer's "job description." Please review it with the volunteer to ensure that the required activities and the desired outcomes are understood. The Foster Grandparent Program recognizes and respects the confidentiality of all of the children involved in the program. Please be assured that all of the information that you provide will only be used in aggregate and no specific child will be identified.

Foster Grandparent: _	
Volunteer Schedule: _	
School (Volunteer Stat	ion) Site:
Volunteer Coordinator	r/Teacher Name:

Assignment Plan for 2021-2022 School Year

A. List Children's Name, Race, Sex, Grade, Age and Exceptional or Special Need:

Identify 8-10 children the volunteer will be working with during the period indicated above.

Special or Exceptional Needs: List all that apply for each child					
DD: Development Delayed/Disabled	HI: Health Impairment	HY: Homeless Youth			
VI: Visually Impaired	ES: Emotional/Social	AY: Adjudicated Youth			
SI: Speech Impaired	LC: Language/Communication	AN: Abused/Neglected			
HE: Hearing Impaired	LD: Learning Disabled	FC: In Need of Foster Care			
PC: Physically Challenged	L: Literacy Needs	PI: Child in Protective Intervention			
	ESOL:	Other:			

Child's Name or Pseudonym	Race BiBlack Hiblispapia WWhite O:Other	Sex F=Female M=Male	Grade	Age	Special or Exceptional Need Choose from the list below and include all that apply.	Planned Activities: how often, (Indicate Frequency)
Example: 1. Anna S.	W	F	2	7	SI, HI	Daily
2. Joseph W.	В	М	1	6	DD, HI,L	2-3 times/wk
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						

Instructions and Example for Completing Section B

	ructions and Example for Coected Outcomes: Student will	_ •	AMPLE Child <i>Rober</i>	rt R	\mathbf{I}	Instructions for Completing Section B
supp	plete participation in CNCS- ported K-12 education program. Hent will have improved	Complete at the beginning of the year	COMPLETE BY 10/07/22 II	COMPLETE BY <u>5/13/23</u> III		Teacher: 1. Enter each child's name or identification number.
	demic performance in literacy.	Planned Activities: Indicate types of activities to be completed	Pretest for literacy skills: current level of literacy skills Code 1, 2, 3	Post-test literacy skills: level of improvement Code 1, 2, 3		2. At the beginning of the Foster Grandparent assignment, indicate the type(s) of activities the
	Grade Level Reading Skills (overall reading skills)	Daily reading activities	1	3		Foster Grandparent will do with the child. Indicate an activity for each area that applies.
Skills	Vocabulary: Activity: listening to child read aloud, assisting	Assist with vocabulary list	1	2		3. After the Foster Grandparent and child have been working together for 1 month, complete Section I (Outcomes for reading participation:
Literacy	Reading Comprehension: Activity: talking about stories previously read	Review stories previously read	1	3		level of improvement). Please use your school's standardized assessment such as the BAS or FSA to determine each child's ability and level of improvement.
	Reading Participation Activity: talking about books/stories; encouraging student to read	Assist with reading 2-3 books	2	3		4. At the end of the year, complete Column III (Outcomes for reading skills: level of improvement). It may take 5-10 minutes per
com	vected Outcomes: Student will plete participation in CNCS-ported K-12 education program.	EXAMPLE Child Jessica T, Complete at the beginning of the year 10/07/22 5/13/23		\blacksquare	child to complete this section.	
	lent will have improved demic performance in literacy.	I Planned Activities: Indicate types of activities to be completed	Pretest for literacy skills: current level of literacy skills Code 1, 2, 3	Post-test literacy skills: level of improvement Code 1, 2, 3		Use these CODES for Columns II and III: 1= Below average 2 = Average 3 = Above Average
	Grade Level Reading Skills (overall reading skills)	Daily reading activities	2	3	Π,	
Skills	Vocabulary: Activity: listening to child read aloud, assisting	Assist with vocabulary list	1	3		
Literacy 5	Reading Comprehension: Activity: talking about stories previously read	Review stories previously read	1	3		
	Reading Participation Activity: talking about books/stories; encouraging student to read	N/A	N/A	N/A		

APPROPRIATE ACTIVITIES

- Tutoring children with literacy or English language learning needs.
- Providing children with emotional support and assistance in developing basic learning skills.
- Helping abused or neglected children, and children affected by drugs, HIV/AIDS, or homelessness, regain stability through contact with older adults and providing these children with emotional support and empathy.



INAPPROPRIATE ACTIVITIES

- Serving in staff roles.
- Performing clerical, household, or custodial functions.
- Serving as babysitters.
- Acting as a teacher, site staff, group leader or other similar positions that would detract from the person-to-person relationship.
- Supervising of children or staff.
- Disciplining or punishing children in any way.



Contact Us!

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President & CEO

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Foster Grandparent Program Staff

Youth Services Director

Sheilynn Carrasco: scarrasco@thesofia.org

Youth Services Manager

Valencia Tarvin-Stovall: vtarvin-stovall@thesofia.org

Important Reminders

- To access the Raptor database send your name and P-number to <u>volunteer@browardschools.com</u>
- Volunteers receive a name tag for each visit
- Only email volunteers who select your school
- SVL webpage browardschools.com/volunteerliaisons
- Level 2 clearance is ONLY for select volunteers such as overnight chaperones and band/athletic coaches



Contact Information

BCPS Volunteer Services

- volunteer@browardschools.com
- 754-321-2300

Raptor Support

- support@raptortech.com
- 877-772-7867 Ext. 2

Sheilynn Carrasco

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- 954-484-7117

