



Guidelines and Their Reasoning

Students will be matched one-to-one with mentors.

Successful matches between a student and a mentor include a one-to-one match. The “perfect mentor” is a person who needs a visit the most! Both mentor and student are getting the most out of PFE if, at the end of each visit, both wish they had more time together. We recommend you seek mentor matches that ease senior isolation. We also recommend seeking gender matches and alignment of hobbies and interests.

“I believe that appreciation is a holy thing - that when we look for what’s best in a person we happen to be with at the moment, we’re doing what God does all the time. So in loving and appreciating our neighbor, we’re participating in something sacred.” -Fred Rogers

It Is Written: <https://itiswritten.tv/programs/every-word/may-24---loneliness-2>

Mentors are not to visit with more than one student, even individually & students will visit individually with mentors (K-8 with parent supervision).

PFE is intended and designed to allow a student to build a personal relationship with one mentor, not only for companionship and assistance to the mentor, but also for the enrichment and development of the student. Individual one-to-one visits provide a neutral environment where the student and mentor can let their guard down and focus on one another. Remember with K-8 visits, a parent/guardian must be in attendance.

It Is Written: <https://itiswritten.tv/programs/every-word/comfort-2>

Mentors are not to be family members, no matter how distant.

PFE was developed to support students’ Christian education through building intergenerational relationships that allow a student and mentor to grow in their spiritual walk with someone outside of their family. The visits are a chance to share one’s talents and allow them to share theirs with you. Students and their families should certainly reach out to their own family members to provide assistance and fellowship. However, that time cannot count as part of PFE. In fact, in best practice examples, mentors are not even close family friends prior to PFE visits, rather new relationships where both the student and mentor can grow and expand their circle together.

It Is Written: <https://itiswritten.tv/programs/every-word/family-2>

Mentors are not to be nursing home residents.

Due to health concerns, creating an environment where visits can be more consistent and follow guidelines, visitation occurring in nursing homes will not be permitted. We encourage schools and students to find community-dwelling individuals to be mentors who can facilitate activities and relationship growth. The individuals who would best fit the definition of a “PFE mentor” are individuals or couples who are cognitively healthy, in need of socialization or light assistance around the home, and willing to spend time and energy forming a lasting relationship with a student.

Mentors are to be cognitively healthy.

PFE guidelines require that mentors be cognitive; we do not allow mentors with dementia or Alzheimer’s disease. This is so that true mentorship can occur as mutually beneficial relationships are built, as well as for student and mentor safety. We certainly see the benefit of visits to all but desire that PFE participants build cognitive relationships.

Scholarship funds will not be allocated for church or school activities that students and mentors attend together. Scholarship visits are also not to occur during Sabbath hours.

While we encourage and love to hear about mentors and students attending church and school programs together, the PFE scholarship fund are awarded for one-on-one time a student and mentor are spending together in the mentor’s home. We hope that students and their parents can help around the mentor’s house as they ease their loneliness. And we hope mentors share their interest, stories, and encouragement with their student.

Only two siblings per family may participate in PFE.

Because PFE requires a time commitment from participating families, we ask that families limit participation to two siblings so that participation is not compromised. In addition, because there is limited participation of students on each campus, we want as many families as possible to receive the blessings of the mentorship and the tuition benefit. Often, we see siblings visiting a husband/wife couple. This is acceptable, but please ensure that each child is forming an independent relationship with one member of the couple.

“You don’t choose your family. They are God’s gift to you, as you are to them.” -Desmond Tutu

A parent or guardian will be present during all visits between students and mentors.

There are three reasons we require parents to attend K-8 visits:

- 1.) Safety: we always want participating students to be safe. Further, an adult present during visits could help the mentor in the event of a health emergency or to identify special needs of the mentor that may not be met in their current situation.
- 2.) Parents may be needed to help assist in the formation of a strong relationship between the student and mentor by leading by example. We find that parents can encourage communication and provide ideas about how to make visits more meaningful.

3.) We also hope to encourage parents to offer assistance by doing light housework, cooking and helping around the house while the student and mentor visit is occurring.

It Is Written: <https://itliswritten.tv/programs/every-word/what-do-you-say%3F>

Communicate with program coordinator about make-up visits. For K-8, they cannot be combined with another visit. Only one make-up visit is allowed per month.

Make-up visits should occur after communicating with your school coordinator for things such as illness or vacation. Only one make-up visit is allowed per month for K-8. These make-up visits should occur as a new visit on a separate day (rather than a two-hour visit) to encourage growing relationships, consistency and reaching the goal of easing senior isolation.

It Is Written: <https://itliswritten.tv/programs/every-word/wasted-time--2>

Students will complete an online reflection for each visit within 24 hours of the visit (excluding Sabbath hours).

PFE was designed to motivate and reinforce a spirit of service, discipline, and relationships. Sometimes those traits are inherent; other times they are taught. Reflections provide the opportunity for a student to reflect on their time with their mentor and how their relationship is developing. Requiring written reflections also reinforces responsibility and follow-through. Reflections can serve to improve writing, logic, and attention to detail. Writing reflections is an opportunity for the students to think, process and report on their visits and to confirm that relationships are developing. We encourage coordinators to be diligent when approving reflections. If a student prayed with their mentor, encourage them to include what they prayed for. If they played a game, what game? If they shared stories about their families, what were the stories?

“There is only one person responsible for the quality of your life. That person is you.”

-Jack Canfield, Co-Author of Chicken Soup for the Soul

Coordinators will review reflections on a weekly basis and meet with students who do not appear to be consistently visiting and forming a relationship with their mentor.

We ask that coordinators approve student's reflections on a weekly basis. This ensures visits are happening consistently, relationships are developing through appropriate student/mentor matches, appropriate activities are taking place, and participants are safe. Coordinators have the unique opportunity to serve as coaches to the students, parents, and mentors on best practice visits. They have the rare window to observe the most successful relationships and encourage others to rise to the occasion.

We encourage coordinators to use the comment section in the reflection portal. If a student talks about praying with their mentor, encourage them to reflect and write on what they prayed about. If they enjoyed a visit, why? It's also a chance to reinforce and praise positive PFE interactions.

It Is Written: <https://itliswritten.tv/programs/every-word/encouragement>

Students and mentors will receive a program orientation.

Orientation for both students and mentors is important to ensure that participants understand the intent of the program and the guidelines. Orientations should occur at the beginning of the year (or semester) and is unpaid time. PFE Administration is happy to provide various training materials.

One best practice example comes from Andrews Academy where the coordinator has the students wear blurry glasses, stuff their ears with earplugs and walk on unsteady ground to experience a bit of what a senior mentor might experience.

It Is Written: <https://itiswritten.tv/programs/every-word/preparation-for-greatness-2>

School communities will raise 30% of scholarship funds through new fundraising effort.

We believe that the PFE program will be more visible, valued, and meaningful in local schools, congregations, and communities with the 70/30 split. Our goal is to engage more people in this dynamic program by allowing schools to incorporate local financial support. Some schools receive their 30% funding by advertising the program in local churches, inviting their congregations to support. Other schools find that they can raise the school portion by implementing fundraising events. We require that PFE funds be new raised funds, not existing budget shifted around, as we do not wish this to be an additional financial burden on the school, but rather a mechanism to get more constituents involved. In best practice examples, funds are raised prior to the program start each year and funds are not existing worthy student funds. Funds in hand prior to the school year eases budget concerns.

“There is no power for change greater than a community discovering what it cares about.” -Margaret J Wheatley

PFE participant caps are 20% enrollment for schools of 31 or more; 50% enrollment for schools of 30 or fewer. Each PFE program will have a financial cap of \$50,000.

To allow as many schools to participate as possible, we limit PFE to 20% of enrollment, or 50% of enrollment for 31 or less. We hope to attract the best and brightest to make the program thrive. We love when a school has a waiting list and local donors step up to support these additional kids because they see impact the program is having! Keep in mind, we welcome use of our portal and process for students participating in PFE who are funded by your local donors.