



## PFE 9-12

### Coordinator Packet

Partnering for Eternity is a scholarship program that seeks to provide students with opportunities to serve, ease senior isolation, and help with tuition assistance. This program was founded in 2006, inspired by a child who connected with an older adult, creating a lifelong friendship. We are currently partnered with 150+ Seventh-day Adventist schools across the United States who are receiving the rich blessings of PFE.

We are excited to present you with the opportunity to join the PFE family.

#### PFE Statistics

4,000+ students have participated across the US

900,000 hours spent in visitation since 2006

Over \$14 million in tuition assistance since 2006

Grades K-8 Earning Potential: \$1,320 per year

Grades 9-12 Earning Potential: \$1,600 per year

#### Onboarding Steps

1. School Admin recruits local team (Principal, Coordinator, Treasurer, Pastor) to provide support.
2. School Admin completes scholarship application for new year
3. PFE Program Managers (SFFC Foundation) approve the PFE school application and send a welcome email.
  - Coordinator will receive email to create PFE login password.
4. Coordinator completes online training with SFFC Foundation.
5. PFE Team holds Student/Parent Orientation (PowerPoint provided by SFFC Foundation)
6. Students submit PFE Student Application on PFE website (must have mentor information first)
7. Coordinator approves student accounts on PFE website
8. Coordinator provides Mentor Orientation for mentors. (PowerPoint provided by SFFC Foundation)
9. Students begin visitation and submit weekly reflections on reporting website or PFE phone app.
10. Coordinator reviews and approves new reflections every week.
  - Final reflection approval deadline is Jan 3 and May 19
11. Scholarship funds are sent at the end of each term.

## Team Member Job Descriptions

### School Principal

1. Complete the PFE School Application.
2. Identify committed PFE team members and be familiar with job descriptions for each.
3. Facilitate effective communication among team members.
4. Share the story of PFE in your local communities and churches. (PowerPoint available upon request)
5. Secure donations for the school's portion (30%) of student scholarship.
6. Acknowledge your local donors.
7. Participate in any site visits done by the SFFC Foundation staff.
8. Write a personal note of thanks to the mentors at the end of the school year.

### Coordinator

*Suggestion: A parent volunteer, school secretary, teacher's aide, board member, etc. Someone who can commit time and is passionate about the PFE program.*

1. Attend a PFE Coordinator training (online)
2. Communicate with PFE Program Managers at SFFC Foundation to ensure PFE program success.
3. Manage PFE student selection process.
4. Provide a Student/Parent Orientation before students start their visits for the year. (PowerPoint available)
5. Provide a Mentor Orientation for all mentors, making sure the mentor understands the PFE program and its' expectations. (PowerPoint available)
6. Check in with mentors every month to ensure the mentor/student relationship is going well.
  - a. Oversee that students are matched with mentors to ensure compatibility, a nurturing environment, and compliance with program guidelines.
  - b. Provide support to students, parents, and mentors as needed.
7. Review all newly submitted reflections weekly.
8. Ensure any program surveys are completed. (coordinator, student, mentor)

### Treasurer

*School treasurer or business manager. Whoever manages your students' tuition accounts.*

1. Keep track of the 30% fundraising.
2. Review Reflection Report on the PFE website to apply funding to students' tuition accounts.
3. Work with your Coordinator to report fundraising activities and totals to the SFFC Foundation.

## Reflection Website Directions

### Approving Accounts

1. Go to <https://pfe.sffcfoundation.org/>
2. Using your email and password, log in
3. Go to “Pending Accounts”
4. Across from each student’s name, select “View”
5. At the bottom of the page, select “Approve”
6. To reject the account, reflect reasoning in “comments” and click “save”
7. The student’s status will change from “pending” to “approved” or “denied”
8. The student will receive an email confirmation

### Reviewing Reflections

1. Go to <https://pfe.sffcfoundation.org/>
2. Using your email and password, log in
3. Go to “Reflections”
4. Across from each reflection, select “View”
5. Review the reflection
  - a. If it is acceptable, choose “approve”
    - i. The student will receive a confirmation email
  - b. If it is not acceptable, choose “reject” and list improvement needs in the comments
    - i. The student will receive an email with instructions for editing the reflection and resubmitting (must be resubmitted within 2 weeks of original submission)

### Troubleshooting

1. Forgot password
  - a. Go to the log in page and choose “forgot password”
  - b. You will receive an email prompting you to set up a new password
2. Change a student’s email address
  - a. Go to ‘accounts’ and click the three action dots next to the student’s name
  - b. Select ‘change email’ and adjust accordingly
3. Edit a student grade level (when student mistakenly selects wrong grade)
  - a. Go to ‘accounts’ and click the three action dots next to the student’s name
  - b. Select ‘change grade’

## Orientation Activity Ideas

We recommend building into your student and parent orientation the time to complete some of the activities below that will help make students more aware of potential limitations their mentors might have.

Thank you, Andrews Academy, for these orientation activity ideas!

### Ambulatory Activity

*Major threats to mobility and other activities of daily living (ADLs) are caused by illnesses, such as arthritis, strokes, or pulmonary disease. These types of disabilities can impede even the simplest task of picking up dropped items, especially when coupled with osteoarthritis in the hands.*

Set Up: Use tape to create a path made of arrows around a set of bookcases or desks. On the path, place 6 items in various areas for your students to pick up during the activity. Have a pair of leather gloves at the start line. [Example items are listed below].

Directions: Put on the leather gloves and begin following the path. While doing so, bend down and pick up all the items in your path, bringing them to the start. You should find the following items:

- a checker game piece
- an eraser
- a piece of paper
- a straw
- a wrench
- a pen cap
- a penny

When you are finished, replace the items on the path for the next person.

### Fine Motor Activity

Among the over 100 different types of arthritis conditions, osteoarthritis is the most common and affects over 20 million people in the United States alone. Before age 45, osteoarthritis occurs more frequently in men. After age 55, it affects women more frequently. How difficult does this disability make counting out change at the store? What if it is coupled with an eyesight problem like macular degeneration or cataracts?

For this exercise, please count out \$0.74 from the pile using at least one of every denomination of coin. Put the correct amount in one of the small mason jars. Your “caregiver” will double check to make sure you have the right amount and have used each coin at least once. Then carefully pour the change back in the pile.

### Auditory Activity

*Changes in acoustic acuity begin at midlife. They usually are very mild until individuals reach 60 or 70 years of age, when reduced ability to hear low intensity and high frequency sounds pose significant problems for over a third of older individuals. This type of challenge makes it difficult to hear and understand someone who has called on the phone.*

Start by getting out your phone or your parent’s phone.

Have a partner call you from their phone, give you your phone to hold up to your ear and walk across to the opposite of the room.

As they have you on the phone, your “caregiver” will get out the set of secret questions and ask them one at a time waiting for you to answer and judging whether you answered correctly.

#### **“Secret Questions” for the Auditory Activity**

“Caregiver”: Ask these questions over the phone after you are across the room from your student.

1. What color is the Cat in the Hat’s hat? (Ans: red and white)
2. Where is our house? (Ans: your address)
3. Who was the first president of the U.S.? (Ans: Washington)
4. When is this event finished? (Ans: 5:00)

### Wheelchair Challenge

Sit in one of the wheelchairs and CAREFULLY wheel yourself out of the library into A-wing and attempt to get in and out of the bathroom without help. One at a time in the bathroom please or “wheel” have a traffic jam.

For an easier challenge, get a drink from the drinking fountain.



## Aging Simulation Activity

Simulation Tool	What to do and Why	Student's Reactions
<p><b>Beans:</b> Put 5 beans in each shoe. Keep them in place until you do the Straw activity.</p>	<p>Walk very slowly into the chapel, down to the stage and back. Caregiver should remind the student to keep a slow pace.</p> <p>Major threats to mobility and other activities of daily living (ADLs) are caused by illnesses, such as arthritis, strokes, or pulmonary disease.</p>	
<p><b>Ear Plugs:</b> Put an ear plug in each ear. Keep them in place throughout the entire simulation. (You may take the gloves off for this activity.)</p>	<p>Using a cell phone, call someone you know and explain to them what you are doing and why.</p> <p>Changes in acoustic acuity begin at midlife. They usually are very mild until individuals reach 60 or 70 years of age, when reduced ability to hear low intensity and high frequency sounds pose significant problems for over a third of older individuals.</p>	
<p><b>Glasses:</b> Put on a pair of glasses. Keep them in place throughout the entire simulation.</p>	<p>Go over to the Student/Parent table and read and sign the ASSIST Permission Slip. The Parent should also sign it. Put the completed form in a pile under the table.</p> <p>Age-related changes in vision usually begin in midlife, then tend to stabilize until around age 70 or 80 when further visual changes occur. About 95% of individuals over 70 years of age develop cataracts or some other form of vision loss.</p>	
<p><b>Straw:</b> Put a straw in your mouth and breathe only through the straw. (You may take the beans out of your shoes for this activity.)</p>	<p>Do swift jumping jacks like Mrs. Mills would make you do them for one minute.</p> <p>The effects of aging on the respiratory system are like those that occur in other organs: maximum function gradually declines. Decreased air flow and gas exchange may occur, as well as weakening of the respiratory muscles.</p>	
<p><b>Gloves:</b> Put on a pair of gloves. Tape your thumbs to each hand and tape two fingers together on each hand. Keep these on until you do the Ear Plug activity.</p>	<p>Untie and remove your shoes. Put them back on and tie them.</p> <p>Among the over 100 different types of arthritis conditions, osteoarthritis is the most common and affects over 20 million people in the United States alone. Before age 45, osteoarthritis occurs more frequently in men. After age 55, it affects women more frequently.</p>	