



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 200+ 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

2,000+ students participate each year across the NAD

1,000,000 hours spent in visitation since 2006

Over \$15 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 to provide support and guidance to mentors/students
 - a. Coordinator
 - b. Fundraiser/Treasurer
 - c. Pastor
2. School Admin completes PFE School application for new year
3. PFE Administration (SFFC Foundation) approves school application
4. Coordinator completes online training
 - a. New and Returning Coordinators must attend online training session
5. PFE Team holds student/parent orientation (PowerPoint on *Resources* page of PFE website)
6. Students submit Student Application on PFE website (must have mentor information for this step)
7. Coordinator communicates with mentors to orient them to the program
(Mentor packet and list of activity ideas on *Resources* page of PFE website)
8. Coordinator approves student accounts on PFE website
9. Students begin visitation and submit reflections on reporting website
10. Coordinator reviews and approves reflections weekly
 - a. Reflection approval deadline is Jan 5 and May 18
11. Scholarship funds sent via ACH
 - a. 9-12 payments sent once per semester (January and May)

Team Member Job Descriptions

School Administrator

Suggestion: A full-time staff member or board member, preferably your 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.
5. Participate in any site visits done by PFE office.

Coordinator

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

1. Attend online PFE Coordinator training
2. Communicate with PFE administration to ensure PFE program success.
3. Manage PFE student selection process.
4. Provide an orientation for students and parents before students start their visits for the year.
5. Ensure students are matched with appropriate mentors in compliance with program guidelines.
6. Provide Mentor Orientation prior to visits starting
7. Provide support to students, parents, and mentors as needed.
8. Review reflections weekly.
9. Ensure that any program surveys are completed.
10. Encourage building of student-mentor relationships until they become like family.

Coordinator or Mentor Liaison

Suggestion: A pastor or visiting elder (someone who enjoys visiting with people) from a constituent church, the coordinator, or a parent volunteer.

1. Meet with each mentor and provide an introduction/orientation to the program before visits start for the year, making sure the mentor understands the program and its' expectations.
2. Ensure that each mentor's needs are being met and that the match is effective by checking in with each mentor once per month.
3. Ensure students are matched with appropriate mentors in compliance with program guidelines.
4. Communicate with Coordinator if any match concerns arise from monthly check-ins.
5. Write a personal note of thanks from the mentor liaison to the mentors at the end of the school year.

Treasurer/Fundraiser

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

1. Create a plan before the school year begins to fundraise 30% of scholarship.
2. Secure and record donations for the school's portion (30%) of each PFE scholarship.
3. Work with your Coordinator to report fundraising activities and totals to PFE Administration.
4. Review Reflection Report and apply funding to students' tuition accounts. (January and May)
5. Acknowledge your local donors.

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. Confirm appropriate mentor information (if not valid, please “reject” application.
6. At the bottom of the page, select “Approve”
7. To reject the account, state reason in “comments” and click “save”
8. The student’s status will change from “pending” to “approved” or “denied”
9. The student will receive an email confirmation to create their password.
 - a. Text alert also if student selected text option on application

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 (and text if enrolled)
 - b. If it is not acceptable, choose “reject” and list improvement needs in the comments
 - i. The student will receive an email (and text if enrolled) 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
 - a. Go to ‘accounts’ and click the three action dots next to the student’s name
 - b. Select ‘change grade’
4. Edit a mentor profile
 - a. Go to ‘accounts’ and click the three action dots to the right of the student’s name
 - b. Click “change mentor Info” and edit as needed

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 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 poses 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 the 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>Beans: 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>Ear Plugs: 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 poses significant problems for over a third of older individuals.</p>	
<p>Glasses: 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>Straw: 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>Gloves: 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>	

Mentor Visit Activity Suggestions

- Learn or share a new hobby
- Help with chores (raking, sweeping, organizing, vacuuming)
- Build something
- Cook/bake
- Crafts and art (knitting, painting, drawing)
- Learn about financial responsibility (budget, saving, tithe)
- Create a funny video together
- Go on a picnic
- Tell stories
- Play games (Uno, Monopoly, Scrabble, Word Chain, Going on a Trip, 20 Questions)
- Work on a puzzle
- Write poetry
- Go for a walk
- Discuss your future career options
- Interview each other
- Explore countries/cities on Google
 - Create a bucket list
- Teach your mentor about technology
- Make a recipe book
- Plan a “Show and Tell”
- Exercise
- Garden
- Read a book
- Listen to a podcast
- Make a family tree
- Sidewalk/driveway chalk
- Create a timeline of your mentor’s life
- Make a vision/life board
- Sing together

Commitment Form

Welcome to the Partnering for Eternity family! We are excited that you are participating in PFE this year. We hope you will make a difference in the life of your mentor, participate in service activities, and benefit from tuition assistance. To have a successful program year, we need both parent and student to be active participants in PFE.

Commitments

- Support your local PFE team in selecting a great mentor match (non-relative) for your child.
- Understand student needs to visit mentor weekly for 14 weeks each term
- Understand that if your student does not complete all requirements, they will not receive scholarship funds
- Attend student/parent orientation
- Help your child set up an account on the reporting website
- Decide if you will transport/supervise weekly visits (you are responsible for your child)
 - Communicate your plan with your local PFE coordinator
- Make sure your child follows the reflection submission guideline
- Communicate with your local PFE coordinator about any concerns or challenges

Making these commitments is crucial to your child's success in PFE.

Safety: parents of students in the 9-12 program are responsible for the safety of their child. Parents will decide if the student may or may not attend visits without the parent in attendance.

I understand and agree to follow the PFE guidelines presented in the student/parent orientation and listed on sffcfoundation.org/pfe website.

Parent Name _____ Parent Signature _____

Student Name _____ Student Signature _____

Mentor Name _____ Mentor Signature _____

**This form must be returned to your PFE coordinator prior to mentor visits starting.*