

Appendix A. Guidance for Completing Your Affiliate Plan

Parents as Teachers welcomes you to our family! The Affiliate Plan is the initial step in building a strong and consistent foundation for implementation of the Parents as Teachers model. It will help you determine appropriate staffing, budget, and program design in order to implement all of the Essential Requirements with fidelity and quality. The Affiliate Plan is closely connected to the Affiliate Performance Report (APR), the performance report submitted to the national Parents as Teachers office annually. The Affiliate Plan is structured to link program inputs and activities to outputs and outcomes for families. It is important to keep in mind the impact you will have on families as you develop an Affiliate Plan focused on high quality implementation.

Guidance on Successfully Completing Your Affiliate Plan:

- > Carefully review the most up-to-date version of the *Parents as Teachers Quality Assurance (QA) Guidelines*, including the Essential Requirements located on the Parents as Teachers website. Inputs, activities, and outputs that link directly to an Essential Requirement of the Parents as Teachers evidence-based model are marked with a star (★). Refer to the Parents as Teachers Quality Standards, Toolkits, and Technical Assistance Briefs for guidance on best practice as it relates to your organizational design. Use the guidance in this document to ensure that your Affiliate Plan is accurate, complete, and that your organization will meet the Essential Requirements.
- > **You may not register staff for training until your Affiliate Plan has been approved.** Affiliate Plans are reviewed and approved by committee. Please allow at least 3 weeks from the submission date for Affiliate Plan review, feedback, & approval. Once the plan has been approved and parent educators have successfully completed training, your organization will officially become a Parents as Teachers Affiliate.
- > Please do not use abbreviations or initials in the plan unless you define them first. If you check an “other” box, please provide additional specifics in the space provided.
- > This version of the Affiliate Plan is an editable PDF and will allow for changes and updates during the approval process. **Please save a copy of the Affiliate Plan prior to completing it and again prior to submitting it.** If needed, the supervisor can make any appropriate changes and submit an updated version of the Affiliate Plan to the national Parents as Teachers office or appropriate state office.
- > If you have questions at any point, please contact your implementation support provider at your state office or the national Parents as Teachers office.

Section I.

| Affiliate Plan Section | Instructions for Item Completion |
|--------------------------------------|---|
| <p>BACKGROUND INFORMATION</p> | <p>Parents as Teachers will send all communication regarding your affiliate program to the person listed for the Main Program Contact. This person will need to establish a profile on the Parents as Teachers ebusiness portal. If the main program contact is not the program supervisor, that person must ensure that the supervisor receives communications sent by the state & national offices.</p> |
| | <p>If you are completing this plan and you receive federal MIECHV funding, only mark “New” if your organization is not currently operating a PAT affiliate. If your organization is currently operating a PAT affiliate and MIECHV funds are being used to expand services, please mark “Existing”.</p> |
| | <p>Please list the names of all staff that will be attending training. If unknown, you MUST provide a list of staff to your implementation support provider prior to the training registration deadline.</p> |
| | <p>All parent educators must attend Foundational & Model Implementation training prior to providing PAT services to families. All supervisors in new affiliates must attend Foundational & Model Implementation training. Parent educators who will serve families with children age 3 through Kindergarten must also attend Foundational 2 training.</p> |

Section II.

| Affiliate Plan Section | Instructions for Item Completion |
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| <p>STAFFING, SUPERVISION AND LEADERSHIP</p> | <p>List educational requirements your affiliate has established for parent educators (PE).</p> |
| | <p>Indicate the number of hours of individual reflective supervision for each PE monthly, and the number of hours planned each month for staff meetings.</p> |
| | <p>Indicate how frequently the affiliate advisory committee will meet. At minimum, the advisory committee should meet at least 2 times per year. It is recommended that affiliates schedule 3 or more advisory committee meetings per year to ensure that should one be cancelled or postponed, the affiliate would still meet the essential requirement of 2 meetings per year. Please see the <i>Building a Strong Advisory Committee Toolkit</i> for more information (located on the Advocacy Tools page on the Parents as Teachers website).</p> |
| | <p>List supervisors & the parent educators supervised, and the hours per week set aside for PAT program management and supervision. If the supervisor carries a caseload, include details regarding their caseload and who will provide the supervisor with reflective supervision. If you do not intend for the supervisor to carry a caseload, please leave those questions blank.</p> |
| | <p>Provide the number of families served and hours worked per week (total) for each parent educator. Please carefully review the <i>Establishing and Adjusting Caseload Size Technical Assistance Brief</i> when determining caseload size for parent educators. Guidance provided is for full-time (40 hours/week) parent educators. Part-time parent educators should carry caseloads proportionate to their FTE percentage.</p> |
| | <p>If you intend to employ more than two supervisors, please contact your implementation support provider for additional Staffing, Supervision, and Leadership pages.</p> |

Section III.

| Affiliate Plan Section | Instructions for Item Completion |
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| Activities | |
| A. Funding Sources and Funding Duration | List primary and secondary funding sources from which you will receive funding and select the type for each funding source. Primary funding sources are those which supply 50% or more of the funds to support your PAT services. Secondary funding sources represent 15% or more of your funding. For each funding source, check “yes” or “no” to indicate whether it is renewable or not and check the applicable duration of the funding. |
| B. Total Number of Parent Educators | Specify the total number of parent educators, including both full-time and part-time, that will be employed by your affiliate. Next, specify the total number of parent educator FTEs your affiliate will devote to Parents as Teachers. Note: FTE = Full Time Equivalent, e.g. 40 hours worked per week = 1 FTE; 30 hours = .75 FTE; 20 hours = .50 FTE, etc. |
| C. Service Duration | Indicate the total number of years of service your affiliate will offer to each family. Affiliates must be designed to offer at least 2 years of service to each family. |
| D. Families to be Served | Indicate the age(s) of children your affiliate will serve. Note that the Parents as Teachers model is designed to serve the entire family, including multiple children within the target age range. |
| E. Family Retention and Engagement Strategies | Once families are enrolled, parent educators facilitate families’ continued participation in services through a variety of strategies. Check the retention and engagement strategies that your affiliate will employ. |
| F. Family-Centered Assessment | Check or indicate which family-centered assessment (FCA) tool or method your affiliate will be using and the frequency it will be updated after the initial assessment is completed. Please see the <i>Family-Centered Assessment Technical Assistance Brief</i> and the <i>Quality Assurances Guidelines</i> for more information regarding approved FCA methods. |

Section III. (continued)

| Affiliate Plan Section | Instructions for Item Completion |
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| G. Goal Setting | Indicate that families will develop goals each year and the frequency with which goals will be reviewed and updated. |
| H. Group Connections | Indicate the total number of group connections that will be offered to families per year. |
| I. Personal Visits | Indicate the total number of personal visits per year and the frequency they will be offered to families who have 1 or fewer stressor family experiences and to families with 2 or more stressor family experiences. |
| J. Resource Network | List community agencies that families may be connected to, such as health, mental health, education, and social service organizations. Please do not use abbreviations for the organization or agencies. Next, indicate how many MOAs (Memorandum of Agreement) are currently in place between your affiliate and organizations that can provide resources/services to families in your community. |
| K. Evaluation and Continuous Quality Improvement | Indicate which computerized record keeping and data management system your affiliate will be using. Indicate the frequency with which your affiliate will gather and summarize feedback from families about the services they have received. |
| L. Screenings | For each type of screening, initial indicating that you agree to PAT's screening requirement, indicate who will conduct screenings, how frequently they will be completed, and the tools or methods that will be used. For developmental surveillance, initial indicating that your affiliate agrees to conduct developmental surveillance through the use of the <i>Parents as Teachers Milestones</i> at every visit. |

Section III. (continued)

| Affiliate Plan Section | Instructions for Item Completion |
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| Projected Outputs | |
| M. – U. Projected Outputs | <p>For each output listed, provide numbers and percentages that are your expected targets. The outputs presented in items N,O,P,R,S, & U correspond to performance measures that have been established by the national office. Your affiliate will report service delivery data to the national office via the annual Affiliate Performance Report (APR) that will enable you to assess your affiliate’s implementation fidelity. As part of your continuous quality improvement process (CQI), you should establish targets for your expected outputs at the beginning of each program year and then use your APR data to evaluate your achievement of those targets. Please refer to the <i>Quality Assurances Guidelines</i>, Pages 33-35, for the minimum levels expected by the national office to be sufficiently meeting the Essential Requirements related to service delivery. APR data requirements should be carefully reviewed prior to beginning service delivery and yearly thereafter to ensure you are collecting the necessary data for reporting.</p> |
| V.-W. Measurement of Outcomes | <p>Parents as Teachers affiliates measure outcomes for the families and children they serve. These outcomes include, at minimum, at least one parenting skills, practices, and capacity outcomes using one of the listed approved tools, and one additional outcome. PAT affiliates are encouraged to measure multiple outcomes or additional outcomes; these represent the minimum requirements. Please see the <i>Outcomes Essential Requirement Guidance</i> document for more information.</p> |
| Outcomes | |
| <p>What outcomes are you hoping to achieve? How will you measure changes in the outcomes listed above?</p> | <p>Parents as Teachers affiliates are required to measure outcomes and report the number of families for whom outcomes data is collected as an output of their program. In this section, please address the outcomes that your affiliate is hoping to achieve in your community. These may be directed by your community needs assessment, by a funder, or by your host agency.</p> <p>Please include details regarding outcomes measurement and your evaluation plan. More information can be found in the <i>Quality Assurances Guidelines</i>.</p> |

Section III. Affiliate Narrative

| Affiliate Narrative Section | Instructions for Item Completion |
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| <p>Target Population</p> | <p>Please describe the target population your affiliate will serve. If your affiliate is prioritizing a specific population (e.g. teen parents) please describe that here. Whereas Parents as Teachers is a universal access home visiting model, designed to support all parents and children, some affiliates have use eligibility criteria such as geographic location (e.g. school district) or other criteria to determine access to services. Please describe eligibility criteria for services, as applicable.</p> |
| <p>County(ies), Federal & State Congressional Districts</p> | <p>Please list the county(ies), Federal and State congressional districts your affiliate will serve. List the counties your affiliate plans to serve families, including counties where you affiliate may only part of the area. To find the Federal congressional districts served by your affiliate, you can use the tools at www.house.gov/htbin/findrep. To find you state congressional districts, please go to your state government website and include House and Senate districts as applicable.</p> |
| <p>Goals of the Agency/ Organization</p> | <p>Please describe how the Parents as Teachers model of home visiting fits with the goals of your agency/organization as a whole. Please describe the type of organization housing your affiliate (e.g. school district) and your organization’s mission and goals. Please list the other services the organization provides to children and families in your community. Please explain any acronyms or other program names.</p> |
| <p>Organizational Structure</p> | <p>Please describe your organizational structure and the reporting structure for parent educators and their supervisors. Please also describe other, non-Parents as Teachers tasks and activities that the parent educators and/or supervisors will be responsible for, including the average hours per week devoted to Parents as Teachers tasks and non-Parents as Teachers tasks. For example, include if the PAT supervisor supervises non-PAT home visitors or other staff or if there are data entry or management staff members who assist PAT staff. In addition to answering this question, you may attach an organizational chart.</p> |

Section III. Affiliate Narrative (continued)

| Affiliate Narrative Section | Instructions for Item Completion |
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| <p>Caseload Size and Visit Frequency</p> | <p>Please explain your intended caseload size and visit frequency. Please see the <i>Technical Assistance Brief Establishing and Adjusting Caseload Size</i> for more information on PAT model requirements and best practices regarding caseload size.</p> <p>Please see the <i>Technical Assistance Brief Intensity Matters</i> for more information on PAT model requirements and best practices regarding visit frequency.</p> |
| <p>Staff Recruitment & hiring process</p> | <p>Please describe your initial staff recruitment and hiring process. Include the timeline for when you will post positions, interview, hire, and train staff. Please describe the characteristics of parent educators that you plan to employ and the ways you intend to recruit parent educators with those skills and characteristics.</p> <p>Please see the Parents as Teachers Essential Requirements and Quality Standards for more information regarding PE qualifications and characteristics.</p> |
| <p>Development of Affiliate Policies and Procedures</p> | <p>Parents as Teachers affiliates develop comprehensive policies, procedures, and protocols to ensure high quality services for children and families. Please describe who will write your affiliate's policies and procedures and the timeline for their development.</p> <p>Please see Technical Assistance Briefs <i>Policies and Procedures, Protocols, and Family Engagement and Exit Policies and Procedures</i> for more information on the Quality Standards and expectations.</p> |
| <p>Parents as Teachers Foundational and Model Implementation Training (FMI) and Foundational 2 Training (if applicable)</p> | <p>Please include when and where you intend to have Parents as Teachers staff receive Foundational and Model Implementation (FMI) training. If your affiliate intends to serve children ages 3-5 please also include when and where PAT staff will receive Foundational 2 training.</p> |
| <p>Affiliate Training and Orientation Practices</p> | <p>Please list and provide a timeline for all agency-specific trainings, funder-specific trainings, and existing orientation policies and procedures for PAT staff. This includes trainings for screening, assessment, and outcomes measurement tools, as well as other affiliate orientation practices.</p> |

Section III. Affiliate Narrative (continued)

| Affiliate Narrative Section | Instructions for Item Completion |
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| <p>Ramp Up of Service Delivery and Building Caseload Capacity</p> | <p>Please provide a timeline for your intended ramp up of service delivery and caseload building. This timeline may cover multiple years as affiliates build capacity to increase services over time.</p> |
| <p>Recruitment Plan</p> | <p>Please provide your plans and timeline for recruitment of families. This should include demographic characteristics of the families and children you intend to serve, other agencies supporting your recruitment efforts (e.g. through referrals), and your planned recruitment activities.</p> |
| <p>Development of Resource Network</p> | <p>Please describe and provide a timeline for the development of your affiliate’s resource network. Include information regarding community network involvement, resource lists that parent educators will use (e.g. develop your own, use of United Way 211 resource lists, etc.), and other formal and informal network building activities.</p> |
| <p>Development of Advisory Committee</p> | <p>Parents as Teachers affiliates are required to have an advisory committee that meets at minimum two times per year. Please describe and provide a timeline for recruitment of committee members, committee goals, and committee meeting schedule. It is a Parents as Teachers Quality Standard that the advisory committee includes involvement of program personnel, community service providers, families who have received or are receiving PAT services, and community leaders. Please see the <i>Building a Strong Advisory Committee Advocacy Toolkit</i> for more information.</p> |
| <p>Plan for communicating with and engaging local, state, and national stakeholders including policymakers</p> | <p>Please describe and provide a timeline for your affiliate’s plans for communicating with and engaging local, state, and national stakeholders. Stakeholders include community members, funders, policymakers, and others. This may include reporting requirements and timelines, evaluation projects, or other stakeholder engagement. Parents as Teachers provides a number of <i>Advocacy Toolkits</i> and recorded webinars with more information on various avenues for engaging decision makers.</p> |

Section IV. FISCAL ASSURANCES

Provide the total annual funding amount for PAT affiliate services.

Please supply your organizational W-9 and use the Business Name found on that form.

Use the fiscal assurances worksheet to indicate that your affiliate has funding to support each item by checking “Yes” and indicating if the allocation is direct funding or in kind. If your affiliate has not allocated funds or resources for a particular item, please check “No” and provide an explanation. To plan for the costs of implementing the PAT model, please review the Parents as Teachers *Budget Toolkit* in consultation with your implementation support provider.

SECTION V. TERMS OF AGREEMENT FOR AFFILIATES

A person with signature authority in the organization must check the box “I have read the above and agree to comply with the terms set forth,” sign, and date the terms of agreement before the affiliate plan is submitted. If any changes to the original submission of the plan are required, the person with signature authority must re-sign and date when the plan is re-submitted.