



PTQ: Readiness Checklists for Registered Ministries

The Readiness Checklist is a self-guided, user-centered tool that program leaders and administrators use to assess alignment with Paths to QUALITY™ standards for the level they are working to achieve or maintain. It is designed to promote reflection and guide intentional action planning.

Take Action:

1. Explore the information in the checklist to become more familiar with PTQ standards.
2. Complete the self-assessment checklist by checking yes, no or N/A (when applicable) for each standard.
 - If you mark no or cannot provide documentation for the standard, reach out to a Child Care Support Line at 1.800.299.1627.
3. If all standards are met, and you are ready for a PTQ advancement, complete [this form](#) to trigger a rating visit.

Get More Help:

Contact the Child Care Support Line for help at 1.800.299.1627, if more clarification is needed around a specific standard.

Paths to QUALITY™
Readiness Checklist
for Unlicensed Registered
Ministries

Level 3



Readiness Checklist for Ministries

Level 3

Readiness Checklist Structure

The first digit indicates the PTQ level and the second digit after the period indicates the standard number. In this example, this number indicates level 3; standard 8.

This section explains how to meet the standard.

Use this section to learn what evidence you need to provide to demonstrate you meet this standard. There are 3 forms of evidence:

- Documentation
- Interview
- Observation

Area of Focus: Infant/Toddler/Preschool/ School Age/ Leadership			
Standard	Breakdown	Meets Standard?	Evidence
3.8		☐ Yes ☐ No	
<u>Things to consider:</u>			
Action Plan			
Actions	Timeframe	Progress	Recommendations
		☐ Completed ☐ In progress ☐ Need Additional Support	

Use this section to reflect on your current practices related to this standard.

Outline concrete steps you will take to meet this standard.

Determine a realistic timeframe to complete each action.

If you need additional support meeting this standard, this section will be filled out with recommended trainings and resources and sent back to you.

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Note: Since it is required that programs seeking level 3 also meet all the standards for level 2, the following numerical sequence includes all the standards in level 2 as well. Hence, the numbers will switch from 3.1 to 2.2. Once all level 2 standards have been included, the numbers will resume at 3.X

Area of Focus: Leadership			
Standard	Breakdown	Meets Standard?	Evidence
3.1 All requirements in Levels 1 and 2 are met	The registration issued by Family and Social Services Administration (FSSA), the Division of Family Resources (DFR) is current and in good standing.	☐ Yes ☐ No	Documentation: Certificate of registration for the site must be prominently posted with site address and registration number. (Note: registration expiration date _____)
<u>Things to Consider:</u>			
Action Plan			
Actions	Timeline	Progress	Recommendations
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Area of Focus: Leadership			
Standard	Breakdown	Meets Standard?	Evidence
2.2 Director receives orientation and trains staff on the FOUNDATIONS to the Indiana Academic Standards for Young Children from Birth to Age Five.	Director has received orientation on the FOUNDATIONS to the Indiana Academic Standards for Young Children from Birth to Age Five.	☐ Yes ☐ No	Documentation: Evidence of attendance which includes the instructor's signature, length of course, date, and an outline or agenda of the "FOUNDATIONS to the Indiana Academic Standards for Young Children from Birth to Age Five" orientation training as per the Education and Training Summary Form (or equivalent form).
	All teaching staff have received training on the FOUNDATIONS to the Indiana Academic Standards for Young Children from Birth to Age Five.	☐ Yes ☐ No	Documentation: Evidence of attendance which includes the instructor's signature, length of course, date, and an outline or agenda of the "FOUNDATIONS to the Indiana Academic Standards for Young Children from Birth to Age Five" orientation training as per the Education and Training Summary Form (or equivalent form).
Things to Consider:			
Action Plan			
Actions	Timeline	Progress ☐ Completed ☐ In progress ☐ Need additional support	Recommendations

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Area of Focus: Leadership			
Standard	Breakdown	Meets Standard?	Evidence
2.3 Director is a member of a nationally recognized early childhood organization.	Director can demonstrate current membership in a nationally recognized early childhood organization.	☐ Yes ☐ No	Documentation: Current membership card and/or letter, demonstrating member is current. Other membership resources, such as journals or periodicals, may also be used in determining membership. (Expiration Date:)
<u>Things to Consider:</u>			
Action Plan			
Actions	Timeline	Progress	Recommendations
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Area of Focus: Leadership			
Standard	Breakdown	Meets Standard?	Evidence
2.4 Program has a written philosophy and goals for children.	Program has a written philosophy, which includes goals for children.	☐ Yes ☐ No	Documentation: Written philosophy and goals.
<u>Things to Consider:</u>			
Action Plan			
Actions	Timeline	Progress ☐ Completed ☐ In progress ☐ Need additional support	Recommendations

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Area of Focus: Leadership			
Standard	Breakdown	Meets Standard?	Evidence
2.5 Director has a current CDA or equivalent certificate, OR an Early Childhood degree or equivalent degree.	Director has achieved and possesses a current CDA or equivalent certificate, OR Director has achieved an early childhood degree or equivalent degree.	☐ Yes ☐ No	Documentation: Child Development Associate credential or CDA equivalent certificate available for review, with current expiration date; (Note: CDA or equivalent certificate expiration date, OR Transcript for early childhood degree or equivalent degree. OR Education and Training Summary Form (or equivalent form) completed and in the director's file, including transcripts, curriculum schedule, certificates, or other written documentation.
<u>Things to Consider:</u>			
Action Plan			
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Area of Focus: Infant/Toddler/Preschool/Pre-K/ School Age/ Leadership			
Standard	Breakdown	Meets Standard?	Evidence
2.8 A system is in place for communicating pertinent information to families daily and in an annual family conference for each child.	Unlicensed Registered Ministry has a system in place for daily communication of pertinent information to families.	☐ Yes ☐ No	Observation: Oral or written communication with families. Interview: Describe your system for daily communication of pertinent information to families.
	Unlicensed Registered Ministry has a system in place for communicating pertinent information to families in an annual family conference.	☐ Yes ☐ No	Interview: Describe or show your system for conducting annual family conferences for each child.
<u>Things to Consider:</u>			
Action Plan			
Actions	Timeline	☐ Completed ☐ In progress ☐ Need additional support	Recommendations

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Area of Focus: Infant/Toddler/Preschool/Pre-K/ School Age/ Leadership			
Standard	Breakdown	Meets Standard?	Evidence
2.9 An advisory board is in place to provide input and support to the Director.	Group of individuals who offer advice, information or guidance is available to provide input and support to the Director	☐ Yes ☐ No	Documentation: Evidence of a roster of members, meeting minutes, agenda, or schedule of meetings.
<u>Things to Consider:</u>			
Action Plan			
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Area of Focus: Leadership			
Standard	Breakdown	Meets Standard?	Evidence
2.10 Written policies and a child care contract is established and implemented with families. The contract should be signed by the parent(s) and should contain:	1. Persons authorized to pick up a child	☐ Yes ☐ No	Documentation: Written policies and a child care contract that address items 1 thru 15 are available to review in hard copy. Documentation that all parents of enrolled children understand and indicated acceptance by signature of the program's written policies and child care contract.
	2. Illness policies including reasons for exclusion	☐ Yes ☐ No	
	3. Guidance and discipline policy	☐ Yes ☐ No	
	4. Medication administration policy	☐ Yes ☐ No	
	5. Written emergency plan	☐ Yes ☐ No	
	6. Policy on parent conferences, versus, and open-door policy	☐ Yes ☐ No	Additional Documentation: Policies regarding parent conferences, visits, and unscheduled visits by a custodial parent or guardian of a child are permitted at any time the program is in operation have been explained to the parent(s).

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	7. Information on transportation and field trips	☐ Yes ☐ No	
	8. Hours of care provided	☐ Yes ☐ No	
	9. Late pick-up policy	☐ Yes ☐ No	
	10. Payment and fee schedule	☐ Yes ☐ No	
	11. Vacation policies regarding both facility and family vacations	☐ Yes ☐ No	
	12. Sick leave policies for children's illnesses	☐ Yes ☐ No	

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	13. Alternative care/substitute policies	☐ Yes ☐ No	
	14. Termination of care policy	☐ Yes ☐ No	
	15. Children's information including any special needs, fears, or food preferences and/or allergies	☐ Yes ☐ No	Additional Documentation: Registration or childhood information form, completed by parent, contains information about any individual needs, fears, food preferences or allergies the child may have or special accommodations which may be required.
<u>Things to Consider:</u>			
Action Plan			
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Area of Focus: Infant/Toddler/Preschool/Pre-K/ School Age/ Leadership			
Standard	Breakdown by Indicator	Meets Standard?	Evidence
2.11a. Classroom environments are welcoming, nurturing, and safe for children to have interactions and experiences that promote their physical, social and emotional well-being.	1. Children are under adult supervision at all times	☐ Yes ☐ No	
	2. Each child and his/her family are warmly acknowledged upon arrival and departure	☐ Yes ☐ No	Observation: Warmly means the child and his/her family are acknowledged upon arrival and at departure with either a positive verbal or non-verbal acknowledgement. Interview: Can you describe what happens when children arrive and leave?
	3. Each child feels safe, accepted, and protected and this is supported by daily practices that reinforce respect for people, feelings, ideas, and materials	☐ Yes ☐ No	Observation: The teaching staff demonstrates behaviors such as physical affection, eye contact, tone of voice, and smiles. Teaching staff's voice expresses caring, empathy, and concern. Daily practices by the teaching staff reinforce respect for people, feelings, ideas, and materials so that each child feels safe, accepted, and protected. Interview: Describe the program's philosophy for ensuring respect for people, feelings, ideas, and materials.
	4. The environment includes representation of each child and family (including all age groups, abilities, and cultures), which might include books, pictures, photographs, music/songs,	☐ Yes ☐ No	Observation: The environment includes representation of age groups, abilities, and cultures, such as music/songs, games, toys, dress up clothes/materials, and food. Interview: How do you include representation of the children and families that you provide care for?

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	games, toys, dress-up clothes/materials, and foods.		
	5. A place for storage of each child's personal belongings and possessions is labeled with the child's name.	☐ Yes ☐ No	Observation: Each child has a specially labeled space, such as a cubby, basket or bag, to hold individual belongings. If bags are used, they must not pose a safety hazard.
	6. Teachers communicate with and listen to children (both verbal and non-verbal messages) with lots of one-on-one attention throughout the day and usually at eye-level, including time when the teacher is down on the floor with the children.	☐ Yes ☐ No	Observation: Teaching staff is observed communicating with and listening to children with lots of one-on-one attention. Teaching staff is consistently observed at eye level with the children and is observed, whenever possible, spending time down on the floor with children.
	7. Children's ideas, requests, and questions are acknowledged with a verbal response or physical gesture.	☐ Yes ☐ No	Observation: Teaching staff is observed responding positively to children's ideas, requests, and questions.
	8. Children's feelings are acknowledged with an accepting, non-critical verbal response or physical gesture.	☐ Yes ☐ No	Observation: Teaching staff is observed responding to children in a non-critical, accepting manner. Verbal responses and physical gestures are positive.

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	9. Teachers refrain from negative verbal or physical responses to children at all times, which includes yelling, criticizing, scolding, threatening, using sarcasm, name calling, yanking, pinching, squeezing, or spanking.	☐ Yes ☐ No	
	10. Destructive or disruptive behavior is addressed with children (face-to-face rather than from a distance) by the teacher, explaining the effect of the behavior, stating the desired behavior and redirecting or helping the child make alternate choices.	☐ Yes ☐ No	Observation: Teaching staff responds to destructive or disruptive behavior in a manner that: provides for the safety of the child; provides for the safety of others in the center; is calm; is respectful to the child; provides the child with information on acceptable behavior; and assists the child in making alternate choices. Interview: How do you respond to destructive or disruptive behavior?
	11. Conflicts are resolved by/with children through a problem-solving approach (acknowledge feelings, listen to children share what happened, ask for ideas or solutions, and follow through.)	☐ Yes ☐ No	Interview: What types of conflict resolution or problem-solving approaches do you use? How is this approach modified for non-verbal children?
	12. The teacher sometimes joins in children's play, expanding upon their ideas and playing interactively.	☐ Yes ☐ No	Observation: Teaching staff is observed joining in children's play, expanding upon their ideas and playing interactively with the children. During large group time, teaching staff is observed actively engaged with the children. During free choice time, teaching staff's presence in the play expands upon the child's ideas and does not interfere with the child's play. Interview: Describe your interaction with the children during playtime.

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	13. The classroom is generally characterized by varying sounds and/or comfortable conversations from engaged children and involved adults.	☐ Yes ☐ No	Observation: The environment is pleasant, not over stimulating or distracting.
<u>Things to Consider:</u>			
Action Plan			
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		☐ Completed ☐ In progress ☐ Need additional support	

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Area of Focus: Infant/ Toddler			
Standard	Breakdown by Indicator	Meets Standard?	Evidence
2.11b. Specific Infant/Toddler indicators must include: ☐ N/A	1. Infants are frequently held and comforted when crying.	☐ Yes ☐ No	Observation: Teaching staff is directly observed responding to crying infants. Interview: Describe your typical practice when an infant cries.
	2. Infants are given one-to-one attention during feeding and diapering.	☐ Yes ☐ No	Observation: Teaching staff is directly observed providing one-to-one attention to infants during feeding and diapering. Interview: Describe your interactions with infants and toddlers during typical, routine caregiving activities.
	3. Teachers engage in many one-to-one face-to-face interactions with infants/toddlers, including singing and playful interactions.	☐ Yes ☐ No	Observation: Teaching staff is directly observed interacting with infants and toddlers.
	4. Teachers acknowledge infant/toddler babblings with a verbal response, vocal imitation or physical gesture.	☐ Yes ☐ No	Observation: Teaching staff is directly observed intentionally responding to infant/toddler babblings with verbal responses, vocal imitation or positive physical gestures. Interview: How do you promote language development of the infants and toddlers in your care?
	5. Teachers engage in conversation with toddlers.	☐ Yes ☐ No	Observation: Teaching staff and toddler are observed taking turns being the listener or communicator.

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	6. Teachers give toddlers simple words to use to express feelings. Verbal toddlers are then encouraged to use words in conflict situations.	☐ Yes ☐ No	Observation: Teaching staff is directly observed providing and encouraging toddlers with simple words to use for their feelings and to use in conflict situations. Interview: Describe how you teach toddlers to communicate and express their feelings.
<u>Things to Consider:</u>			
Action Plan			
Actions	Timeline	Progress	Recommendations
		☐ Completed ☐ In progress ☐ Need additional support	

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Area of Focus: Infant/Toddler/Preschool/Pre-K/ School Age/ Leadership			
Standard	Breakdown	Meets Standard?	Evidence
2.12a. Daily schedule provides ample time for child-directed choices with activities and materials that are geared to the age, interests, and abilities of each child. Indicators must include:	1. The daily schedule is consistent and predictable.	☐ Yes ☐ No	Documentation: Daily schedule will be viewed. Observation: Teaching staff or children can mention what comes next.
	2. The classroom is arranged with areas for individual, small group, and large group activities.	☐ Yes ☐ No	
	3. Children are encouraged to choose the area in which they want to participate, and whether they want to play alone, with one friend, or with several.	☐ Yes ☐ No	Documentation: Daily schedule will be viewed to ensure children have the opportunity to choose the area in which they want to participate and with whom they want to play. Observation: Children are observed choosing the activities, materials, and friends they want to play with.
	4. Routine tasks (which might include labeling, sorting, classifying, folding clothes, counting while cleaning up or setting the table) are used as learning opportunities	☐ Yes ☐ No	Observation: Children are observed helping with the routine care of the classroom and other routines. The teaching staff uses these experiences to teach self-help skills and to further logical thinking structures. Teaching staff may be observed using routine tasks with infants as learning opportunities.
	5. Transitions are generally relaxed, allowing time for play and completing activities. Children are transitioned from one activity to the next to avoid idle sitting and waiting time.	☐ Yes ☐ No	Observation: Teaching staff is engaged in transitions with children. Teaching staff uses verbal and non- verbal cues to prepare children for changing from one activity to another. Children respond to transitions positively and are engaged in meaningful activity.

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	6. Meal times are relaxed, with no scolding or nagging. Children are encouraged to sample new foods but allowed to eat the foods of their choice.	☐Yes ☐No	Observation: Teaching staff is observed creating a relaxed atmosphere when food is served. Interview: How do you encourage children to sample new foods?
	7. Nap time is relaxed with alternative, supervised quiet activities available for the non-nappers.	☐Yes ☐No ☐N/A (School Age Programs Only)	Observation: Relaxed naptime is observed, with children who are not napping engaged in supervised activities. Interview: What are the alternate activities for non-napping children?
	8. The teacher has a system for rotating toys and materials for variety so that unused toys are stored and later reintroduced.	☐Yes ☐No	Observation: Storage area for extra materials to be rotated. Interview: What is your system for rotating toys and materials?
	9. TV/VCR/DVD, if used, is primarily an educational experience. Teacher discusses what is viewed with children and provides an alternative activity; OR TV/VCR/DVD is not used at all.	☐Yes ☐No	Observation: Educational experiences include programs/movies designed to stimulate children's thinking and physical activity. They do not include violent, sexually explicit or culturally insensitive material. If TV/VCR/DVD is used, the teaching staff views the program/movie with the children. The teaching staff actively engages in conversations with the children about what is being viewed, asks questions, and provides comments about the show. Alternate play activities are planned for children who do not wish to view the program, as well as I-SAT Follow up activities reinforcing concepts introduced in the program. Interview: How often do you use the TV/VCR/DVD per week? What is your typical practice for the use of TV/VCR/DVD?

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Things to Consider:

Action Plan

Actions	Timeline	Progress	Recommendations
		☐ Completed ☐ In progress ☐ Need additional support	

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Area of Focus: Infant/Toddler/ Preschool/ Pre-K/School Age			
Standard	Breakdown by Indicator	Meets Standard?	Evidence
2.12b. Outdoor play time indicators must include:	1. Outdoor play is included daily when weather, air quality, or environmental safety conditions do not pose a health risk. Active indoor play may be a replacement when necessary.	☐ Yes ☐ No	Observation: Direct observation of outdoor play. Interview: Under what circumstances would you replace active indoor play for outdoor play? What activities would you provide for the children?
	2. Outdoor/large motor activities and plentiful play materials for a variety of skills are offered (for example, climbing, running, jumping, balancing, riding, and playing with balls).	☐ Yes ☐ No	Observation: Outdoor play materials appropriate for number of children and skill level. Interview: What types of outdoor/large motor activities do the children participate in?
<u>Things to Consider:</u>			
Action Plan			
Actions	Timeline	Progress	Recommendations
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Area of Focus: Infant/Toddler			
Standard	Breakdown	Meets Standard?	Evidence
2.12c. Specific Infant/Toddler indicators ☐ N/A	1. Individual napping schedules are respected for infants and toddlers.	☐ Yes ☐ No	Interview: How are infant/toddler nap schedules individualized?
	2. Play areas are protected and have open spaces for exploring.	☐ Yes ☐ No	Observation: Open spaces should be uncluttered by toys, material, and equipment. The open spaces for exploring should allow for ample movement of infants and should not encourage crowding. For crawling infants and toddlers, the open space should allow the opportunity to crawl, walk and/or run a short distance. The use of protective play areas is limited and used to keep infants and toddlers safe from harm. The children have access to appropriate play materials while in protective area.
	3. Children are offered a variety of outdoor play experiences.	☐ Yes ☐ No	Observation: Teaching staff makes available outdoor play experiences which are appropriate for each infant and/or toddler's skill level. For each particular skills level, a variety of experiences must be available. Interview: What types of outdoor play experiences are offered to the infant/toddler?
<u>Things to Consider:</u>			

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Action Plan			
Actions	Timeline	Progress	Recommendations
		☐ Completed ☐ In progress ☐ Need additional support	

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Area of Focus: Infant/Toddler/Preschool/Pre-K/ School Age/ Leadership			
Standard	Breakdown	Meets Standard?	Evidence
2.13a. The classroom is arranged and utilizes enough materials and activities to provide a variety of age and developmentally appropriate interest centers that invite children's explorations. Each interest center must contain at least three different items.	1. Reading: Materials might include books, soft, washable seating/pillows for use while reading.	☐ Yes ☐ No	Observation: Evidence of this standard will include direct observation of each interest center with a minimum of three different types of materials in each center. For infant only classrooms, evidence of this standard will include direct observation of at least three of these interest centers, with three developmentally appropriate learning opportunities available daily in each center.
	2. Writing: Materials might include writing tools, paper, envelopes, typewriter, letters, and numbers.	☐ Yes ☐ No	
	3. Art: Materials might include drawing materials (crayons, markers, thick pencils, variety of paper, sizes and types, not coloring books or dittos/worksheets), painting materials, tools (scissors, hole punch, tape), staplers for school-age children, three dimensional materials (play dough, clay with tools), collage materials (catalogs, magazines, paper scraps, fabric pieces, string, yarn, cotton balls, pipe cleaners, craft sticks)	☐ Yes ☐ No	
	4. Blocks: Materials might include different size/types of blocks, accessories such as small people, animals, vehicles, road signs, and materials to enhance building, sticks, stones, tape,	☐ Yes ☐ No	

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	string, craft sticks, interlocking blocks.		
	5. Dramatic Play: Materials might include dress-up clothes such as work boots, high heels, and a variety of hats, career gear/attire/uniforms, purses, billfolds, and multicultural outfits. Other items would also include large pieces of fabric/scarves, child-size play furniture, dishes, pots, pans, dolls (multicultural dolls included), dollhouse or other play-sets, accessories for dolls, and "props" for different themes.	☐ Yes ☐ No	
	6. Math/Numbers: Materials might include small objects to count/sort/classify, measuring tools (scales, rulers), numbers/shapes, number games, puzzles and pattern blocks.	☐ Yes ☐ No	
	7. Music and Movement: Materials might include audio equipment, variety of tapes/CDs, and music boxes, musical toys, instruments, dance props such as scarves/streamers.	☐ Yes ☐ No	

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	8. Nature and Science: Materials might include collections of natural items (shells, rocks, flowers, bugs), living plants, pets to care for, science games, toys, magnets, magnifying glasses, cooking opportunities.	☐ Yes ☐ No	
	9. Sensory Play: Materials might include water, play dough, sand, or similar materials, along with kitchen utensils, measuring containers, shovel, trough, buckets, small cars and trucks, and water-play accessories for pouring, measuring, squeezing, and basting. Note: Similar materials are considered cornmeal, rice, beans, and oatmeal.	☐ Yes ☐ No	
	10. Small Motor/Manipulative: Materials might include blocks, puzzles, crayons, pencils, scissors, interlocking blocks and other small building toys, pegboard and pegs, games, counting materials, sorting or classifying materials and containers.	☐ Yes ☐ No	
<u>Things to Consider:</u>			

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Action Plan			
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Area of Focus: Infant/Toddler			
Standard	Breakdown	Meets Standard?	Evidence
2.13b. Specific Infant and Toddler indicators must include: ☐ N/A	1. Materials are organized consistently on low, open shelves for independent use by children.	☐ Yes ☐ No	Observation: All accessible materials are organized on low, open shelves. Children are observed independently using materials.
	2. Materials are sturdy and in good condition.	☐ Yes ☐ No	Observation: Materials and equipment do not pose a health or safety risk.
	3. Enough materials to avoid problems with children making the same toy choice and waiting.	☐ Yes ☐ No	Observation: When children want the same toy and a duplicate does not exist, the teaching staff redirects the child to make an equally engaging choice.
	4. A variety of open-ended, washable toys, which might include rattles, teethingers/rings, balls, pop beads, nesting toys, containers, cuddle toys, push/pull toys are available.	☐ Yes ☐ No	Observation: At least three skill appropriate materials per child are available.
	5. Furniture adapted for toddlers is available.	☐ Yes ☐ No	Observation: Safe furniture is available for use by toddlers.

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	6. Low, stable furniture is available for children to pull themselves up.	☐ Yes ☐ No	Observation: Infants and/or toddlers are observed pulling themselves up on low, stable furniture.
	7. Soft, washable elements, such as cuddle toys, soft furniture or cushions.	☐ Yes ☐ No	Observation: Direct observation of soft, washable elements appropriate for children in care and soft furniture or cushions.
<u>Things to Consider:</u>			
Action Plan			
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Area of Focus: Infant/ Toddler/ Preschool/ Pre-K/School Age			
Standard	Breakdown	Meets Standard?	Evidence
2.14a. Children are read to daily and encouraged to explore books and other print materials.	1. Teachers read and/or look at books with children daily, including during quiet, individual lap time.	☐ Yes ☐ No	Observation: Children are observed being read to by the teaching staff during various times of the day. For school-age only programs, children are observed being read to or reading. Interview: During what times do you typically read or look at books with children daily?
	2. Books are available and accessible daily for children to look at and enjoy on their own.	☐ Yes ☐ No	Observation: Books are readily available and accessible.
	3. Children are invited to tell stories or “read” a picture book.	☐ Yes ☐ No ☐ N/A (Infant Only Programs)	Observation: Teaching staff is observed inviting children to tell stories or “read” a picture book. Interview: How and when do you encourage children to tell you stories or “read” a picture book?
	4. Children are encouraged to explore print and writing. Examples might include scribbling, inventing spellings, writing their names or other words, and making books	☐ Yes ☐ No ☐ N/A (Infant/Toddler Only Programs)	Observation: Samples of children’s printed work is available for review.
	5. Teachers write words dictated by children as they tell a story or describe their pictures.	☐ Yes ☐ No ☐ N/A (Infant Only Programs)	Observation: Teaching staff is observed writing dictations by children or samples are available for review. Children may be observed writing words. Interview: When and how do you go about writing words dictated by children?

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	6. A variety of writing materials and toys to be used while writing is available. Materials might include markers, child-sized pencils, chalk and chalk board, paper, envelopes, stamps, tape, paper punch, stickers, magazines, calendars, toy telephones, puppets, tape recorder, alphabet letters, or flannel boards.	☐ Yes ☐ No	Observation: Writing materials, which include at least 3 types of materials, appropriate for the skill level of the children are available. Materials to use with writing utensils are also visible. All materials should be developmentally appropriate to the ages of the children.
	7. Preschoolers are provided language materials daily, in addition to books, which might include puppets, flannel boards, recorded stories, and picture card games	☐ Yes ☐ No ☐ N/A (School-age or Infant/Toddler Only Programs)	Observation: During free play and interest center play, preschoolers have access to books and language materials.
	8. Books for preschoolers must include a variety of imaginative, rhyming, and informational books	☐ Yes ☐ No ☐ N/A (School-age or Infant/Toddler Only Programs)	Observation: Books for preschoolers are accessible and are reviewed for a variety of imaginative, rhyming, and informational content.
	9. Books for school-age children must include a variety of reading levels and topics, which might include adventures, mysteries,	☐ Yes ☐ No	Observation: School-age children will have access to books. Books will be reviewed to ensure at least 3 different reading levels are evident, as are topics which are appropriate and

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	and informational books and magazines	☐ N/A (Preschool or Infant/Toddler Only Programs)	relevant for school agers; such as adventures, mysteries, and information books and magazines.
<u>Things to Consider:</u>			
Action Plan			
Actions	Timeline	Progress	Recommendations
		☐ Completed ☐ In progress ☐ Need additional support	

Readiness Checklist for Ministries

Level 3

Area of Focus: Infant/Toddler			
Standard	Breakdown	Meets Standard?	Evidence
2.14b. Specific Infant and Toddler indicators. ☐ N/A	1. The availability of durable books with short stories about common daily activities.	☐ Yes ☐ No	Observation: Durable, appropriate books and stories will be available and accessible to toddlers and infants.
	2. The availability of sturdy, simple books with pictures of real objects for toddlers to look at on their own.	☐ Yes ☐ No	Observation: Available books will be reviewed, to ensure they are sturdy and are simple, with pictures of real objects. Books are readily available for toddler use.
	3. Daily language activities using books, pictures or puppets.	☐ Yes ☐ No	Observation: Teaching staff is observed facilitating or making available language activities, which include books, pictures, or puppets. Interview: Describe your daily procedure for providing language activities which use books, pictures or puppets.
	4. Toddlers are encouraged to experiment with a variety of writing materials.	☐ Yes ☐ No	Observation: Infants and toddlers, as developmentally appropriate, are observed experimenting with appropriate writing materials. Interview: Describe how you encourage toddlers to experiment with a variety of writing materials.
	5. Teachers respond to sounds/speech, including by imitating infants' vocalization and engaging toddlers in conversation.	☐ Yes ☐ No	Observation: Teaching staff is observed responding to sounds/speech, including by imitating infants' vocalizations and engaging toddlers in conversation.

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	6. Teachers talk about objects and events that infants and toddlers experience.		Observation: Teaching staff is observed talking about objects and events relevant to infants' and toddlers' experiences. Teaching staff is usually observed using descriptive words for objects and actions in communication with children.
<u>Things to Consider:</u>			
Action Plan			
Actions	Timeline	Progress	Recommendations
		☐ Completed ☐ In progress ☐ Need additional support	

Readiness Checklist for Ministries

Level 3

Area of Focus: Leadership			
Standard	Breakdown	Meets Standard?	Evidence
3.2 Program has been in operation for a minimum of one year.	The unlicensed registered ministry has been in operation for a minimum of one year.	☐ Yes ☐ No	<u>Documentation:</u> • Documentation demonstrating ministry has been in operation for a minimum of one year Exceptions: • A program may fast track from level 1 to level 3 or 4 at any time if they have been open for at least a year and/or have operated a program of the same auspice for at least a year. • A program may fast track from any level to level 4 at any time if they are accredited or become newly accredited and has been open for at least a year and/or has operated a program of the same auspice for at least a year. (Revised 9/16/2021)
<u>Things to Consider:</u>			
Action Plan			
Actions	Timeline	Progress	Recommendations
		☐ Completed ☐ In progress	

Readiness Checklist for Ministries

Level 3

		☐ Need additional support	
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Readiness Checklist for Ministries

Level 3

Area of Focus: Leadership			
Standard	Breakdown	Meets Standard?	Evidence
3.3 At a minimum, the Lead Teacher receives paid planning time.		☐ Yes ☐ No	Documentation: Evidence of paid planning time for the lead teacher.
<u>Things to consider:</u>			
Action Plan			
Actions	Timeline	Progress	Recommendations
		☐ Completed ☐ In progress ☐ Need additional support	

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Level 3

Area of Focus: Leadership			
Standard	Breakdown	Meets Standard?	Evidence
3.4 50% of teaching staff, including the Director, have either a Child Development Associate credential (CDA) or equivalent certificate, OR an early childhood degree or equivalent degree, OR have completed 60 clock hours of educational training leading to an Early Childhood/Child Development degree or CDA credential.	50% of teaching staff, including Director, have achieved and possess a current CDA or equivalent certificate. OR 50% of teaching staff, including Director, have achieved an early childhood degree or equivalent degree. OR 50% of teaching staff, including Director, have completed 60 clock hours of educational training in early childhood training leading to a CDA or early childhood/child development degree.	☐ Yes ☐ No	Documentation: Child Development Associate credential or equivalent certificate available for review, with current expiration date. OR Transcript for early childhood degree or equivalent degree OR Education and Training Summary Form (or equivalent form) completed and in the teaching staff's file, documenting attendance of 60 clock hours of training. Transcripts, curriculum schedule, certificates, or other written documentation from an agency or organization with expertise in early childhood teacher preparation that meets the requirements set by the Council for Professional Recognition.
<u>Things to Consider:</u>			

Readiness Checklist for Ministries

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Action Plan			
Actions	Timeline	Progress	Recommendations
		☐ Completed ☐ In progress ☐ Need additional support	

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Area of Focus: Leadership			
Standard	Breakdown	Meets Standard?	Evidence
3.5 At least 50% of teaching staff, including the director, participate annually in a minimum of 20 clock hours of educational or in-service training focused on topics relevant to early childhood.	At least 50% of teaching staff, including the director, have participated in a minimum of 20 clock hours of educational or in-service training focused on topics relevant to early childhood.	☐ Yes ☐ No	Documentation: Education and Training Summary Form (or equivalent form) with supporting documentation such as certificates, transcripts, curriculum schedule from ECE/CD degree program or other appropriate evidence for teaching staff that demonstrates participation by 50% of total teaching staff in a minimum of 20 clock hours of educational or in-service training focused on topics relevant to early childhood. Round up to determine number of staff required when calculating percentage. For teaching staff employed less than one year, in-service hours should be prorated based on the number of months since the date hired.
Note: Training is only valid for one year ending with the date of the rating visit. Example: If your rating is scheduled on August 1, 2021, all training from August 2, 2020 – August 1, 2021, is valid. Prorated Hours: Any employee that is employed less than one year needs 1.67 hours of training for every month employed. SPARK suggests always rounding up to ensure sufficiency			

Readiness Checklist for Ministries

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Action Plan			
Actions	Timeline	Progress	Recommendations
		☐ Completed ☐ In progress ☐ Need additional support	

Readiness Checklist for Ministries

Level 3

Area of Focus: Infant/Toddler/Preschool/Pre-K/ School Age/ Leadership			
Standard	Breakdown	Meets Standard?	Evidence
3.6 Program evaluation is completed annually by families and staff.	Program evaluation is completed annually by families and teaching staff.	☐ Yes ☐ No	Documentation: Evaluation completed by families and teaching staff. Interview: Describe or show your system for conducting annual program evaluations by families and teaching staff.
<u>Things to Consider:</u>			
Action Plan			
Actions	Timeline	Progress	Recommendations
		☐ Completed ☐ In progress ☐ Need additional support	

Readiness Checklist for Ministries

Level 3

Area of Focus: Infant/Toddler/Preschool/ Pre-K/School Age/ Leadership			
Standard	Breakdown	Meets Standard?	Evidence
3.7 A strategic plan is completed and includes annual evaluation/goal setting and long-range planning/goal setting.		☐ Yes ☐ No	Documentation: Evidence of strategic plan that includes annual evaluation/goal setting and long-range planning/goal setting.
<u>Things to Consider:</u>			
Action Plan			
Actions	Timeline	Progress	Recommendations
		☐ Completed ☐ In progress ☐ Need additional support	

Readiness Checklist for Ministries

Level 3

Area of Focus: Infant/ Toddler/Preschool/Pre-K/School Age/Leadership			
Standard	Breakdown by Indicator	Meets Standard?	Evidence
3.8 A written curriculum reflects the program philosophy and goals, is based on child development and appropriate practice and provides for the various ages, ability levels, and developmental stages of the children. This curriculum meets the following requirements:	1. Provides for children's physical, cognitive, language, literacy, and social- emotional development. It includes goals for children that are consistent with the <i>FOUNDATIONS to the Indiana Academic Standards for Young Child from Birth to Age 5</i> .	☐ Yes ☐ No	Documentation: View the written curriculum plan. The curriculum should allow for the children's physical, cognitive, language, literacy, and social-emotional development. School-age only program should build upon the FOUNDATIONS.
	2. Families are made aware of the curriculum of the program through one or more of the following ways: parent handbooks, newsletters, orientation, and/or family meetings.	☐ Yes ☐ No	Documentation: Evidence of one of the above examples describing the curriculum to families.
	3. Staff members are oriented to the curriculum. Lead teachers plan daily activities with staff members so that the curriculum can be implemented effectively to provide support for children in their active learning experiences.	☐ Yes ☐ No	Documentation: View Education and Training Summary Form (or equivalent form) for teaching staff for evidence of an initial overview and introduction to basic aspects of the curriculum. Interview: Explain your process for planning daily activities.

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	4. The curriculum and goals for children are reflected in everyday practice, including through daily, weekly, or monthly written lesson plans.	☐ Yes ☐ No	Documentation: Evidence of a detailed description of activities and experiences provided by teaching staff on a daily basis to support individual development and learning. A sample lesson plan will be viewed to ensure that the lesson plan reflects the curriculum goals and philosophy. Observation: Curriculum goals and philosophy are reflected in everyday practice
	5. Assessment is appropriate to the curriculum and focuses on children's strengths. It may include portfolios, conversations, anecdotal notes, and developmental notes.	☐ Yes ☐ No	Interview: How do you assess/evaluate your curriculum?
Things to consider:			
Action Plan			
Actions	Timeline	Progress	Recommendations
		☐ Completed ☐ In progress ☐ Need additional support	

Readiness Checklist for Ministries

Level 3

Area of Focus: Infant/Toddler/Preschool/ School Age/ Leadership			
Standard	Breakdown by Indicator	Meets Standard?	Evidence
3.9a. Children's physical, cognitive, language, literacy, math, and creative development is supported. Indicators must include:	1. Many opportunities throughout the day for communication (all ages) which might include sharing information, pointing out logical relationships, and encouraging children's ability to reason.	☐ Yes ☐ No	Documentation: The daily schedule or lesson plan will be viewed to ensure these opportunities occur. Observation: Interaction between the teaching staff and children indicated intentional communication to foster communication skills.
	2. Many opportunities throughout the day for reading.	☐ Yes ☐ No	Documentation: The daily schedule or lesson plan will be viewed to ensure opportunities are provided throughout the day for reading activities. Observation: Children will be observed participating in reading activities.
	3. Every day children have many experiences and materials available to encourage imagination and creativity	☐ Yes ☐ No	Observation: Children will be observed at play. Open-ended activities are made available to children.
	4. Children's thinking is stimulated through experimentation, exploration, and access to interesting materials and adult support.	☐ Yes ☐ No	Observation: Children are actively engaged with materials provided. Documentation: The daily schedule or lesson plan will be viewed to ensure these opportunities occur.

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	5. Displays of children's art are available at children's eye level and show that most artwork is exploratory and unique to each child.	☐ Yes ☐ No	Observation: Children's artwork is displayed at children's eye level. Most of the artwork reflects children's individual preference in the use of color, materials, tools, and style.
	6. Teachers encourage language and literacy development through interactions which might include books, songs, puppet play, and writing/drawing opportunities.	☐ Yes ☐ No	Observation: Teaching staff is observed encouraging language and literacy development through interactions with children, which might include books, songs, puppet play, and writing and drawing opportunities. Documentation: The daily schedule or lesson plan will be viewed to ensure these opportunities occur.
	7. Math experiences are a part of everyday activities and routines.	☐ Yes ☐ No	Observation: Children are observed engaging in math experiences as part of their everyday activities and routines. Documentation: The daily schedule or lesson plan will be viewed to ensure these opportunities occur.
	8. Daily music experiences are available and may include singing, creative movement, a variety of types of music, and a variety of musical and rhythmic instruments.	☐ Yes ☐ No	Observation: Children are observed experiencing music daily, which might include singing, creative movement, and use of a variety of musical and rhythmic instruments. Documentation: The daily schedule or lesson plan will be viewed to ensure these opportunities occur.

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	9. Science exploration is part of daily activities (examples may include collections of natural objects, living things to care for, cooking, and simple experiments).	☐ Yes ☐ No	Observation: Children are engaged in activities which encourage science exploration. Children have access to materials that encourage science exploration, which might include collections of natural objects, living things that are to be cared for, cooking activities, and simple experiments. Developmentally appropriate science exploration for infants and toddlers might include knobbed puzzles of animals, realistic plastic fruits and vegetables, or an aquarium with live fish. Documentation: The daily schedule or lesson plan will be viewed to ensure these opportunities occur.
	10. The daily schedule provides a balance of activities including: quiet and active, individual and small group and large group, child initiated and adult initiated.	☐ Yes ☐ No	Observation: The children are engaged in a variety of balanced activities. Documentation: The daily schedule or lesson plan will be viewed to see the activities listed are included. Interview (infants only program): How is the daily schedule adapted for infants?
	11. Large group activities are not excessive for any part of the daily routine.	☐ Yes ☐ No	Documentation: The daily schedule is reviewed to ensure that large group activities are not the majority of the daily routine.

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Level 3

Things to Consider:

Action Plan

Actions	Timeline	Progress	PGT Follow up
		☐ Completed ☐ In progress ☐ Need additional support	Items/ Indicators: ❖ Using Child Assessment Information ❖ Schedules, Routines, and Transitions ❖ Arrangement of the Learning Environment ❖ Interest Centers and Materials

Readiness Checklist for Ministries

Level 3

Area of Focus: Infant/Toddler			
Standard	Breakdown	Meets Standard?	Evidence
3.9b. Specific Infant/Toddler indicators must include ☐ N/A	1. Infants and toddlers are not expected to function as a large group.	☐ Yes ☐ No	Observation: Infants and toddlers are observed engaged in safe, supervised activities. If infants and toddlers choose to participate as part of a large group, they are actively engaged, and the activity is developmentally appropriate. Interview: What do you do if an infant or toddler chooses not to participate as part of a large group?
	2. Infants and toddlers are offered a variety of sensory experiences each day.	☐ Yes ☐ No	Documentation: The daily schedule or lesson plan will be viewed to ensure these opportunities occur. Observation: Infants and toddlers are provided with a variety of sensory experiences such as soft, hard, rough and smooth. Interview: What are specific examples of ways in which you provide infants and toddlers with a variety of sensory experiences each day?
	3. Toddlers are offered opportunities for writing experiences each day.	☐ Yes ☐ No	Documentation: The daily schedule or lesson plan will be viewed to ensure these opportunities occur. Observation: Toddlers have opportunity to explore with different types of writing utensils such as large crayons, markers, chalk, paint and finger paint.

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Level 3

			Interview: What are specific ways in which you provide toddlers with a variety of writing experiences each day?
<u>Things to Consider:</u>			
Action Plan			
Actions	Timeline	Progress	Recommendations
		☐ Completed ☐ In progress ☐ Need additional support	

Readiness Checklist for Ministries

Level 3

Area of Focus: Infant/Toddler/Preschool/Pre-K/School Age			
Standard	Breakdown	Meets Standard?	Evidence
3.10 Children are actively engaged throughout the day in making choices about activities and materials. Indicators must include:	1. Children should be given several free choice periods daily. Children's choice (individual or small group play) occurs at least one third of the time and includes indoor and outdoor play.	☐ Yes ☐ No	Documentation: The daily schedule or lesson plan will be viewed to ensure these opportunities occur at least one-third of the program day. Observation: children will be observed actively engaged in making choices about activities and materials. Interview (infants only program): How is the daily schedule adapted for infants?
	2. The teacher supports children's development by gathering information through child observations that is used to guide lesson planning.	☐ Yes ☐ No	Interview: Describe your process for observing children. How do you analyze and use the information gathered throughout the observation process?
	3. The teacher supports children's play by providing additional materials and experiences that expand on children's interests and skills.	☐ Yes ☐ No	Interview: What are examples in the past that you have added materials and experiences that have expanded upon children's interests and skills?
	4. The teacher extends learning for children by talking about what they are doing and asking open-	☐ Yes	Observation: Teaching staff is observed during individual and small group activities talking to children about what they are doing and asking open-ended questions that promote critical

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	ended questions that promote critical thinking skills.	☐ No	thinking skills such as reasoning, reflecting, observation, and problem solving. Interview: What types of activities do you provide to stimulate a child's critical thinking skills?
	5. The teacher finds ways to help children learn skills when it is developmentally appropriate and when the child shows an interest.	☐ Yes ☐ No	Observation: Children are observed engaging in activities designed to teach skills which are developmentally appropriate. Interview: How do you find ways to help children learn skills when it is developmentally appropriate and/or when the child shows an interest?
	6. The teacher takes advantage of the many natural learning experiences associated with daily life and makes those "teachable moments" opportunities for learning.	☐ Yes ☐ No	Observation: Teaching staff is observed using everyday activities as opportunities for learning. Interview: Explain in a given day how you take advantage of the many natural learning experiences and make them opportunities for everyday learning. How do you use "teachable moments"?
<u>Things to Consider:</u>			

Readiness Checklist for Ministries

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Action Plan			
Actions	Timeline	Progress	PGT Follow up
		☐ Completed ☐ In progress ☐ Need additional support	Items/indicators: ❖ Child Observations ❖ Using Child Assessment Information ❖ Schedules, Routines, and Transitions ❖ Approaches to Play & Learning ❖ Interest Centers and Materials ❖ Technology Materials and Activities

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Area of Focus: Infant/Toddler/Preschool/Pre-K/School Age			
Standard	Breakdown	Meets Standard?	Evidence
3.11. Plans and environmental accommodations for children with special needs are evident. Indicators must include:	1. A written plan is in place for effectively caring for children with special needs.	☐ Yes ☐ No	Documentation: A written plan is reviewed to demonstrate program can effectively care for children with special needs. Even if the ministry has no children with special needs enrolled, a written plan is still in place.
	2. Space is arranged to provide children of different ages and abilities daily access to materials and opportunities to engage in play and projects without limitation or interference from one another.	☐ Yes ☐ No	Observation: Children are observed in the space to ensure all children have access to materials and opportunities to engage in play and projects without limitation or interference from one another.
	3. Adaptation of materials occurs to provide children of different ages and abilities daily access to materials and opportunities to engage in play and projects without limitations or interference from one another.	☐ Yes ☐ No	Observation: All children are observed with access to and using materials which are appropriate for their age and ability. Evidence is observed that safe, appropriate adaptation of materials and equipment has occurred. Interview: Describe how you adapt materials and activities to ensure all children have age and skill appropriate materials.

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	4. The teachers include children in age-appropriate self-help activities, such as dressing, picking up toys, washing hands, folding clothes, serving food, and setting or cleaning up meals.	☐ Yes ☐ No	Observation: The teaching staff is observed including children in developmentally appropriate self-help activities.
	5. The teachers answer children's questions about differences in a respectful and factual way.	☐ Yes ☐ No ☐ N/A (Infants Only Programs)	Observation: Teaching staff is observed responding to questions about differences in a respectful and factual way. Interview: Describe how you respond to children's questions as they relate to individual differences between children
<u>Things to Consider:</u>			
Action Plan			
Actions	Timeline	Progress	Recommendations
		☐ Completed ☐ In progress ☐ Need additional support	