



LifeCubby Aligns to Maryland's Maryland EXCELS Program

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LifeCubby is a web-hosted software platform, with both Software-as-a-Service (SaaS) and Mobile Apps, providing DOCUMENTATION, PARENT-ENGAGEMENT and COMMUNICATIONS services for, by and between child care teachers, parents and administrators. LifeCubby offers research-based assessments that are aligned to state and national standards. LifeCubby's features include portfolios, daily sheets, lesson planning, assessments and more.

The following pages detail how LifeCubby aligns to **Maryland's Maryland EXCELS Program**:

(see [http://olms.cte.jhu.edu/olms2/data/ck/sites/217/files/Child%20Care%20Center%20Standards%20March%202014%20\(5\).pdf](http://olms.cte.jhu.edu/olms2/data/ck/sites/217/files/Child%20Care%20Center%20Standards%20March%202014%20(5).pdf)).

Accreditation and Rating Scales (ACR)		
Accreditation		Met by LifeCubby
ACR 1.4	Accreditation self-study completed and validation visit requested.	Programs can use LifeCubby to prepare the documentation required for NAEYC Accreditation.
ACR 1.5	Accreditation awarded by an organization recognized by MSDE and program remains in good standing with accrediting body.	

Planning		Met by LifeCubby
DAP 5.2	Lesson plans include age-appropriate activities reflective of children's interests and skills; address the developmental needs of each and every child; and include information from an IFSP/IEP, if provided.	LifeCubby's Lesson Plan Tool is customizable, and can work with any curriculum.
DAP 5.3	Lesson plans include age-appropriate, domain-based activities reflective of children's interests and skills; address the developmental needs of each and every child; are informed by observations; and include information from an IFSP/IEP, if provided.	LifeCubby's Lesson Plan tool allows Teachers to pull in assessment data and tailor lessons to individual student needs across all developmental goals.
DAP 5.4	Lesson plans include age-appropriate, domain-based activities reflective of children's interests and skills; address the developmental needs of each and every child; are informed by observations and information gained from families about their children; and include information from an IFSP/IEP, if provided.	Administrators can review Lesson Plans that are in progress (draft), and once published, Lesson Plans are viewable by the parents.
DAP 5.5	Lesson plans include culturally competent, age-appropriate, domain-based activities reflective of children's interests and skills; address the developmental needs of each and every child; are informed by ongoing assessments, observations, and information	

	gained from families about their children; and include information from an IFSP/IEP, if provided.	
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Developmental Progress		
DAP 9.2	Staff observes children’s developmental progress.	LifeCubby's Observation tool allows teachers to document children's activities, using photo, video, journaling and tagging.
DAP 9.3	Staff observes children’s progress using developmental checklists.	Tag lists for the Observation Tool can be completely customized by the program, thereby enabling them to align their tags to their curriculum or the developmental checklists of Maryland.
DAP 9.4	Staff observes children’s progress using developmental checklists that are either designed for or aligned with the curriculum.	
DAP 9.5	Staff observes children’s progress and conducts ongoing assessments that include: observation and anecdotal records; portfolios; and checklists that are either designed for or aligned with the curriculum.	LifeCubby offers 18 methods of formal assessment. Observations of developmentally appropriate learning experiences tie to the assessments as EVIDENTIARY links.

Administrative Policies and Practices (ADM)		
Information and Policies		Met by LifeCubby
ADM 1.1	Information provided to families includes policies and practices for: health and safety; tuition/enrollment; and inclusion of children with disabilities or special health care needs.	Programs can use LifeCubby to publish their Parent Handbook and Orientation materials.
ADM 1.2	Information provided to families includes policies and practices for: health and safety; tuition/enrollment; and inclusion of children with disabilities or special health care needs.	
ADM 1.3	Information provided to families includes a mission and/or philosophy statement and policies and practices for: health and safety; positive behavior practices; tuition/enrollment; and inclusion of children with disabilities or special health care needs.	
ADM 1.4	Information provided to families includes a mission and/or philosophy statement and policies and practices for: health and safety; positive behavior practices; tuition/enrollment; inclusion of children with disabilities or special health care needs; communicating with families; physical fitness; nutrition; and curriculum and child assessment.	
ADM 1.5	Information provided to families includes a mission and/or philosophy statement and policies and practices for: health and safety; positive behavior practices; tuition/enrollment; inclusion of children with disabilities or special health care needs; communicating with families; physical fitness; nutrition; and curriculum and child assessment.	

Family Engagement		
ADM 5.2	Families provided with at least two different types of opportunities to be engaged in the program.	LifeCubby offers newsletters, eBlasts, and a school calendar as a means of informing parents of about engagement opportunities. In addition, parents and teachers can direct-message each other through LifeCubby.
ADM 5.3	Families provided with at least three different types of opportunities to be engaged in the program.	
ADM 5.4	Families provided with at least four different types of opportunities to be engaged in the program.	
ADM 5.5	Families provided with at least five different types of opportunities to be engaged in the program.	

DISCLAIMER:

This Alignment Document provides information that is current as of the publication date, pursuant to the state information available at that time. If this document is out-of-date, please be aware that we are likely working on an updated version. Should you like to alert us to the need to update this alignment document pursuant to any new rules/regulations or updates, please contact us at:

info@lifecubby.me

For an Outline of LifeCubby's Assessments, See Attachment A (next page)

LifeCubby's Comprehensive Suite of Assessments

Attachment A

LifeCubby offers the following three (3) series of **Evidence-Based** Assessments:

- Vine Progress Recording Assessments
- Desired Results Developmental Profile - 2015 (DRDP) - *used by permission*
- Common Core Kindergarten and Common Core 1st Grade Assessments

Photo/Video evidence can be posted to any Assessment. Overlaps exist between these Assessment lines, and programs can choose to use any of the Assessments in any combination.

Vine Progress 1-3 Months	Domains	Indicator Count
<i>Based on The American Academy of Pediatrics Complete and Authoritative Guide and The Head Start Early Learning Outcomes Framework</i>	Approaches to Learning	3
	Social & Emotional Development	4
	Language, Literacy & Communication	2
	Cognition: Math & Science	5
	Perceptual, Motor & Physical Development	10
	TOTAL INDICATORS	24

Vine Progress 4-7 Months	Domains	Indicator Count
<i>Based on The American Academy of Pediatrics Complete and Authoritative Guide and The Head Start Early Learning Outcomes Framework</i>	Approaches to Learning	4
	Social & Emotional Development	8
	Language, Literacy & Communication	5
	Cognition: Math & Science	7
	Perceptual, Motor & Physical Development	8
	TOTAL INDICATORS	32

Vine Progress 8-12 Months	Domains	Indicator Count
<i>Based on The American Academy of Pediatrics Complete and Authoritative Guide and The Head Start Early Learning Outcomes Framework</i>	Approaches to Learning	9
	Social & Emotional Development	9
	Language, Literacy & Communication	10
	Cognition: Math & Science	10
	Perceptual, Motor & Physical Development	8
	TOTAL INDICATORS	46

Vine Progress 1 Year Old	Domains	Indicator Count
<i>Based on The American Academy of Pediatrics Complete and Authoritative Guide and The Head Start Early Learning Outcomes Framework</i>	Approaches to Learning	8
	Social & Emotional Development	8
	Language, Literacy & Communication	12
	Cognition: Math & Science	15
	Perceptual, Motor & Physical Development	14
	TOTAL INDICATORS	57

Vine Progress 2 Year Old	Domains	Indicator Count
<i>Based on The American Academy of Pediatrics Complete and Authoritative Guide and The Head Start Early Learning Outcomes Framework</i>	Approaches to Learning	15
	Social & Emotional Development	14
	Language, Literacy & Communication	22
	Cognition: Math & Science	17
	Perceptual, Motor & Physical Development	17
	TOTAL INDICATORS	85

Vine Progress 3 Year Old	Domains	Indicator Count
<i>Based on The American Academy of Pediatrics Complete and Authoritative Guide and The Head Start Early Learning Outcomes Framework</i>	Approaches to Learning	17
	Social & Emotional Development	14
	Language & Communication	8
	Literacy Knowledge & Skills	9
	Cognition: Mathematics Development	10
	Cognition: Scientific Reasoning	7
	Perceptual, Motor & Physical Development	15
	Creative & Cultural Arts	5
TOTAL INDICATORS	85	

Vine Progress Pre-Kindergarten	Domains	Indicator Count
<i>Based on The American Academy of Pediatrics Complete and Authoritative Guide and The Head Start Early Learning Outcomes Framework</i>	Approaches to Learning	24
	Social & Emotional Development	10
	Language & Communication	12
	Literacy Knowledge & Skills	15
	Cognition: Mathematics Development	13
	Cognition: Scientific Reasoning	11
	Perceptual, Motor & Physical Development	20
	Creative & Cultural Arts	9
TOTAL INDICATORS	114	

Desired Results Developmental Profile – 2015 (DRDP) Infant & Toddler	Domains	Measure Count
<i>Used by Permission</i>	Approaches to Learning – Self-Regulation	4
	Social and Emotional Development	5
	Language and Literacy Development	5
	Cognition, Including Math and Science	11
	Physical Development - Health	8
	TOTAL MEASURES	33

Desired Results Developmental Profile – 2015 (DRDP) Preschool	Domains	Measure Count
<i>Used by Permission</i>	Approaches to Learning – Self-Regulation	6
	Social and Emotional Development	5
	Language and Literacy Development	10
	English - Language Development	4
	Cognition, Including Math and Science	12
	Physical Development - Health	10
	History – Social Science	5
	Visual and Performing Arts	4
TOTAL MEASURES	56	

Desired Results Developmental Profile – 2015 (DRDP) Kindergarten	Domains	Measure Count
<i>Used by Permission</i>	Approaches to Learning – Self-Regulation	4
	Social and Emotional Development	5
	Language and Literacy Development	10
	English - Language Development	4
	Cognition: Math	6
	Cognition: Science	4
	Physical Development	4
	Health	5
	History – Social Science	5
	Visual and Performing Arts	4
TOTAL MEASURES	51	

Core Kindergarten	Domains	Indicator Count
<i>Based on The Common Core</i>	Reading Standards: Literature	9
	Reading Standards: Informational Text	10
	Reading Standards: Foundational Skills	14
	Writing Standards	7
	Speaking and Listening Standards	7
	Language Standards	17
	Counting and Cardinality	9
	Operations and Algebraic Thinking	5
	Number and Operations in Base Ten	1
	Measurement and Data	3
	Geometry	6
	TOTAL INDICATORS	

Core 1st Grade	Domains	Indicator Count
<i>Based on The Common Core</i>	Reading Standards: Literature	9
	Reading Standards: Informational Text	10
	Reading Standards: Foundational Skills	19
	Writing	7
	Speaking and Listening	9
	Language	27
	Operations and Algebraic Thinking	8
	Number and Operations in Base Ten	9
	Measurement and Data	4
	Geometry	3
	TOTAL INDICATORS	