

LifeCubby Aligns to Maine's Quality for ME Program

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The LifeCubby software platform serves early education programs with management systems and classroom apps for daily documentation, observations, assessments, portfolios, reports, tuition tracking and more.

The following pages detail how LifeCubby aligns to **Maine's Quality for ME Program**:
(see http://www.maine.gov/dhhs/ocfs/ec/occhs/quality_cbc.pdf).

Maine's Quality for ME Program		Met by LifeCubby
Learning Environment/Developmentally Appropriate Practice		
Standards		
Step 2	The program has a written method for curriculum planning that includes planning from children's interests and skills.	Alignment of learning expectations, curriculum and assessment is easily documented in LifeCubby.

Program Evaluation		
Standards		
Step 4	Holds current NAEYC accreditation, is a Head Start Program with a Gold or Blue designation, or is accredited by the American Montessori Society.	Programs can use LifeCubby to compile their documentation for NAEYC accreditation.

Administrative Policies and Procedure		
Standards		
Step 3	Staff members (with curriculum planning responsibilities) are provided with at least 1 hour of time per week out of the setting for curriculum planning that directly relates to the development of age appropriate activities.	Staff can use LifeCubby's Lesson Plan form online for their curriculum planning. The Lesson Plan form has a way to generate a report of student assessment scores.

Parent/Family Involvement		
Standards		
Step 2	The program has a written philosophy about the relationship between the parents and the program, which is shared with parents when their children are enrolled. (NAEYC 10.A.1)	LifeCubby provides a platform to publish information to families, including program philosophy and orientation materials written in any language.
Step 3	Parents are offered at least 2 parent conferences a year to discuss the child's progress, behavior, social and physical needs. (NAEYC 7.B.01-06)	LifeCubby's assessment forms are intended for use in parent-teacher conferences.
	Parents of infants and toddlers are provided with written daily communication about their child's day. (NAEYC 7.B.05)	LifeCubby Digital Daily Sheets automatically share information about the individual child's day-to-day activities with families. Links to photos and videos, and email messages are sent using LifeCubby communication tools.
Step 4	Program has a documented plan to involve families and offer opportunities for individualized parent involvement. This can include: <ul style="list-style-type: none"> •Volunteering (not-for-profit centers only) •Sharing a meal with their child •Talent show •Circle time with a parent •Barbeque •fundraiser (NAEYC 7.A.12-14)	LifeCubby is a family involvement tool. LifeCubby offers newsletters, eBlasts, and a school calendar to help keep parents informed of school events.

Family Resources		
Standards		
Step 2	The program makes families aware of local and state resources available to them. These resources may include: Resource Development Centers, Child Development Services, Maine Parent Federation, WIC, MaineCare, local community events etc. Ways to inform parents of these resources may include: parent resource library, bulletin boards, enrollment packets etc. (NAEYC 8.A.01)	LifeCubby is the preferred means of providing information to families. LifeCubby's communication tools include: eMail, Daily Information Sheets, Newsletter, eBlasts, etc.

Authentic Assessment		
Standards		
Step 2	<p>Evidence is collected 2 times per year on children's development in the following areas:</p> <ul style="list-style-type: none"> • Social/Emotional • Cognitive • Physical (gross and fine motor) development • Communication <p>Examples of evidence include children's work, observations, interviews with families, audio tape, video tape, photographs. This evidence is incorporated in curriculum planning.</p> <p>For programs serving infants and toddlers, the observations are linked to Supporting Maine's Infants and Toddlers- Guidelines for Learning and Development (ITLG) and for programs serving children 3-5 years, the observations are linked to Maine's Early Childhood Learning Guidelines (ECLG) which are used as a guide for planning.</p>	<p>Teachers use LifeCubby to gather information as they observe children using anecdotal notes, photos, videos and collected children's work. Each piece of information can be linked to domains of learning and to milestone checklists as customized by the program.</p> <p>Observations tie to the age-appropriate assessments as EVIDENTIARY links gauging the child's abilities, attitudes and social skills, knowledge and understanding, and skills and habits.</p>
Step 3	<p>Evidence is collected 3 times per year on children's development in the following areas:</p> <ul style="list-style-type: none"> • Social/Emotional • Cognitive • Physical (gross and fine motor) development • Communication <p>Examples of evidence include children's work, observations, interviews with families, audio tape, video tape, photographs. This evidence is incorporated in curriculum planning.</p> <p>For programs serving infants and toddlers, the observations are linked to Supporting Maine's Infants and Toddlers- Guidelines for Learning and Development and for programs serving children 3-5 years, the observations are linked to Maine's Early Childhood Learning Guidelines which are used as a guide for planning.</p>	<p>Teachers use LifeCubby to gather information as they observe children using anecdotal notes, photos, videos and collected children's work. Each piece of information can be linked to domains of learning and to milestone checklists as customized by the program.</p> <p>Observations tie to the age-appropriate assessments as EVIDENTIARY links gauging the child's abilities, attitudes and social skills, knowledge and understanding, and skills and habits.</p>
Step 4	<p>Evidence is collected 4 times per year on children's development in the following areas:</p> <ul style="list-style-type: none"> • Social/Emotional • Cognitive • Physical (gross and fine motor) development • Communication <p>Examples of evidence include children's work, observations, interviews with families, audio tape, video</p>	<p>Teachers use LifeCubby to gather information as they observe children using anecdotal notes, photos, videos and collected children's work. Each piece of information can be linked to domains of learning and to milestone checklists as customized by the program.</p> <p>Observations tie to the age-appropriate assessments as EVIDENTIARY links</p>

	<p>tape, photographs. This evidence is incorporated in curriculum planning.</p> <p>For programs serving infants and toddlers, the observations are linked to Supporting Maine’s Infants and Toddlers- Guidelines for Learning and Development and for programs serving children 3-5 years, the observations are linked to Maine’s Early Childhood Learning Guidelines which are used as a guide for planning.</p>	<p>gauging the child’s abilities, attitudes and social skills, knowledge and understanding, and skills and habits.</p>
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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:

contact@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 Indicator. Overlaps exist between these Assessments, and programs can choose to use any of the Assessments in any combination.

Vine Assessments - Total Number of Indicators							
Domains	Counts by Domain						
	1-3 Months	4-7 Months	8-12 Months	1 Year	2 Years	3 Years	Pre K
Approaches to Learning	5	6	7	8	8	8	8
Social & Emotional Development	6	7	7	9	9	9	9
Language & Communication	2	3	4	6	7	6	6
Literacy Knowledge & Skills	1	1	3	3	4	4	4
Cognition: Mathematics	1	2	4	4	6	8	8
Cognition: Science	1	2	5	6	6	9	9
Social Studies	1	1	2	2	2	5	5
Perception, Motor & Physical	10	10	10	14	14	14	14
Creative & Cultural Arts	2	2	3	4	4	4	4
TOTAL	29	34	45	56	59	67	67

Desired Results Developmental Profile – 2015 (DRDP) Infant & Toddler	Domains	Measure Count
<i>Used by Permission</i>	Approaches to Learning – Self-Regulation	5
	Social and Emotional Development	5
	Language and Literacy Development	5
	Cognition, Including Math and Science	11
	Physical Development - Health	8
	TOTAL MEASURES	34

Desired Results Developmental Profile – 2015 (DRDP) Preschool	Domains	Measure Count
<i>Used by Permission</i>	Approaches to Learning – Self-Regulation	7
	Social and Emotional Development	5
	Language and Literacy Development	10
	English - Language Development	4
	Cognition, Including Math and Science	11
	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
	Language and Literacy Development in Spanish	4
	TOTAL MEASURES	55

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		105