

# LifeCubby Aligns to New Jersey's Grow NJ Kids 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 **New Jersey's Grow NJ Kids Program:** (see <http://www.state.nj.us/humanservices/dfd/programs/child/grow/Self%20Assessment121814pdf.pdf> ).

Grow NJ Kids New Jersey's Child Care Rating Program for Early Care and Education Programs Self-Assessment Tool Criteria 2014		
Category 2 Curriculum and Learning Environments		Met by LifeCubby
Level 2 Standard		
2.2.1	A structured observation instrument is used to assess the general classroom learning environment.	LifeCubby is a structured observation instrument, with customizable tagging for developmental domains.
2.2.2	Program is preparing to adopt a research-based, validated curriculum that is aligned to the NJ Birth to Three Standards and/or the NJ Preschool Teaching and Learning Standards.	Staff can use LifeCubby to align to any curriculum of choice.
2.2.4	System in place to communicate and document child observations to families (daily for infants and toddlers and weekly for preschool).	LifeCubby is the preferred means of communication. LifeCubby offers Observation tools and Daily Sheets as a means of documenting daily activities. LifeCubby Digital Daily Sheets and Observations automatically share information about the individual child's day-to-day activities with families.

Level 3 Standard		
2.3.1	Children's individual differences are supported when developing individual activities and/or lesson plans and are reflective of the NJ Birth to Three Standards and or the NJ Preschool Teaching and Learning Standards.	LifeCubby's Lesson Plan tool is customizable to align to the NJ Birth to Three Standards and or the NJ Preschool Teaching and Learning Standards.

<b>2.3.2</b>	Structured Classroom observation tools are used to focus on curricular areas such as literacy, math, science and diversity.	LifeCubby's Observation tool gives teachers the opportunity to document GOALS for each child and the program as a whole.
<b>2.3.3</b>	A performance-based assessment aligned to the curriculum is used to address all developmental domains.	LifeCubby offers 18 comprehensive methods of formal assessment.
<b>2.3.4</b>	Appropriate teaching and learning modifications and/or accommodations are made based on findings from performance-based assessments, and information gathered from observations to address children's specific needs and strengths.	LifeCubby equips staff to be intentional about planning by using ongoing, age-appropriate assessments. LifeCubby is a tool designed to be used on an ongoing basis.
<b>2.3.5</b>	Performance-based assessment results are shared with parents/families.	LifeCubby offers 18 comprehensive methods of formal assessment. Published assessments are available to a child's parent(s)

<b>Level 4 Standard</b>		
<b>2.4.1</b>	A comprehensive, research-based, developmentally appropriate curriculum is fully implemented and teaching strategies are used to ensure positive classroom environment, engage children in learning and promote critical thinking skills	Staff can use LifeCubby to align to any curriculum of choice.
<b>2.4.2</b>	Additional structured observation/assessment instruments are used to focus on specific instructional supports and interactions to further inform quality improvement and inform instruction and determine overall trends in children's development and learning.	Observations can be linked to Assessments as evidence. Additionally, LifeCubby's Lesson Plan tool connects to the Assessment Reports for challenge lists of unmet skills per classroom equipping Teachers to establish lesson plans aimed to improve child outcomes.
<b>2.4.3</b>	Data from Performance-based assessments are used to inform program practices and individualized child supports.	LifeCubby's Lesson Plan tool connects to the Assessment Reports for challenge lists of unmet skills per classroom equipping Teachers to establish lesson plans aimed to improve child outcomes.

<b>Category 3 Family and Community Engagement</b>		<b>Met by LifeCubby</b>
<b>Level 3 Standard</b>		
<b>3.3.6</b>	The program tracks and monitors absences of individual children and contacts families when children are absent more than three (3) consecutive days.	Administrators and Teachers have the ability to run Attendance Reports on LifeCubby.

Level 4 Standard		
3.4.3	A variety of methods are used to communicate with parents/families about curriculum objectives, early care educational goals, other issues and effective strategies to support learning at home.	Programs use LifeCubby to publish their parent handbook, newsletters, and send emails to ensure that all families are well informed.

Category 5 Administration and Management		Met by LifeCubby
Level 3 Standard		
5.3.7	At least three (3) types of internal communication to inform staff of program activities, policies, etc. is used.	LifeCubby's communication tools include: Mobile Apps, Online Accounts, eMail, Newsletters, eBlasts, live messaging etc.

**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](mailto: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.

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

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
	<b>TOTAL MEASURES</b>	<b>34</b>

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
<b>TOTAL MEASURES</b>	<b>56</b>	

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
	<b>TOTAL MEASURES</b>	<b>55</b>

<b>Core Kindergarten</b>	<b>Domains</b>	<b>Indicator Count</b>
<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
	<b>TOTAL INDICATORS</b>	

<b>Core 1<sup>st</sup> Grade</b>	<b>Domains</b>	<b>Indicator Count</b>	
<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	
	<b>TOTAL INDICATORS</b>		<b>105</b>