

# LifeCubby Aligns to New Mexico's Look for the STARS

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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 the **Look for the STARS Program**:  
(see [https://www.acf.hhs.gov/sites/default/files/opre/new\\_mexico.pdf](https://www.acf.hhs.gov/sites/default/files/opre/new_mexico.pdf)).

New Mexico's Look for the STARS	Met by LifeCubby
<b>Observation and Documentation of Children's Progress and Curriculum Planning</b>	
<p>3C.1. Develop a system teachers will use for observing &amp; documenting children's development, in all developmental domains, and used as a means to individualize curriculum planning in support of the whole child.</p>	<p>LifeCubby portfolios are robust as teachers include evidence or observations to document the child's growth. Anecdotal notes and evidences of what the child has learned, how the child thinks, and how the child interacts, as well as assessment data, goals, and artifacts of the child's work are included in LifeCubby child portfolios.</p> <p>LifeCubby equips staff to be intentional about planning by using ongoing, age-appropriate assessments. LifeCubby's Lesson Plan Tool allows Teachers to pull in assessment data and tailor lessons to individual student needs across all developmental goals.</p>
<p>3C.2. Develop a basic understanding of key components of an early childhood curriculum and begin implementation by using an observation, documentation, and evaluation process- a continuous process of observing children, documenting, planning, implementing activities and routines, observing the activities and assessing outcomes. Demonstrate evidence that the director and/or curriculum coordinator have the knowledge to provide support to classroom teachers resulting in teachers using the</p>	<p>LifeCubby portfolios are robust as teachers include evidence or observations to document the child's growth. Anecdotal notes and evidences of what the child has learned, how the child thinks, and how the child interacts, as well as assessment data, goals, and artifacts of the child's work are included in LifeCubby child portfolios.</p> <p>LifeCubby equips staff to be intentional about planning by using ongoing, age-appropriate assessments. LifeCubby's Lesson Plan Tool allows Teachers to pull in</p>

<p>information gained from the use of an assessment instrument to plan curriculum based on individual children's needs for 75 % of the classrooms.</p>	<p>assessment data and tailor lessons to individual student needs across all developmental goals.</p>
<p>3C.3. Describe how the program will communicate information with families regarding their child's growth and development.</p>	<p>LifeCubby is the preferred means of providing information to families. LifeCubby's communication tools include: eMail, Daily Information Sheets, Newsletter Uploader Tool, eBlasts, etc.</p> <p>Parents have access to their children's portfolios and assessments.</p>
<p>3C.4. Posted weekly lesson plans organized around an appropriate curriculum that incorporate a posted daily schedule (one for parents and one for children) and a written description of the role of the teacher(s)/caregiver(s) and teaching/learning strategies used. Together with the children, teachers/caregivers develop classroom/program rules. They are posted and reviewed regularly with children.</p>	<p>LifeCubby's Lesson Planning tool and Observation tool can be customized to fit any curriculum and any educational framework.</p> <p>LifeCubby also has integrations for Frog Street and Funshine Online lesson plans.</p>
<p>3C.5. Develop a written curriculum that represents: Staff begins to implement the beginning stages of the items listed above.</p> <ol style="list-style-type: none"> <li>a) Review and update mission, and philosophy statement. Curriculum planning and implementation should be consistent with the mission and philosophy statement, short-range and long-range goals;</li> <li>b) Knowledge of child development. Staff/caregivers are familiar with ages and stages of development. Evidence is demonstrated through appropriate expectations for all children including children with special needs;</li> <li>c) Activities are meaningful, developmentally appropriate, adapted/modified according to the needs and abilities of children;</li> <li>d) Facilitation of all areas of development; social, emotional, physical, language and cognitive. Some programs might also include a spiritual domain;</li> <li>e) Integrates foundations for the following content areas: Math, Science, Social Studies, Language Arts/Literacy, Health and Fine Arts;</li> </ol>	<p>LifeCubby's Lesson Planning tool and Observation tool can be customized to fit any curriculum and any educational framework.</p> <p>LifeCubby also has integrations for Frog Street and Funshine Online lesson plans.</p>

<ul style="list-style-type: none"> <li>f) Variety of learning experiences;</li> <li>g) Variety of materials that range from simple to complex;</li> <li>h) Active engagement of children;</li> <li>i) Opportunities to make choices;</li> <li>j) Ensures smooth transitions from one activity to another;</li> <li>k) Opportunities to experiment and explore;</li> <li>l) Large blocks of time for discovery and child-initiated learning activities;</li> <li>m) A balance of active/quiet, individual/small group/large group activities and indoor/outdoor time;</li> <li>n) Emphasis on the value of social interaction through peer learning;</li> <li>o) A positive social/emotional foundation is valued as essential for the development of lifelong positive interpersonal relationships and the growth in all other developmental domains;</li> <li>p) Social Skills are intentionally taught.</li> </ul>	
<p>4C.1. A written curriculum that is carefully planned to meet both short-term and long-term goals for the program and for individual children and includes:</p> <ul style="list-style-type: none"> <li>a) Knowledge of children’s needs and interests based on observation and assessment completed in the classroom or in the family child care home program;</li> <li>b) Continued use of the curriculum development process of gathering information through observations for individual curriculum and program planning in every classroom or in family child care homes (evidence that the program ties assessment of children to curriculum)</li> <li>c) Reflection of ongoing implementation demonstrated in classroom environment or in the home;</li> <li>d) Social and Emotional teaching strategies;</li> <li>e) Variety of instructional strategies; small/large group activities, puppets, role play, visual supports, peer buddies, scripted stories, pictures prompts;</li> </ul>	<p>LifeCubby’s Lesson Planning tool and Observation tool can be customized to fit any curriculum and any educational framework.</p> <p>LifeCubby also has integrations for Frog Street and Funshine Online lesson plans.</p>

<ul style="list-style-type: none"> <li>f) Sequencing of activities from simple to complex;</li> <li>g) Support for children’s thinking, reasoning, decision-making, and problem-solving. Teachers facilitate discussions to challenge (scaffold) children’s thinking;</li> <li>h) Support for development of children’s self-regulation using methods such as logical and natural consequences. Teacher/caregivers facilitate discussions to problem-solve conflict;</li> <li>i) Evidence that each child’s language and culture are integral components of the daily program;</li> <li>j) Evidence of child participation in planning activities and developing program rules and routines;</li> <li>k) Evidence that teachers/ caregivers challenge children just beyond their current level of development (scaffold their learning);</li> <li>l) Documentation verifying at least a 3-month history of curriculum planning and preferably a year’s history of planning.</li> </ul>	
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<b>Family Involvement Plan</b>	
<p>2E.1. A statement supportive of family involvement is incorporated into the Family Handbook that includes an unrestricted open door policy to the classroom/school-age program/family child care home.</p>	<p>LifeCubby is the preferred means of providing information to families. LifeCubby’s communication tools include: eMail, Daily Information Sheets, Newsletter Uploader Tool, eBlasts, etc. Programs can use LifeCubby to publish their Parent Handbook and other materials.</p>
<p>3E.1. Provide at least two family involvement activities including but not limited to:</p> <ul style="list-style-type: none"> <li>a) Suggestion Box, Family Bulletin Board, Newsletter;</li> <li>b) Family meetings, Socials, Informational Workshops, minimum of one activity that encourages male participation</li> <li>c) Child developmental milestone information, Family/Staff Conferences</li> <li>d) Classroom and/or Field Trip volunteer, Support of program operation</li> <li>e) Daily (written) communication system between family member and teacher.</li> </ul>	<p>LifeCubby is the preferred means of providing information to families. LifeCubby’s communication tools include: eMail, Daily Information Sheets, Newsletter Uploader Tool, eBlasts, etc. Programs can use LifeCubby to publish their Parent Handbook and other materials.</p> <p>LifeCubby keeps parents informed about their children’s progress.</p> <p>Schools can use LifeCubby’s calendar and communication tools to keep families informed of school events.</p>

4E.1. Provide at least three family involvement activities (review list in Element 3E).	Schools can use LifeCubby's calendar and communication tools to keep families informed of school events.
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<b>Ratios and Group Size</b>	
<p>4H.1. Licensed Child Care Centers Child Care Centers in which children are grouped by age:</p> <p>6 weeks through 24 months .....1:5  2 years.....1:8  3 years.....1:10  4 years.....1:10  5 years.....1:12  6 years .....1:12</p>	Classroom ratios display at the top of the screen. LifeCubby also offers a customizable ratio alert as well as 15-minute ratio reports. Directors can also see ratios in all classrooms on the Director's Dashboard.
<p>4H.2. Child Care Centers in which age groups are combined:</p> <p>6 weeks through 24 months .....1:5  2, 3 and 4 years.....1:10  3, 4 and 5 years.....1:12  6 years .....1:12</p> <p>Maximum group size:</p> <p>6 weeks through 24 months .....10  2 years.....16  3, 4, and 5 years.....24  6 years and up.....24</p>	Classroom ratios display at the top of the screen. LifeCubby also offers a customizable ratio alert as well as 15-minute ratio reports. Directors can also see ratios in all classrooms on the Director's Dashboard.

<b>Accreditation</b>	
5I. Accreditation through a nationally recognized accrediting body approved by the Office of Child Development Board through demonstration that their accreditation significantly matches standards set by the NAEYC Academy of Early Childhood Program Accreditation. Refer to the AH Essential Elements document for a complete list of accepted accrediting organizations.	LifeCubby offers a digital NAEYC accreditation portfolio.

**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>88</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>	