

# LifeCubby Aligns to Pennsylvania's Keystone STARS 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 **Pennsylvania's Keystone STARS Program:**

(see <http://www.pakeys.org/uploadedContent/Docs/Early%20Learning%20Programs/Keystone%20STARS/2012-2013%20Keystone%20STARS%20Performance%20Standards%20for%20Centers.pdf>).

LEARNING PROGRAM		
Performance Standards for Centers	Child Observation/ Curriculum / Assessment	Met by LifeCubby
<b>Star 1</b>	Site obtains and maintains copies of the appropriate Learning Standards for all age groups in the program.	LifeCubby is customizable to align to Learning Standards for all age groups in the program.
<b>Star 2</b>	<ol style="list-style-type: none"> <li>1. A developmentally appropriate screening of the child is completed and shared with family within 45 days of program entry.</li> <li>2. Learning Standards are used as a resource for staff in classroom planning and documentation of children's learning.</li> <li>3. Provider selects an OCDEL approved assessment tool.</li> </ol>	<p>Observations of children documented in LifeCubby are shared with parents daily.</p> <p>Learning Standards entered in LifeCubby are used by staff in planning and documentation of children's learning.</p>
<b>Star 3</b>	<ol style="list-style-type: none"> <li>1. All demographic information, including child, program and staff information, is recorded timely and accuracy is maintained in the Early Learning Network (ELN)</li> <li>2. Based on ongoing child observations, developmentally appropriate authentic assessments of the child are completed and reported electronically into an OCDEL approved assessment tool following the tool's specified timeframes.</li> <li>3. Results from authentic assessments are used for curriculum, individual child planning, and referral to community resources.</li> </ol>	<p>LifeCubby offers 18 comprehensive methods of formal assessment plus informal methods of observation, through anecdotal journaling to provide teachers with authentic feedback regarding children's progress.</p> <p>LifeCubby Teachers use the easily accessible assessment information to guide instructional</p>

	4. Implement a learning curriculum that incorporates the Learning Standards, including a written curriculum statement.	decisions and individual child planning.
<b>Star 4</b>	Program utilizes a curriculum that has been aligned to the Learning Standards for Early Childhood. If the program's curriculum has not been aligned, the provider must crosswalk the curriculum to the Learning Standards.	LifeCubby can be used with any curriculum and aligned to the Pennsylvania Learning Standards for Early Childhood.

<b>PARTNERSHIPS WITH FAMILY AND COMMUNITY</b>		
<b>Performance Standards for Centers</b>	<b>Community Resources/ Family Involvement</b>	<b>Met by LifeCubby</b>
<b>Star 1</b>	<ol style="list-style-type: none"> <li>1. At enrollment, families are provided with information regarding public, social and community services.</li> <li>2. The program collects child-centered information at enrollment to facilitate responsive care that is mindful of the needs of individual children and families. A family meeting is offered within 45 days of enrollment to encourage program-family partnerships and share initial observations and goals for the child.</li> </ol>	LifeCubby provides a platform for collecting child-centered information at enrollment to facilitate responsive care that is mindful of the needs of individual children and families.
<b>Star 2</b>	<ol style="list-style-type: none"> <li>1. At a minimum of once per year, written information on topics including health and human services, wellness, nutrition and fitness, and/or child development is given and explained to families and staff.</li> <li>2. If applicable to the child, provider requests from families copies of child's IEP or IFSP, written plans, and/or special needs assessments completed by professionals to inform classroom practice.</li> <li>3. Individual child information is shared in written form with families on a daily basis for infants and toddlers, and there is a format and procedure for use on an as needed basis for other age groups.</li> <li>4. Specific group or classroom information is shared with families daily using a visual communication format.</li> <li>5. A minimum of one family conference is offered per year to discuss the child's progress and behavioral, social and physical needs.</li> </ol>	LifeCubby is a Family Engagement tool, and is the preferred mode (electronic & mobile) of communication for today's families. Programs use LifeCubby to give information to families on topics including child development. Individual child and specific group and classroom information is shared with families on a daily basis using a visual communication format.
<b>Star 3</b>	<ol style="list-style-type: none"> <li>1. A plan is written and implemented describing procedures to refer families to appropriate social, mental health, educational, wellness, and medical services.</li> <li>2. Coordinate a minimum of one annual group activity to involve families in meeting program learning goals.</li> <li>3. A minimum of two family conferences are offered per year to discuss the child's progress and behavioral, social and physical</li> </ol>	LifeCubby teachers have digital documentation of children's progress and behavioral, social and physical needs for family conferences. Parents have access to their child's LifeCubby account

	needs. Authentic assessments of the child are shared with the family a minimum of two times per year.	and published assessments at all times.
<b>Star 4</b>	<ol style="list-style-type: none"> <li>1. A plan is written and implemented describing procedures to refer families to appropriate social, mental health, educational, wellness, and medical services.</li> <li>2. Coordinate a minimum of one annual group activity to involve families in meeting program learning goals.</li> <li>3. A minimum of two family conferences are offered per year to discuss the child's progress and behavioral, social and physical needs. Authentic assessments of the child are shared with the family a minimum of two times per year.</li> </ol>	<p>LifeCubby stores written plans and procedures for families.</p> <p>Teachers use LifeCubby portfolios and assessments in family conferences. Once published, LifeCubby's authentic assessments are always available to families.</p>
<b>Performance Standards for Centers</b>	<b>Transition</b>	<b>Met by LifeCubby</b>
<b>Star 1</b>	Program provides general information to parents regarding transitioning children to another classroom or educational setting.	Programs use LifeCubby to communicate information to parents regarding transitions.
<b>Star 2</b>	<ol style="list-style-type: none"> <li>1. Program transfers child records, at the request of the family, when the child transitions to another educational setting.</li> <li>2. Program creates, with input from families, a list of community/school stakeholders regarding child transition.</li> <li>3. Program includes age-appropriate activities for children to prepare for transition.</li> </ol>	LifeCubby portfolios stay with the child, supporting transition to other classrooms or educational settings.
<b>Star 3</b>	<ol style="list-style-type: none"> <li>1. Families are offered a group meeting to provide information regarding a child's transition to another classroom or higher educational setting and to encourage families and their children to connect to the school setting by visiting.</li> <li>2. Program sends letter of introduction to appropriate community/school stakeholders outlining goal to partner in child transitioning efforts from childcare to school setting.</li> <li>3. Program participates in community/school transition activities as available.</li> </ol>	LifeCubby portfolios stay with the child, supporting transition to other classrooms or educational settings.
<b>Star 4</b>	<ol style="list-style-type: none"> <li>1. Program offers families an individual meeting to share specific information regarding the child's transition to another classroom or educational setting and to give families written information about the child's developmental progress.</li> <li>2. Program develops and shares a written plan for child transition with families and community/ school stakeholders.</li> </ol>	LifeCubby portfolios stay with the child, supporting transition to other classrooms or educational settings.

**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>

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
<b>TOTAL INDICATORS</b>		<b>88</b>

Core 1 <sup>st</sup> 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
	<b>TOTAL INDICATORS</b>	