Life Centered Career Education Curriculum
LCCE
Karl, Stephanie, Dave
Workshop Objectives

The learner will:

- Understand LCCE curriculum, transition assessment and LCCE lesson plans.
- Understand LCCE as a transition assessment linking to the Transition IEP.
Transition assessment is an individualized, ongoing process that helps students with disabilities and their families define goals to be included in their individualized education programs as they prepare for adult roles.

Age appropriate: activities, assessments, content, environments, instruction, and/or materials that reflect a student’s chronological age (Snell, 1987; Wehmeyer, 2002; Ysseldyke & Algozzine, 1995). Age appropriate assessments may necessitate adaptations to the administration for some students, so that meaningful data are obtained.
LCCE is an educational system designed to provide individuals with the important skills—or competencies—that they need to function successfully as productive workers and independent, fulfilled individuals…
How Life Centered Career Education Works

LCCE is not intended to replace conventional education, but rather to refocus it.

- Academic Subjects

- LCCE provides the tools for successful transition to post school outcomes.
  - Functional Skills
  - Outcome(s)-Based Education
  - Self-determination
A competency-based scope and sequenced framework which organizes functional skills and concepts into:

**Three LCCE Domains**
- a. Daily living skills
- b. Personal-social skills
- c. Occupational skills
Academic Skills are infused in all the LCCE Domains

Life Centered Career Education Curriculum Model

Academic Skills

- Daily Living Skills
- Personal-Social Skills
- Occupational Guidance and Preparation

Karl, Dave/CBI
LCCE defines and achieves outcomes through this structure:

- The “grid or matrix” (Placemat)
- 3 Curriculum domains
- Competencies
- Sub competences
- Compare the two placemats.
Daily Living Skills

Skills for managing home, family, and finances as effectively as possible

- Competencies 1 through 9
- Sub-competencies 1 through 41
Personal-Social Skills

Skills involving independence, self-confidence, socially acceptable behaviors, and maintenance of friendships

- Competencies 10 through 16
- Sub-competencies 42 through 69
Skills necessary for achieving successful outcomes in occupational awareness activities, work evaluation, vocational education, job training, placement, and follow-up

- Competencies 17 through 22
- Sub-competencies 70 through 97
- CBVA – Special Edition Article
  - Work Assessment and Case Notes
  - Work Evaluations
- Competitive Employment Vs. Supported Employment
Module 2 (Handouts)

Using LCCE Assessments
Knowledge Battery, Performance Battery

Transition Assessment
Knowledge Battery

This battery uses standardized, criterion-referenced questions to assess student’s basic knowledge in the three Domains

Example Questions
Knowledge Battery - Guidelines

- Built around 200 multiple choice questions that cover the first 20 competency areas
- 10 questions for each competency, See Appendix D-Objectives Covered by Each Item on Form A, (see LCCE Manual, Module 2, page 33) handout – answer key
- Comes in two parallel forms (A & B) for test-retest purposes

Karl
Criterion level has been established at 80%
- Performance Battery 80% and above
- Answer key and “bubble templates” used for scoring are included
- Scores are recorded on the Student Competency Assessment Record (SCAR)
Knowledge Battery - Guidelines

- It is recommend that questions be given from one domain (competency) at a time (Read to students)
- Remind students to choose the best answer
- Examiners may give a brief definition of vocabulary used in test item if unfamiliar to student
Performance Battery

It is a non-standardized, criterion-referenced instrument containing a combination of open-end questions, role-playing scenarios, card sorts, and hands-on activities.
Performance Battery

- Preference Battery
  - Example: Caring for Personal Needs
- Relationship between the Performance Battery and Knowledge Battery.

Stephanie
Break Time
Module 3
Lesson Plan Development and Instruction
Lesson Plan Development

Lesson plan for each objective have been written for the three levels of career education learning:

- Career Awareness
- Career Exploration
- Career Preparation

This is a logical sequence of learning activities
Coding of Lesson Plans

- In the Example of 1.1.1A:1
  - 1=competency number
  - 1=sub-competency number
  - 1=objective
  - A=Career Awareness Level
  - 1=lesson Plan #1
Recommended Steps to Follow in Teaching Instructional Units
Screen students for knowledge of LCCE competencies

1. Pretest to determine which students have scored below mastery using:
   - Knowledge Battery
2. Determine which instructional competencies/sub competencies your team should focus on in a given course by subject area. (See handout for middle school and high school)

- English
- Math
- Social Students
- Science
Teach the lessons plans/Other Transition Assessments

✓ Give the 10 question segment of the Knowledge Battery.

✓ Other Transition Assessments:
  ✓ Transition Planning for Students with Disabilities – A Guide for Families *
  ✓ APD Manuals
    ✓ Blue – FDDC, Inc. Planning Ahead
    ✓ Yellow – You’re the Driver
  ✓ Enderle - Severson Transition Rating Scale
  ✓ Dare To Dream, Revised 1999, A Guide to Planning Your Future *
Teach the lessons plans/Other Transition Assessments

- Evaluate student learning and further instructional needs on the topics. (consult others)
  - Use supplemental materials that improve student mastery of competencies and sub competencies
- Repeat lessons plans when necessary
Transition Assessment

What assessments are you currently using?
- Formal
- Informal
# Types of Assessment

## Formal
- FCAT
- PSAT, SAT, ACT
- Transition Planning Inventory
- Brigance
- Life Centered Career Education (LCCE)
- Other norm-referenced

## Informal
- Curriculum - Based
- Interest Inventories
- Self-Determination
- Situational
- Questionnaires/Survey s/ Interviews
- Checklists
Transition assessment should provide practical information to assist in all facets of transition planning and Transition IEP development.
Resources:

- Transition Assessments -
  - Website
  - Interest Inventory
    - Career Cruiser – Florida Department of Education
  - Life Centered Career Education
    - http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalTraining/LCCE/

- Brigance Inventory
  - Life Skills Inventory
  - Employability Skills

Karl
Meetings
HAB Plan (APD)
IPE (VR)

Transition IEP
Pre-Planning for Transition IEP
LCCE
CBVA - Work Evaluations
Standing Up for Me!

Karl
Transition IEP Meeting student age 14 or older

ESE-3 Notice of Meeting

ESE-3D Student Input Questionnaire

Karl
Transition IEP age 14 and older

- **(DRAFT) SPP – 13 Measurable Postsecondary Goals and Transition Services**
  - **NSTTAC - National Secondary Transition Technical Assistance**
  - **Resources online at:** [http://www.nsttac.org/](http://www.nsttac.org/)
    - Training Resources: [http://www.nsttac.org/?FileName=examples_i13_checklist](http://www.nsttac.org/?FileName=examples_i13_checklist)
Break for Lunch