**CCEPD’s Initial Comments on Master Plan for Career Education Core Concepts**

A virtual engagement session was held May 15 where participants discussed the preliminary concepts of the Master Plan for Career Education. CCEPD staff provided the below initial comments on the Master Plan for Career Education core concepts in both the main session and breakout discussions.

**Concept #1: Create state and regional coordinating bodies that are informed by statewide data systems and supported through technical assistance networks**

System alignment with organizations addressing the needs of students with disabilities

The CCEPD recommends the plan describe how various entities within education, such as Special Education Local Plan Areas and Disabled Student Services Programs--and entities such as Department of Rehabilitation (DOR), Department of Developmental Services (DDS) and Independent Living Centers--can be aligned to assist students with disabilities in CTE programs, work to educate businesses, and provide professional development content for teachers related to their students with disabilities.

**Concept #2: Align regional and state K12, postsecondary, and workforce pathways using a skills framework**

More outreach for inclusion of students with disabilities

CTE programs can use existing processes such as individual education plans and 504 plans to improve access to students with disabilities.

**Concept #3: Create incentives and improve coordination to provide work-based learning opportunities for K12 students and adult learners**

Access and accommodations for work-based learning for students with disabilities

The CCEPD believes students with disabilities should have access to work-based learning opportunities. Programs must guarantee access and accommodations, including access to technologies, to help reduce barriers and ensure students with disabilities have similar opportunities.

**Concept #4: Accelerate the use of public benefit programs to make education and training affordable and improve universal access**

Incentevizing work for students with disabilities through providing benefits planning information

Students with disabilities should be expected to pursue employment following their education. An ongoing marketing and outreach campaign on benefits planning to increase awareness of work incentives for people with disabilities should be developed. These efforts are needed at certain points in a person’s lifespan and messaging needs to be different depending on what benefits are needed and relevant for their situation. The marketing and outreach campaign should address four different life phases connected to education – childhood education, high school, college, and career and independence.