



Pre-Employment Transition Services for Students with Disabilities



Workplace Readiness and Self Advocacy

txcpsh.org/twc

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Services described below are for students

- 14 to 22 years old
- who have a need for services
- who have an open case or
- who are potentially eligible for service

Course Title:

My Independence Action Plan (MIAP)

Purpose:

Provides the **student and a member of the student's support network** (including family, caregiver, advocate, educator) an opportunity to create a person-centered plan and near-term actions that focus on a vision for their future. Topics addressed are employment, independence, community living and the social services necessary to thrive.

Outcome:

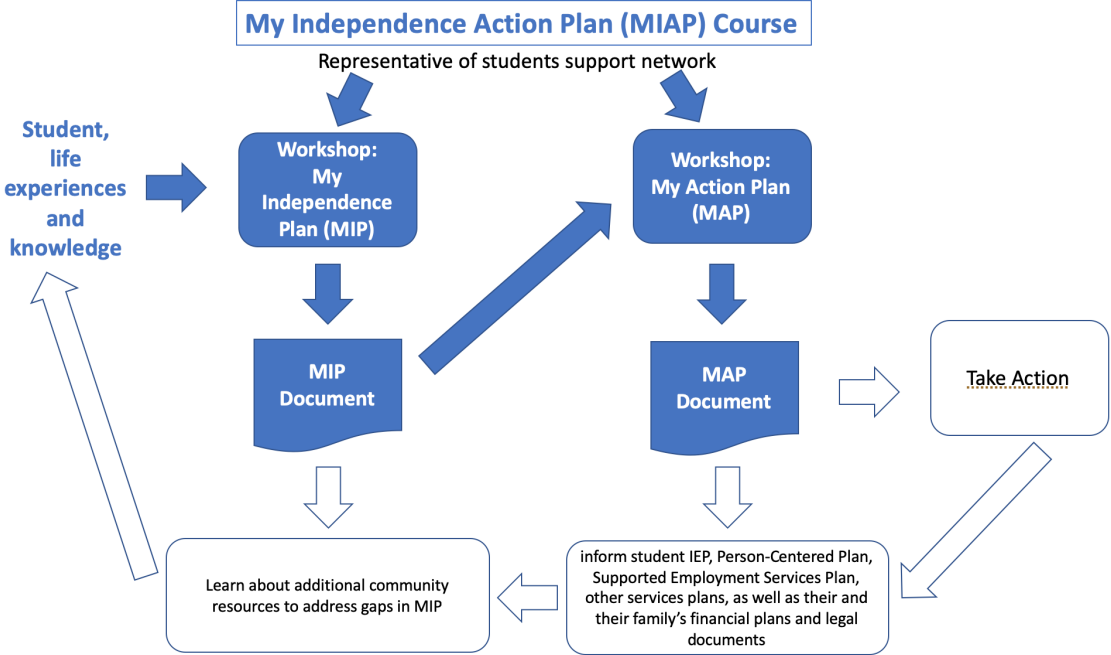
Two documents are produced by the student and a representative of their support network:

- **My Independence Plan (MIP)** states what the student wants in the future, and
- **My Action Plan (MAP)** identifies actions to meet the MIP.

These documents inform the student's IEP, Person-Centered Plan, Supported Employment Services Plan, other service plans, as well as their and their family's financial plans and legal documents. In addition, the student will have a basis for important conversations with their support network and periodic updates as their goals change.

Advantages:

- Broadens the transition planning process to include the coexistence of support services, employment and independent living in the community.
- Addresses the importance of safe, affordable housing as an advantage to long-term employment, or as a result of long-term employment
- Self-advocacy practice ensures the decisions made for the student's future are based on their desires, preferences, and strengths, increasing the likelihood that the student will be successful in meeting their goals.

<p>Delivery:</p>	<p>Course in 2 parts. Offered through Zoom with individual students and support network representatives. Can be offered in person in the DFW area.</p> <ul style="list-style-type: none"> • Part 1 - My Independence Plan (MIP): 2-2.5 hours • Part 2 - My Action Plan (MAP): 2-2.5 hours  <pre> graph TD A[Student, life experiences and knowledge] --> B[Workshop: My Independence Plan (MIP)] C[Representative of students support network] --> B B --> D[MIP Document] D --> E[Learn about additional community resources to address gaps in MIP] E --> F[Workshop: My Action Plan (MAP)] C --> F F --> G[MAP Document] G --> H[inform student IEP, Person-Centered Plan, Supported Employment Services Plan, other services plans, as well as their and their family's financial plans and legal documents] H --> I[Take Action] I --> A </pre>
<p>Topics:</p>	<p>Part 1 - My Independence Plan (MIP): Understanding Person-Centered Planning, visuals showing individuals living in the community, discussion of desired support services, preparation for employment skills and responsibilities, punctuality, appearance, overall health, desires for housing, financial literacy, transportation, safety, and questions to prepare for discussions with support network. Support network representative is a listener and assists in documenting the student's ideas, if needed.</p> <p>Part 2 - My Action Plan (MAP): Preparing for independence in the community, impact of employment on income, SSI/SSDI and budget, access to safe, affordable housing through HUD vouchers, visuals showing individuals living in the community, and identifying support service such as career training, independent living supports and transportation needs, understanding employer expectations for punctuality and performance.</p>

Serving Students All Across Texas

How to Access Services

School staff can complete a Request for Pre-Employment Transition Services (**Form VR1820 at <https://www.twc.texas.gov/forms/index.html>**) for a student with a disability who is potentially eligible for vocational rehabilitation (VR) services and has a need for Pre-Employment Transition Services. If a student already has an open case, work with the VR Counselor/VR Coordinator to request Pre-Employment Transition Services.