

IEPs vs. IPEs

A PEATC Resource Document



	IEP (INDIVIDUALIZED EDUCATIONAL PLAN)	IPE (INDIVIDUALIZED PLAN FOR EMPLOYMENT)
Who is Eligible?	To receive special education services under an IEP, you must be eligible under one of 14 disability categories (like autism, intellectual disability, deafness, etc.) in the Individuals with Disabilities Education Act (IDEA) and your disability must impact your ability to benefit from education in the general education program.	To receive VR services, you must have a physical, emotional, or mental disability that keeps you from getting or keeping a job. You must also want to work. Finally, the Department for Aging and Rehabilitation Services (DARS) must decide there is a good chance that VR services will help you get and keep a job.
Will everyone who is eligible get services?	If you are eligible under IDEA, your school division must provide you with needed special education and related services.	There are VR services that anyone who is found eligible can receive but there may also be times that eligible individuals are placed on a waiting list for services because of limited resources for the VR program.
How long does it take to find out if you are eligible?	A decision about your eligibility for special education services must occur within 65 business days (business days don't include holidays or weekends) of the school official receiving the request to evaluate.	Most of the time your counselor will make a decision about your eligibility within 60 days of your first meeting.
What is an IEP vs. an IPE?	An IEP is a written plan that includes goals objectives and specialized services that support your individual needs as a student with a disability The IEP ensures that you receive a free appropriate public education (FAPE).	An IPE is a written plan that shows your goal for employment and the services you will get to help you reach that goal. If you are still a student, your IPE will instead say what your expected employment outcome will be when you leave school.
Who develops the plan?	An IEP team that includes your parents, you (the student), school staff, and others who work together to develop the IEP.	If you apply for VR services, you, your parents (if you are under 18) and your VR counselor develop the IPE. If you are over 18, your parents will not participate unless you give permission for them to do so or they have a legal document that allows them to do so.

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What is the plan based on?	The plan is based on the results of a variety of assessments (tests) that show your strengths, challenges, and how you are currently performing in your classes and in other services you may be getting.	An IPE is based on current information about you. If you are a student, information from the school will be used as part of the process. Your counselor may also want you to have other assessments that will help you and your counselor understand your strengths, resources, priorities, concerns, abilities, and career interests.
How long does the plan last?	You will have an IEP for as long as you are eligible for special education services. You can receive IEP services up through your 22 nd birthday or until you receive a standard or advanced standard diploma. Your IEP must be reviewed at least once a year but can be reviewed more often as needed.	Your IPE lasts as long as it takes for you to meet your employment goal. If your employment goal requires a college education, your IPE will last longer than if you are attending a 6-month job training program. Your IPE must be reviewed every year, or sooner if needed.
Do I have to pay for services?	Services that you receive under an IEP are free to you and your family.	Some services such as counseling and guidance are free. You may pay for other services based on your ability to pay (or your family's ability to pay if you are under 18.) If you receive certain disability benefits (such as SSI) you will not be required to pay for the cost of services. If there is another source for funding, like insurance or financial aid in college, VR will require you to use those.

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What is included in the plan?

An IEP has many parts to it including:

- Special education and related services that you need to progress in your education.
- If you are over 14, transition goals and services, including independent living, employment, training and post- high school education.
- Where services will be delivered (in the regular classroom, in a separate classroom, etc.)
- How long each service will be (e.g., speech therapy 3 times a week for 30 minutes each session)
- Accommodations needed for you to be successful (like sitting up front, longer time to take tests, etc.)
- Modifications needed (making the information easier to understand, being tested on different information, etc.)
- How your progress will be determined and how it will be reported to your parents
- You and your family's rights

The IPE also has many parts including:

- Your employment goal agreed upon by you and your counselor, which must be what you want and based on your career interests; It must be a goal that you want and be based on your career interests and choice. If you are a student, your goal would be your expected employment after high school.
- The general goal must be for competitive, integrated employment, which means that your goal must be about a job where you will work with people who do not have disabilities and you will receive minimum wage or higher.
- If you have a significant disability, you may require supported employment services, which means that you will receive support on the job from a job coach. These are called extended services. There are special rules related to IPEs for supported employment, that result in you working toward the job that is best for you whether full-time or part time, and with or without supports.
- Services and supports that will help you meet your goal, which could include vocational counseling and guidance, assessment, assistive technology, help with benefits planning, transition services, on-the-job training, and other job-related services and supports.
- Your rights and responsibilities
- How services will be coordinated with your IEP or 504 plan if you are a student.

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Where will my services be?	IDEA requires that your IEP services take place in the least restrictive environment (LRE). This means that you should receive services as much as possible with students who don't have disabilities and attend the same school you would attend if you did not have a disability. If your IEP cannot be implemented in the regular education classroom, your IEP team will decide what placement will work for you. This could be a separate classroom, a separate school or other placements.	Your IPE services must be delivered in the most integrated setting appropriate to the services involved and your choice, which means that you should receive services in the same setting that people without disabilities receive their services unless that does not work for you or those services are not available. For example, some DARS clients receive services at the Wilson Workforce Rehabilitation Center which has specialized supports that some people may need to be successful.
How is progress measured?	Progress on your IEP goals and objectives are reported to you and your parents at least as often as progress is reported for all other students. This is usually 3 or 4 times a year.	You and your counselor will meet to review your progress and see if any changes need to take place.
What if I disagree with the plan?	There are a few ways to resolve disagreements. Many times, this can be solved just by the IEP team meeting and talking things through. But if that doesn't work, there are more formal dispute resolution options, including mediation, filing a state complaint, and/or having a due process court hearing.	Usually disagreements can be resolved by talking to your counselor. But if not, DARS has a Fair Hearing process where a hearing officer listens to both sides and makes a decision based on information provided. Each state has a Client Assistance Program (CAP) that can help you if you have a problem with VR services. In Virginia, that program is operated by the disAbility Law Center of Virginia (dLCV).



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