

**Pre-Employment Transition Services Coordination  
Pre-ETS  
COLLABORATIVE AGREEMENT  
FY 2026-27**

**PURPOSE**

This Collaborative Agreement (“Agreement”), effective from the latest date of signature of all Parties or the 1st day of October 1, 2026, whichever is later, through September 30, 2027. Between the following Parties, also referred to herein as “Team Members” to promote collaboration in the delivery of Pre-Employment Transition Services (also referred to herein as Pre-ETS) for students with a documented disability transitioning from secondary school to post-secondary education programs and/or competitive employment; for individuals with disabilities who are enrolled in secondary education and are eligible, or potentially eligible, to receive vocational rehabilitation services (VR) provided by Oklahoma Department of Rehabilitation Services (DRS).

- **Sapulpa Public School** (also referred to herein as “Partner School”);

Pre-ETS activities are available to students with a documented disability. Students, ages 14-21, do not have to have an IEP (individual education program), a 504 plan or be a Vocational Rehabilitation client. Pre-ETS activities are an action step or service to assist students to achieve their transition goals.

**The OBJECTIVE of this Agreement seeks to:**

- Increase coordination between the Parties to identify and prepare students with a documented disability to move to post-secondary education and/or competitive integrated employment; based on student need, considering strength, preferences, and interests.
- Improve transition planning by DRS and local education agencies (LEAs) for a student with disabilities to facilitate the development and implementation of that individual’s education program.
- Strengthen the relationship between Central Tech, The Oklahoma State Department of Education (OSDE), Oklahoma Office of Workforce Development (OOWD), LEAs, higher education entities, and businesses to facilitate successful outcomes for students with a documented disability.
- Engage, involve and educate families to increase student success in post-school activities.
- Increase the number of students reaching their individual education plan (IEP) and the DRS individual plan for employment (IPE) goals.
- Increase professional learning opportunities and share resources.
- Increase job training and education opportunities for people who have traditionally faced barriers.

## TERM

The Parties agree that the effective period of this Agreement shall be the latest date of signature of all Parties, or July 1, 2025, whichever is the latter, through October 1, 2026.

This Agreement may be renewed for two (2) additional twelve-month periods. Any renewals are contingent upon the Department of Rehabilitation Services renewing the Pre-Employment Transition Services Agreement with Central Tech's approval of such renewal.

Central Tech contact: Shelly Rentz, shelly.rentz@centraltech.edu or Dr. Kim Howard, kim.howard@centraltech.edu

The following are examples of activities that fall into the five required *Pre-ETS* categories:

- **Job Exploration Counseling:** discussion, activities, vocational evaluations, or assessments on in-demand job opportunities intended to foster motivation and informed decision-making.
- **Work-Based Learning** – research and knowledge of work site tours, job shadowing, mentoring, internships, apprenticeships, short-term employment, volunteering, and on-the-job support
- **Counseling on Post-Secondary Opportunities**—discussion and activities regarding college and other -post-secondary opportunities, academic and occupational training needed to succeed in the workplace, and providing resources that may be used to support individual student success in education and training, such as disability support services and financial aid.
- **Workplace Readiness Training** (can be in a simulated or "real" work setting) -teaching social skills and independent living skills necessary to prepare for eventual employment, such as communication and interpersonal skills, financial literacy, transportation options, job-seeking skills, understanding employer expectations, and other "soft" skills necessary for employment; and
- **Self-advocacy**—training on rights and responsibilities; how to request accommodations or services and supports; communicating thoughts, concerns, and needs; peer-mentoring opportunities; and participating in leadership activities offered in educational or community settings.

## RESPONSIBILITIES:

### The Partner School:

The school plays a significant role in the success of providing and coordinating transition services, specifically employment readiness instruction for students with a documented disability. Schools are bound by the specific content in the Individuals with Disabilities Education Act (IDEA) for the provision of secondary transition services and by coordinating services with other agencies who will pay for or provide transition services. *Pre-Employment Transition Services are not meant to reduce the responsibility of schools to provide transition services. The intent is to enhance the resources available to students with a documented disability through collaboration. Partner School understands and agrees that they will not be reimbursed by Central Tech for any costs incurred as part of the Pre-ETS program.*

### The Partner School will:

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- allow Central Tech Pre-ETS staff access to DRS potentially eligible students with a documented disability and/or DRS clients (in a group setting or one-on-one) to whom they can provide Pre-ETS instructional activities;
- work with the local DRS counselors to identify, recruit, and refer students for vocational rehabilitation services;
- be responsible for collecting signed parent authorization to allow their student to participate in Pre-ETS activities.
  - If parent signed authorization is unavailable, provide Central Tech a copy of the front page and/or Student identification page, transition goal page(s) and signature page(s) of the IEP (individual education program).
  - If parent signed authorization form is unavailable, provide Central Tech a copy of the student 504 plan or other documentation to identify the student having a documented disability.
- communicate to the Central Tech Pre-ETS staff and DRS (if applicable) any concerns brought forth by a student;
- provide information to assist staff providing Pre-ETS activities that will support the learning needs, adaptations, and/or modifications of program recipient of VR services;
- assist with outreach to identify students with a documented disability and assessment of their potential need for transition services and pre-employment transition services;
- share career assessment and planning information with DRS and Pre-ETS staff;
- work collaboratively to increase number of students obtaining their IEP and IPE goals;
- assist with the development of additional school sites by speaking with potential school leadership; and
- maintain confidentiality regarding program recipient of VR services.

**Central Tech will:**

- work in collaboration with DRS counselor, school transition personnel, and other persons supporting DRS potentially eligible students with a documented disability and/or DRS clients to provide Pre-ETS instructional activities in groups and/or individually;
- ensure its staff are trained and experienced in working with students with a documented disability as well as developing business relationships;
- ensure its staff have successfully passed a criminal background check; and will provide the Partner School proof (if requested) prior to providing Pre-ETS activities;
- support the Partner school staff in planning for the transition of students with a documented disability from school to post-school activities;
- work in collaboration with the teacher and current transition curriculum;
- work to increase employment and/or post-secondary student success;
- work with local school districts to create greater access for students with a documented disability and remove barriers into transition programs and activities;
- assist with outreach to identify students with a documented disability and assessment of their potential need for transition services and pre-employment transition services;
- encourage community work experiences that provide the opportunity for students with a documented disability to participate in skill development in community settings;
- share career assessment and planning information with DRS and school staff;

- work with the local DRS counselors to identify, recruit, and refer students for vocational rehabilitation services;
- communicate to Partner School staff and DRS (if applicable) any concerns brought forth by a student;
- assist with the development of additional school sites by speaking with potential school leadership; and
- maintain confidentiality regarding program recipient of VR services.

**Signatures**

The Parties hereto agree that they may conduct the transaction by electronic means and hereby state that a electronic signature shall have the same force and effect as an original signature.

The partner school represents that it has read and understands the terms of this agreement and made no changes to the terms of this agreement. By placing the signature of its authorized representative, the partner school agrees to be bound by this agreement.

**Partner School**

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Print Name and Title

**Central Tech**

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Print Name and Title