

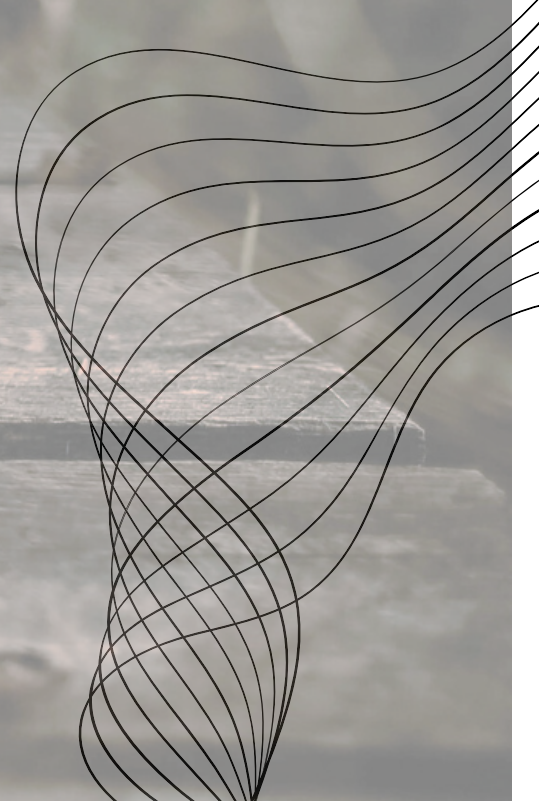


**GHS**



**VOCATIONAL  
PROGRAM**

**A PATH TO INDEPENDENCE**





WHO  
WHEN  
HOW

WHERE

WHAT  
WHY



# OPPORTUNITIES

Coursework at GHS

Work-based Learning Experiences

Supported Employment Program

Student-Led Enterprises

Internships (paid and unpaid)

Transition Services

Service Learning/Volunteer

Work Related Training

On-Campus OJE/OJT

Workplace Tours and Job Shadows

Career Exploration/Assessment

Community Competitive Employment

Informational Interviews

Customomized Employment

Simulated Workplace Experience



# GOALS AND OBJECTIVES

## INDEPENDENT LIVING SKILLS

Our Goal is to provide skill building and learning opportunities to assist individuals to live in their community as independently as possible.

## COMMUNITY PARTNERSHPS

Our Goal is to educate our Community Partners to understand the individual's possibilities and facilitate natural supports for the young adult exiting high school.

## PURPOSE AND PERSONAL VALUE

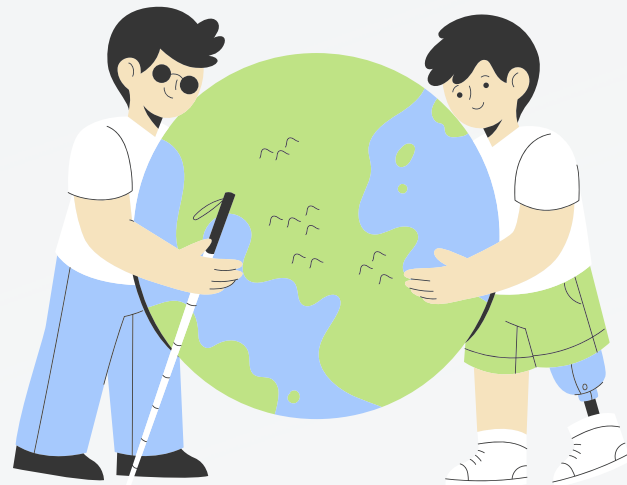
Our Goal is to facilitate experiences that provide a sense of purpose and personal value for emerging citizens living and working in their community.





# VALUES

## Mission



The **MISSION** of the GHS Vocational Program is to provide access to all students in the GHS special education program opportunities to learn, practice, and apply individualized skills to help them obtain employment, access resources, participate in their community to the fullest extent and live as independently as possible after leaving high school.

Our students with exceptional needs experience many obstacles. Our **VISION** is to close that gap and provide a structured path during high school and a gateway for their journey to personal independence. Our belief is that all students are capable of contributing to their community.

## Vision





# SCOPE AND SEQUENCE

01

02

03

04

YEAR 1

YEAR 2

YEAR 3

YEAR 4

On Campus Job Experiences, Workplace Tours and Job Shadows, Volunteer and Service Learning, Career Exploration and Assessments

Work Related Training, Student-Led Enterprises, Community Internships Work-based Learning Experience

Community Internships (paid and unpaid) Customized Employment Experiences

External job site, paid employment, maintenance of skills, post-secondary agency and community contacts.





# SO FAR?

**WE HAVE 33 DIFFERENT COMMUNITY PARTNERS THAT ARE CURRENTLY WORKING WITH US. IN THE PAST TWO SCHOOL YEARS, THIS HAS PROVIDED APPROXIMATELY 5,550 HOURS OF WORK-BASED LEARNING EXPERIENCES FOR OUR STUDENTS. DURING THE 2022-23 SCHOOL YEAR, WE HAD SEVEN STUDENTS EARNING A PAYCHECK.**



# COMMUNITY PARTNERS

HAMMOND HENRY HOSPITAL:  
LTC, PT, COURIER, CAFETERIA

NOSH

NORTHSIDE LIFE SKILLS AND  
PRESCHOOL

FAREWAY

ST. MALACHY CHURCH

GENESEO/ATKINSON  
FOOD PANTRY

SOUTHWEST LIBRARY

MILLIKIN ELEMENTARY K AND SPED. CLASSES

CENTRAL THEATER

REAP AND SOW

LIBERTY VILLAGE

CHAMBER OF  
COMMERCE

ALLURE

GENESEO UNIT OFFICE

WOODRIDGE

CAFFEINE AND CARBS

CIC PRINTING

GHS CAFETERIA

STATE OF THE ART HAIR STUDIO

STATE STREET CAFE

GENESEO HISTORICAL MUSEUM

NORTHSIDE CAFETERIA

THE VIC BUILDING

ALEXIS DOGGIE SPA

JAZZERCISE

MY MOON

HYVEE FRESH

ALL IN STITCHES

HANFORD INSURANCE

GENESEO COMMUNITY CENTER

STUDIO G SALON AND SPA

GENESEO  
COMMONS

ST. MALACHY SCHOOL



# STUDENT-LED BUSINESS ENTERPRISES

- **Coffee Corner** has been serving GHS staff and teachers since 2019. Over the past 2 years, it has employed 37 different students. The student employees have made and served 3,189 cups of coffee with a projected 576 hours of simulated work based learning experience.
- **T-Shirt Shop** has recently kicked off in Winter 2023. It has given students the opportunity to practice and learn new skills of weeding vinyl, creating designs and using a Cricut, to production of ironing on the vinyl.
  - **The Snack Cart** began in Fall of 2023, employing 7 students. Students practice social, money, and inventory skills while delivering snacks or drinks to staff members within the high school.
  - **The Copy Center** within the high school began January 2024. Students practice operating the copy machines, stapling and hole punching orders.





# STUDENT VOICES

## VOCATIONAL PAGE\_

"I feel happy to go to work"

"Cleaning is not my favorite,  
but I like doing windows".

"I like to do dishes! I wash and rinse them off".

"I would like to have a job  
folding laundry so I can do my  
laundry on my own"

"I want to vacuum"

"I feel great about  
my job"

"I like that I get to  
play with the dogs"

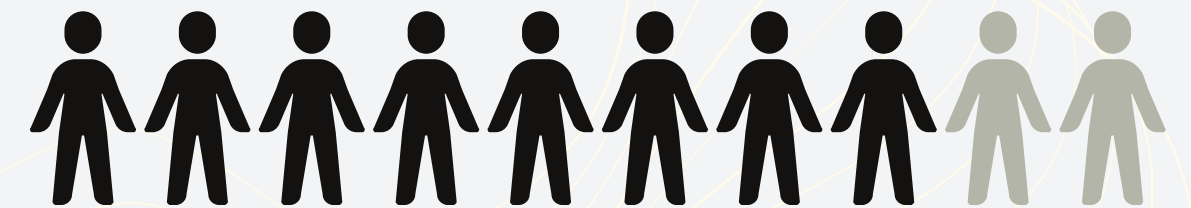
"I like the people and I feel  
good about talking to them".

"I like the whipped cream and caramel  
and I like making the coffees"

"I like to be helpful and the  
people are nice".

"If I have a question, I can ask my job  
coach".

"My supervisor is nice"





# TESTIMONIALS

## Community Partner:

"I was excited to be a part of this, but was concerned about how my staff would receive the students".

"The experience has been excellent primarily because the job coaches have managed the students exceptionally well. "

## Community Partner:

"I was nervous at first about what kind of helper we would get. I was worried that I would not be able to give the right kind of support."

## Community Partner:

"We have been a work-place experience for several years I have seen a positive change. The amount of support given the student and the job site has been appreciated and needed."

## Community Partner:

"I had no idea what to expect, but the Reverse Job Fair really helped open my perspective!"

## Community Partner:

"My first year I thought that I would be on my own with the student and would have to wing it the best I could. I definitely found out how wrong I was. The support I got and that the student gets surprised me in a very good way."

## Community Partner:

"I hope this is something that the school will continue to do. We have developed a special relationship, as she comes to visit time to time."



# PLANNING FOR THE FUTURE

## FUTURE ENDEAVORS INCLUDE THE FOLLOWING:

Add to our Student-Led Business Enterprise:  
**Tablespoons Bakery**, an evidenced based curriculum that encompasses our vision with an extension of future community partnerships.

**BRIGHT  
FUTURE**

Add the 18-22  
**BRIDGE Program**  
(**B**uilding  
**R**esponsible  
**I**ndividuals and  
**D**eveloping  
**G**ateways to  
**E**mployment)

Continue Job Training and Life Skills at an off campus site, such as a house which would take place in a real setting learning cooking, cleaning, laundry, social skills, money, etc to adequately prepare them for LIFE

**BRIGHT  
FUTURE**

Expand current experiences to be honored as the **BEST VOCATIONAL PROGRAM IN THE AREA**, including individuals with special needs: our own transportation, a separate space for 9-12 to practice work skills and vocational units, more in-house jobs, such as working as school kitchen staff, Special Olympics at all grade levels and relationships built with general education students, etc. .

**BRIGHT  
FUTURE**



# THANKS FOR YOUR CONTINUED SUPPORT

*People with disabilities account for 1 in 4 individuals. Together, with our concentrated efforts, we plan to change the way people see individuals with exceptional needs.*

*The young adults upon exiting our high school will enter their community ready to **LIVE, LEARN, WORK AND PLAY.***

*“A true measure of any society can be found in how it treats  
it’s most vulnerable members”  
-Mahatma Ghandi*

