

Pathways to Partnerships



PATHWAYS
TO PARTNERSHIPS

GVRA + CILs + LEAs



YOUTH
18-22

BRIDGING THE GAP

Building a bridge for youth to transition from high school to positive post-secondary outcomes, paving the way to achieving and maintaining competitive integrated employment.



Program Guide

Pathway to Dreams

BRIDGING THE GAP

PROGRAM OVERVIEW

Building a bridge for youth to transition from high school to positive post-secondary outcomes, paving the way to achieving and maintaining competitive integrated employment

Welcome to ***Pathway to Dreams: Bridging the Gap***, a targeted initiative supporting youth with disabilities, aged 18-22, in their transition from high school to positive post-secondary outcomes, including post-secondary education and obtainment of competitive integrated employment. Funded by the Rehabilitation Services Administration's Disability Innovation Fund, this five-year program is led by the Georgia Vocational Rehabilitation Agency (GVRA).

Pathway to Dreams: Bridging the Gap was developed through a collaborative partnership involving Georgia Vocational Rehabilitation Agency (GVRA) VR Counselors, GVRA client services leadership, Georgia Centers for Independent Living (CILs), post-secondary institutions like Roosevelt Warm Springs (RWS) and Cave Spring (CS), and the Pathways to Partnerships (P2P) Team. This initiative thrives on strong partnerships between GVRA, the nine Georgia-based CILs, and other key stakeholders. GVRA's Pathways to Partnerships (P2P) implementation team will work alongside VR Counselors and CILs across Georgia to roll out the program for participating youth. Designed to empower youth with disabilities, the program focuses on equipping them with vital skills and resources for independent living and work integration, effectively bridging the transition from high school to successful positive post-secondary outcomes.

Program Vision: Two Bridges to Success

1. **Bridge of Collaboration:**

GVRA, VR Counselors, and CILs form strong partnerships to combine resources and expertise, creating a seamless support system. Building this bridge through ongoing connection and collaboration combines strengths to ensure the program is effectively developed and implemented statewide, benefiting youth participants.

2. **Youth Transition Bridge:**

Building on the first bridge, the program engages participating high school seniors and recent graduates not yet in post-secondary education or the workforce. Through innovative programming and strong partnerships between GVRA VR Counselors and CIL peer support personnel, *Pathway to Dreams: Bridging the Gap* equips participants and their families with the skills, tools, and support to achieve positive post-secondary outcomes and competitive integrated employment.

Program Goals

- **Bridge the Transition Gap:** Help youth successfully transition from high school to post-secondary education or employment, leading to competitive integrated employment (CIE).
- **Develop Independence and Work Integration Skills:** Provide peer support to equip youth with essential skills, such as budgeting, time management, self-advocacy, professionalism, and daily living tasks, alongside soft skills like teamwork and communication.
- **Connect Resources:** Link youth and families with local VR Counselors, CILs, and other opportunities to ensure smooth transitions and long-term success.

Key Features

- **Skills Development:** Youth work with CIL peer supporters to assess strengths, address barriers, and develop plans for independent living and work readiness.
 - **Mentorship:** One-on-one and group mentorship with expert CIL peer supporters help participants engage in discovery and person-centered planning to navigate challenges and achieve their personal and professional goals.
 - **Family Engagement:** Families/Guardians receive guidance on available resources and support options, such as enrollment opportunities at RWS, CS, or other post-secondary programs.
 - **Immersive Experience:** Participants engage in intensive Pre-ETS and soft skills training, including financial literacy, through a weeklong program at RWS.
 - **Scalable Impact:** Starting with 10 participants per CIL/GVRA service area, the program aims to grow annually to reach more youth and expand its impact.
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Research-Driven Approach

Research conducted and shared through the CSNA FY21 and FY23 reports indicate the need for a program such as *Pathway to Dreams: Bridging the Gap*. Findings showed Georgia children and youth with disabilities are underserved populations by GVRA and CILs. The reports also noted a lack of awareness regarding VR and CIL services available, as well as a lack of job preparation, skills, and education needed to obtain and maintain employment. Lastly, there is a need for stronger collaboration among entities: GVRA, CILs, LEAs, students, families, and communities. *Pathway to Dreams: Bridging the Gap* aims to facilitate the collaboration of these entities to address the identified areas of need to empower youth with disabilities to transition from high school to post-secondary education and competitive integrated employment.

Measuring Success

- Number of youth completing the *Pathway to Dreams: Bridging the Gap* program
 - Enrollment in RWS, CS, or other post-secondary programs
 - Completion of internships
 - Achievement of Competitive Integrated Employment (CIE)
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Our Belief

The Pathways to Partnerships Team operates on the principle: *One Team, One Dream, Better Together!* This collaborative effort and collaboration ensure the youth with disabilities we serve have the support, opportunities, and resources needed to achieve their dreams.

Pathway to Dreams

BRIDGING THE GAP

PROGRAM IMPLEMENTATION GUIDE

PROGRAM GOAL: 100% of participating youth (ages 18–22) will enhance independent living and work integration skills, transitioning to positive post-secondary outcomes:

- Enrollment in post-secondary education to enter competitive integrated employment.
- Direct entry into competitive integrated employment after high school.

PROGRAM PARTICIPATION GOALS:

- Year 1: 10 youth
- Year 2: 15 youth
- Years 3-4: 30 youth annually

KEY PROGRAM COMPONENTS

1. Collaborative Transition Support

- Partnership between GVRA and CILs to develop and provide individualized transition programming for youth with disabilities who are VR clients.

2. Skill Development

- Independent Living and Work Integration Skills.
- Internships/Apprenticeships aligned with interests, skills, and learning styles.
- Discovery and Person-Centered Planning.

3. Community Connections

- Opportunities to engage with Center for Independent Living (CIL) employees.

4. Intensive Training

- Pre-ETS and soft skills training, including financial literacy, at Roosevelt Warm Springs (RWS).



STEP 1

Program Structure **IDENTIFYING YOUTH** GVRA VR COUNSELORS

VR counselors will identify youth (18-22 years old) with disabilities to participate who are VR clients needing additional peer support and VR support to determine and secure post-secondary education enrollment or employment after high school

Considerations when identifying youth participants:

1. VR Client, or qualifies to be enrolled as VR Client
2. Seniors or recent high school graduates who are not enrolled in post-secondary program or employed (18-22 years old)
3. Youth who, based on their goals and needs, require support in selecting and enrolling in post-secondary options and are strong candidates for programs such as Roosevelt Warm Springs, Cave Spring, technical college enrollment, or employment opportunities.
 - Education to youth and families on RWS post-secondary program and Pathways. RWS Flyer and Videos (Appendix C).

Cohorts for Participation:

1. **High School Seniors:** Participate during the 2nd semester of high school for post-secondary enrollment in the fall or employment opportunities.
 - Giving participants time to receive training, support, connection to resources, goal setting, and enrollment in post-secondary or employment track.
 - Internships can also be organized through VR Counselor and CIL, if applicable to youth participant.
2. **High School Graduates:** Participate during the 1st semester for post-secondary enrollment in January or employment opportunities.
 - Youth (18-22) who are high school graduates and not enrolled in post-secondary or employed- Participate in programming 1st semester (August-November)
 - Giving participants time to receive training, support, connection to resources, goal setting, and January enrollment in post-secondary or employment track.
 - Internships can also be organized through VR Counselor and CIL, if applicable to youth participant.

Family Connections

1. VR counselors communicate with youth and families about youth being participants in Bridging the Gap
 - Assess youth and family's intentions of youth entering post-secondary and/or employment
 - Provide education to families as needed on RWS, CS, and other post-secondary options, disability benefits, and how the Bridging the Gap program will help their youth enter post-secondary education or employment
 - RWS Flyer with pathway options and criteria, as well as RWS Videos at end of this guide (Appendix C)
2. VR Counselor gets a Release of Information (ROI) completed for each youth participant to communicate with client information with CILs

STEP 2

Program Structure

PRE-PLANNING

GVRA VR COUNSELORS & CIL'S

VR Counselor and participating CIL peer support personnel will collaborate to deliver programming to identified youth cohorts.

Pre-Planning Actions:

1. Establish Regular Meeting Schedule (PRIOR to implementation with a cohort)
 - Schedule Bi-weekly Touchpoint Meeting (CIL and VR Counselor):
 - Discuss each participant, progress, current supports,
 - Plan next steps for achieving independent living and post-secondary or employment outcomes.
 - Schedule Monthly face-to-face or virtual reviews
 - Progress check and next steps for Bridging the Gap caseload
2. Hold Caseload Review Meeting
 - Discuss each participant's post-secondary goals, progress, current supports, and independent living and work integration skill areas of needed improvement
 - Plan next steps for achieving independent living and work integration skill peer support, along with enrollment in tours
3. Schedule Introduction Meetings with each youth participant **AND** family representative:
 - Review Bridging the Gap, goals and next steps of working with CIL peer support and VR counselor team to build individual skills
 - Engage youth and families/guardians to outline program goals and steps.
 - Address additional family support needs (providing applicable information).
 - Discuss scheduling an RWS Tour, or other post-secondary programs of interest
 - To schedule an RWS tour, email RWS_Tours@gvs.ga.gov **AND** in the email body note the youth is a **P2P Participant**
4. VR Counselor checks "P2P RSA DIF Grant" in client's AWARE Case, noting they are a P2P participant

Implementation Support:

- Regular check-ins and touchpoints throughout the program.

STEP 3

Program Structure IMPLEMENTATION

GVRA VR COUNSELORS & CIL'S

Program Duration: Minimum of 8 weeks, tailored to individual needs and progress.

WEEK 1: GETTING TO KNOW YOU

Utilize a Discovery and Person-Centered Planning model to identify youth goals, strengths, and support needs for independent living and work integration.

CIL Peer Support Sessions:

- Discuss youth goals and determine support needs for independent living and work integration skills.
- Identify strengths and barriers to achieving those goals.
- Develop a support plan based on goals, skill needs, strengths, barriers, and the time required to achieve them:
 - Use the Independent Living and Work Integration Skills List (Appendix A) to identify priority skills for bridging the gap between high school and post-secondary education or employment.
- Map out an Independent Living (IL) plan, detailing the skills and supports needed to achieve post-secondary or employment goals.
- Ensure collaboration between the VR Counselor and CIL peer support in creating and implementing the plan.

RWS Tour:

- Schedule the tour with youth and their family, supported by the VR Counselor.
- Highlight RWS as a supported independent living environment:
 - One-semester program with seven Pathways (and more to come; see RWS Flyer and Videos in Appendix C).
 - Job coach provides five visits during RWS and supports employment in the youth's hometown upon program completion.
- To schedule a tour, email RWS_Tours@gvs.ga.gov **AND** in the email body note the youth is a **P2P Participant**

VR Counselor Follow-Up:

- Conduct bi-weekly check-ins with each youth and/or their family to monitor progress in post-secondary enrollment decisions or employment.
- Provide additional support or resources as needed to facilitate informed decision-making.

Considerations and Resources for Getting to Know Youth Participants

1. Engage in Discussion:
 - Peer supporter spends time with the youth, discussing strengths, barriers, and goals.
2. Assessment Tools:
 - Use the "Independent Living Skills Assessment" (Appendix B) or other life and soft skills surveys to guide conversations and identify goals and needs.
3. Document Reviews:
 - Review IEP or 504 plan goals.
 - Examine 9th-grade aptitude test results.
4. Career and Interest Exploration:
 - Administer and review the O*NET Interest Profile.
 - Conduct a Career Exploration Survey and analyze the results.
5. Planning Tools:
 - Use an informal P.A.T.H. or MAPS planning tool as a framework for goal setting and action planning.

WEEKS 2-8

(or longer based on youth goals, needs, and progress toward post-secondary enrollment or employment):

CIL Peer Support Personnel Responsibilities:

- Provide individual and group peer support focused on independent living and work integration skills, empowering youth to enhance executive functioning, self-direction, and responsibility.
- Ensure youth and families complete a tour of RWS and/or other relevant post-secondary programs.
- Assist youth in enrolling in internships, as applicable to their goals and needs.
- Facilitate discussions about post-secondary plans, enrollment, or employment.
- Connect participating youth with unique CIL program offerings, such as Media Team, Hydroponics, Cooking, Book Club, Gaming, Mountain Biking, etc.

VR Counselor Responsibilities:

- Collaborate with P2P Family Liaison and families to enroll participating youth in the P2P *Bridging the Gap* Summer Program at RWS.
- Partner with CIL personnel to support youth and families in post-secondary enrollment or employment planning.
- RWS Enrollment Process- VR Counselor assists the youth and family if they want to apply to RWS. VR Counselor sends the youth's RWS Application, along with their IEP, 504, and/or Psychological, to rws.csc.referrals@gvs.ga.gov **AND** in the email body note the youth is a **P2P Participant**. Jamie Fox, RWS Admissions Manager, is a great contact for application and enrollment questions.
- Provide follow-up discussions and resources after tours to aid informed decision-making.
- Complete a Comprehensive Vocational Evaluation (CVE) for each participant.
- Conduct weekly or bi-weekly follow-ups with youth and/or families to monitor progress.

Documentation Requirements for CIL Peer Support Personnel:

- Maintain all documentation on the *P2P: Bridging the Gap Spreadsheet*, submitted monthly alongside the *P2P CIL Data Spreadsheet*:
 - Document youth goals for:
 - Independent Living and Work Integration Skills.
 - Post-secondary or Employment outcomes.
 - Record each peer support session (date, topic, duration, in-person/virtual) for every youth.
 - Conduct monthly touchpoint check-ins (date, topic, duration, in-person/virtual) with participants for six months post-program completion.
- Youth Progress - Record the Date:
 - Tour of RWS, CS, or other post-secondary programs completed.
 - Enrollment in a community internship (if applicable).
 - Enrollment in post-secondary education.
 - Completion of a post-secondary program.
 - Entry into employment.

Collaboration Requirements for VR Counselor and CIL Peer Support Personnel:

- Hold bi-weekly touchpoints to review youth progress.
- Conduct monthly caseload review sessions (in-person or virtual).
- Arrange additional touchpoints (calls, texts, emails) as needed.

Additional Resources and Tools

- Independent Living and Work Integration Skills (Appendix A)
- Independent Living Skills Assessment (Appendix B)
- RWS Flyer with pathways and Videos (Appendix C)
- Independent Living and Work Integration Resources (Appendix D)
- Career exploration surveys and interest profiles.

Independent Living and Work Integration Skills

The Pathway to Dreams: Bridging the Gap program development team collaborated to identify the essential independent living and work integration skills that youth need support with to improve their processing and executive functioning abilities. These skills are crucial for bridging the transition from high school to successful post-secondary outcomes, enabling youth to secure and sustain competitive, integrated employment. This list serves as a guide for identifying the areas where participating youth may require additional support. VR Counselor and CILs are encouraged to jointly develop a local resource guide for food, scarcity, housing, clothing, etc. to share with youth and families.



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- Confidence Building
 - Critical Thinking/Problem Solving
 - Emergency Awareness and Safety
 - Employability: Dos and Don'ts
 - Employment Search
 - Interviews
 - Resumes
 - Financial Literacy
 - Hygiene
 - Household Responsibilities
 - Cleaning
 - Cooking
 - Laundry
 - Initiative
 - Prioritizing
 - Self-Advocacy
 - Teamwork
 - Technology Use
 - Appropriate communication
 - Banking
 - Supportive apps
 - Time Management
 - Digital plans and schedulers
 - Transportation
 - Navigating environment (workplace or school campus)
 - Public transportation system
 - Work Etiquette
 - Appropriate dress
 - Communication
 - Conflict resolution
 - Professionalism
 - Punctuality/Attendance
 - Leave from Work (sick leave, personal leave, etc.)
 - Telecommunication

Independent Living Skills Assessment

Name _____ Date _____

VR Counselor _____ CIL _____

MONEY MANAGEMENT	INDEPENDENT	DONE WITH ASSISTANCE OR PROMPTING	DOESN'T DO	NOT APPLICABLE	WANTS TO LEARN
Knows value of coins and currency					
Can make a transaction at the store and count change					
Understands the difference between "sale" price and "regular price"					
Can open or already has a checking account					
Can complete a form correctly					
Can complete a check registry					
Knows how to use a debit/credit card					
Knows how to deposit and withdraw money from the bank/ATM					
Can read an online bank statement					
Knows how to save money					
Understand concept of budgeting					
Can formulate and follow a budget					
Can compute total amount of bills owed					

Independent Living Skills Assessment (page 2)

FOOD MANAGEMENT	INDEPENDENT	DONE WITH ASSISTANCE OR PROMPTING	DOESN'T DO	NOT APPLICABLE	WANTS TO LEARN
Washes hands before eating and preparing food					
Know name and use of most cooking utensils					
Can use cooking utensils effectively and safely					
Can use kitchen appliances effectively and safely					
Stores perishable items in refrigerator					
Recognizes signs of spoilage in food					
Can follow instructions for preparing canned or frozen foods					
Can prepare recipes from a cookbook					
Can fix lunch and dinner for one					
Can make a grocery shopping list					
Can shop for a week's menu and stay with a budget					
Can set the table properly					

Independent Living Skills Assessment (page 3)

PERSONAL APPEARANCE	INDEPENDENT	DONE WITH ASSISTANCE OR PROMPTING	DOESN'T DO	NOT APPLICABLE	WANTS TO LEARN
Can dress self					
Can bathe self					
Showers or bathes regularly					
Keeps hair neat and clean					
Brushes teeth regularly					
Dresses in reasonable clean clothing					
Can read clothing labels for laundering					
Can sort and wash clothes per instructions					
Can dry clothes using appropriate settings					
Can fold clothes					
Can iron clothes					
Can sew on buttons or make minor clothing repairs					
Knows appropriate clothing to wear for most occasions					

Independent Living Skills Assessment (page 4)

HEALTH	INDEPENDENT	DONE WITH ASSISTANCE OR PROMPTING	DOESN'T DO	NOT APPLICABLE	WANTS TO LEARN
Can open a childproof medicine container					
Knows not to take someone else's medicine					
Knows parts of the body					
Can recognize and describe symptoms of cold, flu, and other health problems					
Knows what to do if sick with cold or flu					
Knows what to do for a minor cut, burn, splinter					
Can take temperature using a thermometer					
Can find over the counter medication, if needed					
Can read a prescription label correctly and follow instructions					
Can take medication without supervision					
Takes care of menstrual needs					
Knows how to use what is included in a First Aid kit					
Can call a doctor and schedule an appointment					
Knows how to obtain medical history					
Knows how and where to get emergency health care					
Can determine when to go to an emergency room and when to make an appointment with a doctor					

Independent Living Skills Assessment (page 5)

TRANSPORTATION	INDEPENDENT	DONE WITH ASSISTANCE OR PROMPTING	DOESN'T DO	NOT APPLICABLE	WANTS TO LEARN
Can ride a bike safely					
Understands and uses seat belts properly					
Knows how to access public transportation (bus, train, etc.)					
Knows how to call a taxi or Uber					
Can read a map					
EMERGENCY AND SAFETY SKILLS	INDEPENDENT	DONE WITH ASSISTANCE OR PROMPTING	DOESN'T DO	NOT APPLICABLE	WANTS TO LEARN
Knows function of police and can call if needed					
Knows function of fire department and can call if needed					
Knows function of ambulance and can call if needed					
Knows how to evacuate in case of an emergency					
Knows how to lock and unlock doors					
Knows how to check smoke alarm and change batteries					
Knows how to use a fire extinguisher					
Knows how to lock and unlock doors					
Knows how to check smoke alarm and change batteries					
Can recognize smell of a gas leak					
Knows what to do if gas leak is smelled					
Knows different methods for putting out fires					

Independent Living Skills Assessment (page 6)

HOUSEKEEPING	INDEPENDENT	DONE WITH ASSISTANCE OR PROMPTING	DOESN'T DO	NOT APPLICABLE	WANTS TO LEARN
Can wash dishes					
Can change a light bulb					
Can make a bed					
Knows how to dispose of garbage					
Can use a vacuum cleaner and change bags or empty container					
Can change bed linens					
Knows how to sweep floor					
Knows how to clean toilet					
Knows how to clean bathtub					
Knows how to clean sink					
Knows appropriate cleaning products to use for different cleaning jobs					
Knows how to use a plunger					
Is able to contact a landlord to request repairs					
Can reset circuit breaker					
Knows how to get rid of and avoid ants, roaches, mice, etc.					

Independent Living Skills Assessment (page 7)

KNOWLEDGE OF COMMUNITY RESOURCES	INDEPENDENT	DONE WITH ASSISTANCE OR PROMPTING	DOESN'T DO	NOT APPLICABLE	WANTS TO LEARN
Knows how to get emergency information by phone					
Knows who to contact if injured or sick					
Can get to the grocery store					
Can get to the pharmacy					
Can get to the bank					
Knows who to contact if utilities are disconnected or there is no heat/air					
Can get own haircut					
Can locate a public restroom					
Can use a phone					
LEGAL ISSUES	INDEPENDENT	DONE WITH ASSISTANCE OR PROMPTING	DOESN'T DO	NOT APPLICABLE	WANTS TO LEARN
Knows who to call if arrested or victimized					
Generally, knows what actions are against the law and the consequences they carry					
Knows personal rights if arrested					
Knows the function of a lawyer					
Is registered and knows how to vote					
Understands the consequences of signing a contract					
If not their own guardian, they know who their guardian is and how to contact them					

Independent Living Skills Assessment (page 8)

INTERPERSONAL SKILLS	INDEPENDENT	DONE WITH ASSISTANCE OR PROMPTING	DOESN'T DO	NOT APPLICABLE	WANTS TO LEARN
Can identify one friend					
Communicates with at least one person daily					
Can self-advocate and ask for help					
Makes arrangements with peers for social activities					
Has the ability to resolve conflicts with others					
Has demonstrated the ability to say “no” to peers					

Roosevelt Warm Springs (RWS) Flyer (page 1)

Roosevelt - Warm Springs Academic Pathways

Helping Students Earn Professional Certifications & Assisting with Job Placement Opportunities



Follow us on Facebook!
Roosevelt Warm Springs Center - RWS

Hospitality

Our Hospitality Program offers stackable certifications and prepares students for high-demand jobs in this exciting industry. Certifications earned through AHLEI (American Hotel & Lodging Educational Institute): Guest Room Attendant, Restaurant Server, Kitchen Cook, Breakfast Attendant, Front Desk Receptionist, and Maintenance Employee.

- * Reading & Math Levels: 4th grade & above
- * Physical ability to perform job related tasks



* NEW FOR JAN. 2025 ! * Landscape Maintenance & Design

Students participating in the Landscape Maintenance & Design program experience a blended learning model that utilizes the nationally renowned Home Builders Institute (HBI) online curriculum, direct, face-to-face instruction and hands-on practice of the skills/concepts learned. Students have the opportunity to earn certificates in HBI PACT Core, HBI PACT Landscaping, and OSHA-10.

- * Reading & Math Levels: 4rd grade & above
- * Physical ability to complete hands-on tasks & safely/appropriately operate all equipment



Auto Detailing

Students participating in the Auto Detailing Program can earn industry recognized certifications through the International Detail Association. Additionally, clients will experience instruction related to self-employment opportunities as an auto detailer. The program includes a blend of classroom instruction, hands-on training, and virtual training in auto painting.

- * Reading Level: 3rd grade & above
- * Physical ability to complete hands-on job related tasks



CVS / NRF Retail

Students will have real-life experience in the Retail Industry as direct classroom instruction is coupled with hands-on training at a community CVS store. Potential certifications earned in NRF (National Retail Foundation) Rise up - Retail Industry Fundamentals, Business Retail, and Customer Sales/Service.

- * Reading & Math Levels: 3rd/4th grade & above
- * Physical ability to perform job tasks



#RWS-2.0

Campus Amenities & Support Services:

- Beautiful Modern Dorms
- Recreation Center w/ Bowling Alley, Art Room, Basketball Court and More
- Beautiful 900 Acre Campus with 12 Acre Lake
- Variety of Extracurricular Events & Activities
- Academic & Pre-ETS Tutoring
- Health Services
- Cafeteria Serving 3 (Three) Hot Meals Daily
- Career Counseling
- Post-Graduation Employment Support
- FREE Tuition, Room & Board, and Meals

Certified Nursing Assistant

The C.N.A./Home Health Aid Program prepares students for success as a Certified Nursing Assistant state licensure. This program combines classroom instruction with an internship experience at a local nursing home. Certifications can be earned in CPR/First Aid, C.N.A. Licensure, and Home Health Care.

- * Reading & Math Levels: 6th grade & above
- * Physical ability to lift 40-50 lbs.
- * TB Test and Background Check Required



Roosevelt - Warm Springs Academic Pathways (Cont.)



Heavy Equipment Operation

Students will use state of the art simulators as they work through curriculum from NCCER to master the safe and appropriate operation of excavators and bulldozers. In addition, students will practice on real equipment and utilize this machinery for their Capstone Project, the culminating performance task required for certification/credentialing.

- * Reading Level: 6th grade & above
- * Math: 4th grade & above
- * Physical ability to perform tasks/operations



Light Electrical & Carpentry



This program gives students experience and training in both the light electrical and carpentry components of the construction trade. The course is a blend of online and direct, face-to-face classroom instruction along with hands-on carpentry and wiring experience. Students the opportunity to earn certifications in OSHA-10, as well as through the National Homebuilders Institute (HBI).

- * Reading Level: 8th grade & above
- * Math Level: 6th grade & above
- * Physical ability to lift 50-60 lbs. and perform all job related tasks/operations

Logistics-Forklift/ Warehousing

Students enrolled in this program will learn the necessary skills to secure jobs in the supply chain industry, including the safe operation of a forklift and other warehousing equipment. Successful completion of this pathway allows students to earn certifications in OSHA-10, MSSC (Manufacturing Skills Standards Council), and Forklift Operation. This program supports a fast-growing industry with a wealth of job opportunities across the state.

- * Reading Level: 5th grade & above
- * Physical ability to lift 40-50 lbs.



Roosevelt Warm Springs
6135 Roosevelt Highway
Warm Springs, GA 31830
Phone: 706 - 655 - 5000



Roosevelt Warm Springs (RWS) Videos

Utilize the RWS Videos below to share more about RWS with youth and families.

Video Title (Hyperlinked)	Description
RWS: Student Perspective	Watch this video to hear from RWS students as they explain what RWS means to them in one word.
RWS Dorm Tour	Watch this video to learn more about campus life. The video will take you through a virtual tour of RWS Dorms.
RWS Logistics Pathway	RWS offers 7 Pathways. Watch this video to explore and learn more about the Logistics Pathway.
RWS Hospitality Pathway	RWS offers 7 Pathways. Watch this video to explore and learn more about the Hospitality Pathway.
RWS Heavy Equipment Pathway	RWS offers 7 Pathways. Watch this video to explore and learn more about the Heavy Equipment Pathway.

Pathway to Dreams: Bridging the Gap Shared Resource Files

Independent Living and Work Integration Resources

