The Roosevelt Warm Springs Annual Report is developed as an overview of program activity, success stories and trending data. Roosevelt Warm Springs is a program within the Georgia Vocational Rehabilitation Agency.
This past year was a challenging year at Roosevelt Warm Springs. We never expected at the start of the year that we’d be responding to a pandemic or dealing with the loss of staff members who contributed so much to our program and the students. Despite these challenges, the staff demonstrated resilience, determination and fortitude to move forward in an unprecedented time. In mid-March, students were sent home and the majority of staff began teleworking. Our essential staff in Maintenance, Grounds, Environmental Services, and the Roosevelt Warm Springs Police Department remained on site to keep our campus safe and operational. Program and services staff went into action identifying virtual platforms for services and learning that would allow our students to receive support while home. Our instructional staff developed targeted workgroups committed to converting a 50+ “brick and mortar” based vocational rehabilitation training program into virtual learning opportunities for students. By the end of September, 2020, approximately 116 students were participating in virtual learning and 126 had completed strength based virtual vocational assessment services. The combination of efforts resulted in Roosevelt Warm Springs serving over 1000 students last year even with the impact of a pandemic.

Franklin D. Roosevelt once said that, “a smooth sea never made a skilled sailor”, and this past year we faced an unchartered course. This allowed us to develop new skill sets and embrace technology to provide virtual learning and services to our students. While change was prompted during a challenging “sea”, these new skills will prove to help us better serve students over the years ahead maximizing the use of technology. The staff is to be commended for the achievements of the past year.

The 2020 Annual Report is dedicated to the memory and contributions of two staff members we lost this past year – Jeff Goodin and Lisa Stubbs.

Dr. Lee Brinkley Bryan
Director of Residential Services
RWS has been providing residential vocational rehabilitation services since 1964. Our campus is located on the grounds of the historic polio program founded by Franklin Delano Roosevelt (FDR) in 1927.

FDR often spoke of the benefits of rehabilitation services and the importance of a holistic approach to support all areas of a person’s life. He also recognized the positive impact of employment not just on the lives of individuals with disability, but also the nation. Today at RWS, we honor his legacy while planning for the future with a targeted focus to serve more and to be known again as a world renowned best practice example of vocational rehabilitation services.

**Table of Contents**

Message from the Director of Residential Services

Program Overview and Success Stories:

- Roosevelt Academy .......................................................... 3
- Employment Development Services ..................................... 3
- Vocational Training .............................................................. 4
- Academic Education ........................................................... 5
- High School Transition Services .......................................... 6
- Vocational Assessment Services .......................................... 6
- Driver Education ................................................................. 7
- JumpStart ..................................................................... 8
- RWS Student Alumni Reports .............................................. 9
- Responding to the Challenge ............................................... 11
- Staff Milestones ................................................................ 14
- Trending Data .................................................................... 15
Program Overview and Success Stories

Roosevelt Academy

The Roosevelt Academy provides students an individualized program of study to increase skills and independence in activities of daily living and development of interpersonal skills and self-determination, as well as employment skills. Students participating in the Roosevelt Academy complete programs of study to obtain certification in chosen fields and develop work traits through the Employment Development Services program.

In FY 20 students were admitted under an enhanced Life Centered Education (LCE) model, a curriculum that focuses on daily living and self-determination skills based upon individualized needs. The enhanced model combined LCE courses to reduce duplicity of course content. The Roosevelt Academy provides instruction in daily living and interpersonal skills, work attitudes and behaviors, personal characteristics, etc. to achieve success in the workplace and in life. A total of 191 students participated in Life Centered Education at Roosevelt Warm Springs during FY 20.

Kazshira "KayKay" Harris

When KayKay Harris came to RWS, she had a specific goal of stocking at Kroger. Her confidence was low and she needed to improve her workplace communication skills. KayKay was eager to work and learn. She worked with her Behavior Specialist to learn appropriate social skills for the workplace.

She participated in the CVS Retail Training class and participated in a work site at Super Dollar, where she was well liked and recognized for her strong work ethic. KayKay made such a great impression at Super Dollar that she was offered a position! Her confidence improved and she felt more personally assured of her abilities in getting employment.

Employment Development Services

Employment Development Services is dedicated to enhancing student readiness for employment, providing student work based learning experiences, employment skills development and working collaboratively with GVRA field services to assist students in job placement activities. During FY 20, students took part in 159 work based learning experiences on over 45 worksites located on campus and local off-campus sites. The percentage of students reporting employment at the time of graduation was 53% at the December (2019) graduation and 36% at the June (2020) virtual graduation. Students were sent home and campus has been closed since March 2020 due to COVID 19. COVID 19 impacted our employment numbers as some students did not pursue employment or quit their jobs due to health and safety concerns. Additionally, many businesses were closed due to the pandemic. As businesses re-open, we anticipate an increase in employment numbers from our June 2020 graduates.
Vocational Training

The Vocational Training Program at Roosevelt Warm Springs continues to offer a number of industry-recognized certifications in a variety of training programs. Students earned 451 certifications in FY 20.

RWS expanded vocational training programs this year by adding courses and certifications such as QuickBooks to the Microsoft Office and Business information Technology programs to provide students with experience in the use of accounting and purchasing software. An OSHA-10 training and certification along with a new course, Logistics Fundamentals which includes spreadsheet certification, was added to enhance the Forklift and Warehouse Program. OSHA-10 is also used to build additional skills for other training programs such as construction, horticulture, maintenance, industrial housekeeping, and retail. New certification and skill gain opportunities were provided through the following courses: Introduction to Computers; Office Technology; Records Management; IC3; Microsoft Office; and Office and Administrative Duties with each course offering additional certifications. An Office Clerk non-certification program was also added to our Business Information Technology offerings. RWS had two students successfully complete online learning this year. One student earned a Legal Secretary credential through the University of Georgia Center for Continuing Education and another earned the Early Childhood Exceptionalities Certificate from Southern Crescent Technical College. Roosevelt Warm Springs provided vocational and academic support for these students.

RWS began its second year of High School Vocational Training with students attending classes from both Upson County and Muscogee County Schools. Students successfully completed a variety of courses and several achieved certifications such as OSHA-10; Learner’s Permit; and ServSafe. Students spent half of their school day at RWS and half at their home school. Transportation was provided by Roosevelt Warm Springs. Program and Career Exploration tours were held throughout the year for Harris County, Muscogee County, and Upson County students. Discussion and school or field visits were made to Griffin-Spalding and to Pike County to inform parents, students, and teachers about training available at Roosevelt Warm Springs. Classes and several scheduled high school activities were cancelled due to Covid-19 closure in March.

In addition to the new courses offered, RWS students received state and industry recognized certifications in Certified Nursing Assistant, Home Health Aide, Adobe Certified Associate, Internet and Computing Core (IC3), Legal Clerical, Microsoft Office, Microsoft Technical Associate, 3-D Design, CNC, Forklift/Warehousing, Residential Low Voltage Wiring, Robotics, Food Handling, Horticulture and Industrial Housekeeping.
Academic Education

The Academic Education program at Roosevelt Warm Springs is staffed by four certified teachers through funding provided by the Georgia Department of Education. Through identifying and addressing gaps in student academic knowledge, Academic Education provides intensive remediation for students who have struggled in reading and math. As many of the vocational tracks at RWS require mathematics skills and reading comprehension at specific grade levels, Academic Education supports students' vocational goals by helping them improve their grade levels in order to qualify for certification programs. Students may receive support both before and during their vocational training to improve their potential for success. Students also benefit from access to both tutoring in functional math and reading as needed. The Academic Education department also supported student off-campus learning initiatives such as a student preparing for and passing the ACCUPLACER exam and successfully completing the Early Childhood Exceptionalities Certificate at Southern Crescent. The Academic Education program at Roosevelt Warm Springs served 240 students in the Academic Education program in FY 20.

Zach Hardee

When Zach Hardee started his program at Roosevelt Warm Springs he received help from the psychology department to improve his social skills. It was difficult for him to adjust to a residential setting and the rules that accompanied being a student.

He began Microsoft Office Certification class with very low expectations for himself. He continuously doubted his ability to pass any certification exams. He sat at his computer and worked diligently every day for 12 weeks. He was punctual and demonstrated an outstanding work ethic. He didn’t talk much or smile. After several weeks of very good grades on MS Word Practice tests, he finally agreed to take the certification test - and passed it! Over the weeks he moved though Excel, Power Point and Outlook and passed every certification exam on the first try. As he excelled in the class and gained confidence, the smile on his face grew. At the end of 12 weeks he left the class with confidence that he could indeed succeed!

As Zach was moving toward completing his program, he was addressing staff appropriately, greeting them as he entered a room. He smiled more, initiated conversations and was able to make jokes, which was something he was resistant to at the beginning of his program.

Recently, Zach was hired by Publix and is planning to inquire about data entry and clerical work as additional duties.
James Noto came to Roosevelt Warm Springs with a goal of becoming a Certified Nursing Assistant. He never waivered from this goal despite having some physical limitations that could impede it. The physical therapist assessed him and taught him skills and techniques to protect his back and received approval to continue pursuing CNA. In early January 2020 he passed the state exam and received his certification. Shortly after he obtained a job with Northridge Health and Rehabilitation in Commerce, GA as a CNA. James plans to go to nursing school.

High School Transition Services

RWS offers two areas of services on campus to assist high school students in planning for high school transition. Navigating Transition for high school juniors provides a day-long learning and activity based program to introduce goal setting strategies for transition from high school to employment or secondary education.

Exploring Employment provides Pre-Employment Transition Services to local area high schools. Through this alternative to traditional work evaluation, Vocational Assessment Services staff deliver hands-on exploration of careers, interest assessment, and self-advocacy opportunities to high school students. In FY 20, Student Employment and Student Education staff collaborated with VAS to provide exploration of post-secondary options and work readiness services as well. During FY 20, RWS High School Transition Services served 470 area high school students.

Vocational Assessment Services

Vocational Assessment Services are available to Roosevelt Warm Springs' students, and as a stand-alone service through the Short-Term Evaluation Program (S.T.E.P.) for VR field services clients. Vocational Assessment Services incorporate Discovery methods, as well as traditional vocational evaluation options. Authentic assessment on campus and community worksites can also be a component of the assessment process and provide an additional dimension to strengths based services. This past fiscal year, VAS also provided Pre-Employment Transition Services for local school systems, serving 25 schools in 15 classrooms across Midwest Georgia in job exploration, work readiness, and self-advocacy sessions. The department spearheaded the JumpStart Program, an interdisciplinary, comprehensive assessment service delivered to groups of 16. JumpStart blends services from VAS, Life Skills, Psychology Services, Student Education, Health Service, and more to craft a picture of the whole person while helping students gain self-awareness about their own strengths, needs, and interests for employment prior to enrolling in Roosevelt Academy or other services in their home communities. This past fiscal year, the Vocational Assessment Services department served 461 students.
Russell Johnson
Prior to being referred to Employment Development Services, Russell Johnson had successfully passed the Legal Clerical West End Law Certification along with the UGA Legal Secretarial Certificate Program. He had an interest in law enforcement and was placed working with the campus police department. In his time working with the campus police department, Russell did dispatch work and also because of his legal clerical training he was also able to assist them with some of their clerical work. The campus police department took a special interest in Russell due to his love for law enforcement and consistently positive attitude.

When he came to RWS, he had a small police patch collection, the campus police officers decided to help him increase his collection by finding patches he did not have to add to his collection and by the time he left RWS, his police patch collection had grown considerably.

Russell currently works part time at Georgia Southwestern College with their campus police department, where he continues to do dispatch work. He would like to eventually go into law enforcement full time.

Driver Education
The Roosevelt Driver Training program provides classroom and behind the wheel training for students to become licensed drivers. With several vehicles fitted with adaptive equipment and a driving simulator, this program is able to serve clients with a variety of disabilities. There were 123 students served through the Roosevelt Driver Education program during the past fiscal year with 35 students receiving either a drivers license or learners permit.
JumpStart was conceived as a tool for evaluating prospective students, determining vocational goals and identifying supports which would benefit them in the successful completion of vocational objectives.

An ambitious and comprehensive undertaking, planned for six weeks in duration and coordinating the considerable talents of our various campus departments, the first class of sixteen JumpStart students kicked off after the 2019, 4th of July holiday. Campus Life staff Jewel Kissun and Lynne Patterson guided the group through expectations and hands on demonstrations of self care skills; appropriate dress, hygiene, laundry and room care. They also assessed the student’s ability to manage money and navigate the campus independently. In the evenings Chris Malone provided further orientation and guidance to the group regarding making the best use of their leisure time.

A vocational assessment process known as Pick My Path provided identification of interests, discovery of skills and set out conditions of success though a series of experiential exercises and visits to employers/training departments. These exercises were coordinated by the Vocational Assessment team Teresa Bowman, Lauren Brooks, Carlisa Edwards, Rudene Hightower, Megan Hunt, Stephanie Mahone, Racheal Mitchell, Megan Steele, and Deion Wooten,

Members of our Psychology department team, Dr. Kim Lawson, Dr. Jerry McIntosh, Dr. Ken Tay, Kay Harbin, and Lisa Zaccaro provided additional insights regarding support needs and identified rehabilitation modalities which can help students with focus, attention and managing anxieties while they are in training. One of our Behavioral Specialist, Denise Davidson assisted individuals with social adjustment needs and identified therapeutic supports which could be utilized when the student returns to training at Roosevelt Warm Springs.

Prospective students met Academic instructors Trena Bishop, Shawna Glass, Kim Hobbs and Jorge Navarro and they were introduced to the idea of improving reading, writing and math skill as an integral component of realizing their vocational objectives. Enrollment in e-learning tools MindPlay and Kahn Academy were also incorporated in the process.

Our recreation staff Jesslynn Nash and Lisa Ware provided Everybody Moves to Work sessions to the group every afternoon with the goal of energizing the group with fun, but important stamina building exercises.

As always, Drivers Education, Health Services, Admissions, Housekeeping, Campus Security and Administrative staff provided incalculable support to achieve positive results. The majority of our JumpStarters completed the six week session which culminated in a debriefing meeting with the student, and their family, their field counselor and, interdisciplinary RWS staff team in which they discussed their goals and the prospect of returning to campus in the near future to undertake training!
Cole Allen

Cole Allen’s success is worth repeating. He was featured on the GVRA website in November 2019.

When Cole Allen was in high school, sometimes his friends would go places that he himself could not as a result of limitations placed upon him because of his power chair. The woods for a campfire, a house with stairs to the entrance were only some of the barriers Cole faced on a regular basis.

At Roosevelt Warm Springs (RWS) though, this wasn’t a problem. There wasn’t a place on campus that he couldn't go, the entirety of the property and the buildings therein outfitted with accessible doors, sidewalks and ramps. This sense of empowerment wasn’t just limited to his mobility around campus either. At RWS, Cole became involved in the Student Council and jumped on other leadership opportunities, and his peers noticed.

"I learned that I had leadership skills, and it felt good to know that," Cole said. "People wanted to talk to me about stuff, about problems they were having, and I helped their drive to be all that they could be. You've got to grow yourself in the way that you're afraid of because when you get there and you make friends and talk to people, you hear other people's stories and you realize that you're all in this together."

Cole knows the importance of community and a strong support system because that’s exactly what he found when he arrived at RWS several years ago. Being drawn to the field of engineering at a young age, Cole had learned about computer-aided drafting (CAD)- and the blueprints such a system produces-when he was in high school. Billy Garrett, the Computer Numerical Control (CNC) instructor at RWS, helped him take what he had already learned to the next level. Put in layman's terms, when a machine breaks at a factory, the replacement part is designed in a CAD system, which then produces a 2-D blueprint that is fed into a CNC machine that then builds the replacement part. With the knowledge he gained at RWS and the CNC certification that came with it, Cole could navigate every part of the process. There was no doubt, Billy said, that Cole would take this knowledge and use it to start his career.

"Cole is a great example of what all educators want to see in students ... an individual with a thirst for knowledge and initiative to get it. He was always the first to arrive and the last to leave," Billy said. "He wants to work, and he wants to make his own way."
RWS Student Alumni Reports (cont.)

After graduating in June of 2017, Cole set his sights on finding a job, and with his hometown of Carrollton being home to the largest copper wire manufacturer in the world in Southwire, it made sense that it would be a natural landing place for his skill set. And Southwire agreed.

He was hired in late 2018, and after Southwire made several modifications to ensure Cole’s workspace was accessible, he began work there in January of this year, the goal of applying what he learned to real world practice finally realized.

Cole is the first to tell you he's not done setting and achieving his goals. So what's next? He said he hopes to one day go to college and earn his engineering degree, and after that, he hopes to start his own business producing machine parts for those who need them.

"I never want to stop learning," Cole said. "We learn so much every day, but we may not know it. But it's true."

Andre Johnson

Hello my name is Andre Johnson. I had a mission I set for myself that I was going to get myself a job, be independent, and go to college. While at Roosevelt I learned how to interview for jobs, how to Dress for Success and how to behave once I got the job so that I would not be fired. I was one of the first students who participated in the CVS Mock Store Program. I learned how to work a cash register and stock merchandise according to CVS standards. While in store, I learned how to find items for customers and how to deal with disgruntled customers. I was trained how to use different symbols and how to price and scan merchandise and load and unload trucks. I also learned how to efficiently recognize and remove "out of date" items and how to keep items looking neat. All of the worksite training prepared me for the real work world! I have been employed with CVS of Columbus for almost two years. If not for the many staff at Roosevelt who helped to keep me motivated and instill self confidence in me, I would not have been as prepared as I was upon leaving.

“I love my career and my co-workers too! My boss thinks I’m a great employee!”
Responding to the Challenge

Roosevelt Warm Springs was faced with the same challenges as other vocational facilities when COVID-19 shut down the country. The staff responded quickly to ensure that all students were discharged back to their homes to begin the mandated quarantine. However, this is where the creativity and the true desire to serve our students kicked in. Vocational Assessment Services Manager, Megon Steele, and her staff, quickly modified their services in order to continue providing support to vocational rehabilitation clients. Her department created a virtual learning program, Picking My Path that would allow students to be engaged and prepare for their next steps.

Picking My Path utilizes a variety of learning forums that included staff to student interaction, online videos, printed workbooks and offline assistance. Students were able to begin this eight week program after the fourth week of campus closure. During April 2020 through October 2020, Roosevelt Warm Springs served more than 120 students in Picking My Path.

Shortly after that, Psychology Services staff began offering virtual group sessions and individual sessions to help students cope with what has turned out to be a very stressful and emotional time for many students.

Blake Ivey

Blake Ivey participated in the very first Distance Picking My Path delivered April through June 2020. During her eight weeks in the program, Blake identified her strengths, needs, and interests for work and set some important goals for her future. With support from her weekly coaching calls from a Vocational Assessment Services staff member, she identified that she is a real people-person, always looking to help others, and very good with kids! While math and heavy lifting may not be her thing, she learns well when given the chance to practice and takes great pride in a job well done. Blake had the chance to view FlexLessons in VirtualJobShadow.com in her areas of greatest interest - caregiving, baking, and animal care. Eventually, she felt most drawn to learning to cook and caring for children. She and her VAS staff discussed possibilities within these areas - including working in food service in an environment with children - like in a school! Blake created her own MAP (Making Action Plans) and included goals of learning to cook her favorite meal at home and getting a job in a day care. Blake wrote on her MAP - "I am so excited to go to Warm Springs!" She is looking forward to taking part in further virtual learning options and coming to campus for hands-on vocational training!
Responding to the Challenge (cont.)

Within the first month of campus closure, Roosevelt Warm Springs was able to provide a variety of courses to keep students on track with their individual programs. The staff embraced the challenges and quickly responded to the needs of the students. By the end of FY20, 91 students were able to continue receiving services in the new virtual world.

Virtual Exploring Employment has also been rolled out by Vocational Assessment Services. This includes Pre-Employment Transition Services in the areas of work readiness, job exploration, self-advocacy, and exploration of post-secondary options. Several classrooms are already enrolled for services that will begin in October 2020. These services are delivered via online video conferencing with a companion workbook and teacher resource guides for follow-up activities.

Quinn Belzer

When Quinn Belzer came to Roosevelt Warm Springs, he was very unwavering in his decisions. He quickly adapted and learned to see more than one perspective. He was a great student and before completing in September, Quinn was balancing his virtual learning and working over 45 hours a week. He continues to do well working in landscaping, and taking care of his personal responsibilities including paying his own bills, doing his own laundry, and driving himself to work in his own car. Quinn’s father noted, "Quinn came back from RWS a totally different kid. We are all very proud of him."

Debraeyzion Dubose

Debraeyzion Dubose has done a great job with virtual learning. He has worked on academic remediation in both reading and math. Debraeyzion shows proficiency with using Google Classroom, MindPlay, and Khan Academy. In reading, he began assessing at a 7th grade independent reading comprehension level and he is now assessing at a 9th grade level. He has shown a gain of 148 WPM in his reading fluency. Debraeyzion has now remediated on math skills up to a 9th grade level. He always exceeds weekly expectations for spending time on his on-line tasks. He communicates in a timely and appropriate manner whenever he has any questions about his work. Debraeyzion consistently demonstrates excellent work ethics and has made very good progress since beginning on-line coursework.
Justin Harris

For the past three months, Justin has embodied the essence of humility and eagerness to continue to improve his math and reading skills so he can gain independent living. While at home, living with his younger brother and sister, Justin assists in taking care of his grandmother with daily living care while his mom is in the hospital recovering from surgery. His dedication to his academic success is remarkable considering his responsibilities with his family members.

Justin has always demonstrated ambition and maturity to genuinely develop his skills and challenge his abilities as well as being a role model for his peers. Justin’s positive attitude during these very difficult times by showing kindness towards his family members and his studies despite all the daily difficulties he faces is impressive. He excels in both math and reading and his scores are exemplary. He is serious about his academics and does not take the opportunity for granted. He also has an amazing work ethic and excellent time management skills.

Of course, Justin has a natural desire to return to face-to-face classes and graduate so he can continue with his independent life. He has been very patient with the ongoing pandemic status and has continued to maintain a positive attitude. Justin can best be described as a person who shows positivity when the chips are down and struggles to the top. He has the affinity and attitude to lead others.

In June, Justin Harris was one of five students in Juan Aguirre’s virtual classroom. “It’s exciting to tutor students who have a thirst for learning.” Mr. Aguirre stated, “My biggest satisfaction is what I learn from the students, daily, and what I continue to learn.”

Ashley Deverick

Ashley Deverick is a current Roosevelt Academy student participating in virtual services. She exceeds her required time in academics weekly. She communicates very well and always answers calls and emails from her counselors and instructors in timely manor. On one particular phone call with her counselor she reported that she was doing extra work in her Horticulture class. She knows that she sometimes needs assistance with understanding information, and has difficulty retaining it. Ashley took it upon herself to google her horticulture terms in an effort to learn as much as possible for her class. Ashley demonstrates excellent skills in communication and taking initiative; and accepts feedback very well. She is eager to learn and to complete assignments correctly.
Staff Milestones
July 1, 2019 - June 30, 2020

Years of Faithful Service

10 years: Johnny Brown, Daniel Colberg, Marlene Rozell, Reginia Weidler

15 years: Denise Burson, Denise Davidson, Buffy Mitchell, Deion Wooten

20 years: Chad Banks, Stella Reid

25 years: Cindy Armstrong

30 years: Trena Bishop

35 years: Danney Yates

Retirements:
Gary Bradley - 11 years
Deisy Saumel - 12 years
Kathy Yates - 19 years
Kathleen Allgood - 23 years
Lois Williams - 30 years

Employee of the Year
Damien Lowe

Leader of the Year
Regina Weidler
Report of Trending Data

Figure 1 - Students Served 2016 - 2020

Figure 1 includes non-duplicated students served in Roosevelt Academy, Direct Entry, Day Students, Jump Start, Picking My Path, Short Term Evaluation Program and High School Transition Services.

Figure 2 - Average Daily Census 2016 - 2020

Figure 2 represents the average daily census on the rehabilitation campus. The daily census was significantly impacted by the pandemic.

FY20 Goal 952 exceeded by 10.29%
Figure 3 - Vocational Assessment Services 2016 - 2020

Figure 3 represents clients served in Vocational Assessment Services.

Figure 4 - State and Industry Recognized Certifications 2016 - 2020

Figure 4 reflects state and industry recognized certifications realized by Roosevelt Warm Springs students.
Figure 5 - Employed at RWS Graduation 2016 - 2020

Figure 5 reflects employment status reported by students at the time of graduation. The pandemic significantly impacted outcomes for students at the June graduation.

Figure 6 - High School Transition Services

Figure 6 captures the County and number of High School Transition students. Fulton, Lamar, Macon, Meriwether, Pike Putnam, Quitman, Taylor and Webster are not reflected with less than 5 students.
Figure 7 - Life Centered Education Pre/Post Test Scores

Figure 7 compares the average student pre-test scores to the post-test scores in the LCE curriculum.

<table>
<thead>
<tr>
<th>Course</th>
<th>PreScore Average</th>
<th>PostScore Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>DLS Food 102</td>
<td>76.46</td>
<td>95.85</td>
</tr>
<tr>
<td>DLS Food 101</td>
<td>65.74</td>
<td>98.74</td>
</tr>
<tr>
<td>DLS Soft Skills</td>
<td>68.47</td>
<td>84.6</td>
</tr>
<tr>
<td>DLS Finance</td>
<td>82.9</td>
<td>87.59</td>
</tr>
<tr>
<td>Caring for Personal Needs</td>
<td>91.74</td>
<td></td>
</tr>
</tbody>
</table>

Figure 8 - Life Centered Education Gains

Figure 8 captures percentage of student gains made in LCE classes from post-test scores.

<table>
<thead>
<tr>
<th>Course</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>DLS Food 102</td>
<td>85%</td>
</tr>
<tr>
<td>DLS Food 101</td>
<td>95%</td>
</tr>
<tr>
<td>DLS Soft Skills</td>
<td>55%</td>
</tr>
<tr>
<td>DLS Finance</td>
<td>61%</td>
</tr>
<tr>
<td>Caring for Personal Needs</td>
<td>52%</td>
</tr>
</tbody>
</table>
RWS Accreditations and Certifications

RWS Employment Development Services and Vocational Assessment Services are accredited through the Commission on Accreditation of Rehabilitation Facilities. This accreditation represents the highest credential for a vocational rehabilitation organization and reflects the organization’s commitment to developing and implementing programs in accordance with CARF standards. CARF is an independent, nonprofit accrediting body whose mission is to promote the quality, value, and optimal outcomes of services through a consultative accreditation process and continuous improvement services that center on enhancing the lives of the persons served. Founded in 1966, CARF establishes consumer-focused standards to help organizations measure and improve the quality of their programs and services.

Georgia Vocational Rehabilitation Agency

The Georgia Vocational Rehabilitation Agency (GVRA) operates five integrated programs that share a primary goal - to help people with disabilities to become fully productive members of society by achieving independence and meaningful employment. These programs include Roosevelt Warm Springs, Cave Spring Center, Vocational Rehabilitation Services, Business Enterprise Program, Disability Adjudication Services and Georgia Industries for the Blind. The Georgia Vocational Rehabilitation Agency is about the people served with a goal of making Georgia the very best State in the Union for persons with disabilities regarding employment and independence.

Roosevelt Warm Springs Development Fund, Inc.

Since 1986, the Roosevelt Warm Springs Development Fund, Inc. has raised over $30 million to aid building campaigns such as Blanchard Hall, Camp Dream and the Frank C. Ruzycki Center for Therapeutic Recreation. This non-profit 501(c)(3) organization also provides support for student services, programs and on-campus events through ongoing contributions.