



## SUCCESS STORIES



### WinAt-Work® Helps Students Graduate

Our Career-Tech Center has approximately 1,000 students who are juniors and seniors. Our students are all over the board. We have approximately 20 to 30% who are considered at risk for one reason or another.

There are some students who will be able to graduate because of the opportunity to make up two to four days at our Saturday School, using WinAt-Work (A student must serve 2 1/2 hours to equal one day). Unless an instructor has a specific assignment for the student, the student must do WinAt-Work assignments. The majority of the students did WinAt-Work last Saturday and enjoyed it. They were very focused on the program and all seemed to like it. I am sure they felt that it would be drudgery for Saturday School and yet they were learning something valuable, directing their own learning in this case, and hopefully improving on their habits. NO ONE COMPLAINED!

Using your materials in WinAt-Work is so appropriate for our students who are here learning a skill and hoping to be employable at some time in the future.

Career-Prep Coordinator  
Michigan Intermediate School District

### WinAt-Work® Helps Job Training & Readiness Program for the Homeless

The overall objective of the Main Frame Job Training & Readiness Program is to equip and empower our Guests by providing opportunities for them to obtain computer skills, acquire resources, and search for job information needed to assist them in finding work.

The Main Frame program runs for four weeks. During the four week period, we provide opportunities to learn computer skills to understand the basic functions of how computers work, how to apply for jobs online, how to obtain email addresses and maintain their account, how to perfect applications, and how to write resumes and cover letters. We teach goal-setting for job search and life skills, communication and motivational skills, interviewing and networking techniques, and personal finances. Also, we incorporate the WinAt-Work Series into our curriculum.

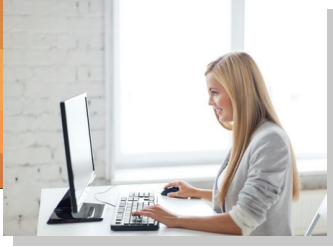
In addition to empowering individuals for success, we promote job retention and advancement, assist with housing and other needs to help Guests achieve financial independence.

The WinAt-Work Series is integrated into the Main Frame Job Training & Readiness Program during the second and third week of the four week class. Usually students are assigned work in the WinAt-Work Series for approximately one hour per day. At the beginning the series, the instructor presents an overview of the program, including a summary of each of the four modules. The students receive individualized and group training sessions in a computer lab/classroom environment. The WinAt Work Series allow students to work at their own pace with the use of headsets. Likewise, it allows instructors to combine materials from WinAt Work Modules with curriculum materials for group discussions and workshop sessions.

Specifically, students preview the Interviewing Module prior to our interviewing lectures and mock interviews. The Getting Along Module is integrated into our communication, motivation and team building curriculum. The WinAt-Work Series enhances our curriculum activities in areas such as, goal-setting, workforce preparation skills, communication skills, interpersonal skills, life management, and decision-making skills. Our students find that the 'live action video' training sessions offer a realistic teaching process that is both stimulating, fun, and builds technology patience.

Career Counselor/coach  
Church, Atlanta, GA

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### WinAt-Work<sup>®</sup> helps with Special Needs Youth

An ISD teacher is using WinAt-Work as part of a Life Skills training curriculum with her cognitively impaired students in the Copper Country Intermediate School District (Michigan). The classroom is located in a Goodwill Center, and her students, ranging in age from 16 to 26, have a variety of challenges.

She's using WinAt-Work as a supplementary activity three days a week. She breaks up the modules by lessons lasting about 30 to 45 minutes, and reinforces the lessons with discussion. The program is a huge hit! The students express remorse when one of the actors does something wrong and exclaim, "Oh, no!" out loud when they see that the actor on the screen is

going to be in trouble. They especially love the games and will purposely answer wrong to hear the results and giggle collectively at the responses.

The teacher loves that WinAt-Work is exactly aligned with what she teaches and reinforces what she is teaching. The students go through the Interview Game before they are taped for their individual interview videos, and they review the lesson on taking phone messages before they practice doing that on their own. As part of this program, students volunteer at the Goodwill Center. The teacher thinks the content on customer service and health habits is excellent and very applicable to real world experiences.

Copper Country is really creative in thinking of ways to use WinAt-Work with their students. It's being used as part of an English class, as partial credit for computer experience, and with EI (emotionally impaired) students.

Career-Prep Coordinator  
Michigan Intermediate School District

### WinAt-Work<sup>®</sup> Helps High School Service Learning Projects

I used WinAt-Work as a supplement to our service learning projects. The Georgia standards have changed in recent years, and there is now a pathway (or cluster) of electives that go together. One of these is business presentations and communications. However, with the changed version of the electives, there were less opportunities for students to take service learning, as required by CISGA. To try to help both situations, we created a business presentations course. The standards are largely about students effectively going through work processes and appropriate communication. We allowed for the internship itself to cover many of these standards, and the remainder to be covered by WinAt-Work. We also incorporated it into a blog we built at the school that covers anything not already covered by the other two categories.

In my experience, the students liked the program. It was easy enough for them to navigate, and more engaging than some of the other online course material I have used for them in the past. I think it is as can be expected that some of them went in doing really poorly on the pre-tests, while others seemed to have no problem passing the pre-test right away. It really just varies based on what type of exposure the kids have had to working environments in the past. None of my students were challenged to the point where they were unable to finish the materials, and all got through it in the time allotted.

As far as suggestions for use, I would create all of the student user accounts in advance and hand them their user name and passwords. Hold onto their passwords in a file/folder. My students are prone to picking a password that they have never used for any reason before and then immediately forgetting what they selected. Choosing a password for them (like their ID number) made it a much easier process. I would not encourage students to try to do the entire coursework in a single day/week/however often you meet. Some of my students hoped to race through it, but didn't get as much out of it as they could. The next time around, I plan on spacing out the units one per week and shuffling them together with different pieces of the blogwork.

High School, GA