

Outline for Project Skills Table of Contents

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Dear Student:

Leaving school can be a time of anxiety and stress as well as excitement and new beginnings! There are questions you must be asking yourself, such as:

- ❶ What are my dreams?
- ❷ Where do I want to be living?
- ❸ What do I want to do for work?
- ❹ What can I do for work?
- ❺ What do I want to do with my free time?
- ❻ How will I get around in the community?

This is when dreams can come true for you. Take some time and think of the above questions – then share your interests with your family, your teachers, and others who work with you. There will be many decisions to be made as you prepare to leave high school and start to make plans for the future. With the assistance of a program called, PROJECT SKILLS, we hope to help you with one of the above major decisions

“WHAT DO YOU WANT TO DO FOR WORK?”

Your future career plans will be an essential part of your life! So with the assistance of this work experience program, maybe this decision will be easier for you to make.

This guide will encourage you to express your desires regarding your future and encourage you and your family to participate in this work experience program. It can be used by you, your family, your school district, your teacher, your local one stop career centers and vocational rehabilitation counselor. Share it as much as possible with these people, as this might be a new experience for them also and they can assist you with this program.

A participant checklist, on the back of this folder, should be covered before the work experience is completed. It gives information on how to develop a career portfolio and how to enhance your skills. The right pocket of this folder contains various forms for your teachers, employers, parents and VR counselors to complete. As part of Project Skills, you will learn the roles and responsibilities of these individuals.

In summary, this guide was designed to help you learn more about the program you are about to enter and the benefits of doing so. It will be a source for you to start communicating your hopes and dreams, likes and dislikes, and what you need to achieve your goals!

Accessible copies of this guide are available by contacting your VR Counselor.

Good Luck

THE TOP **10** REASONS
TO GET A JOB WHILE YOU'RE STILL IN SCHOOL!

10

You won't get bored. Too many times teenagers complain they don't have anything to do. It will keep you busy.

9

Self Esteem. Working makes you feel good about yourself. It makes you feel like you have accomplished something.

8

Builds your work history. When you get a part time job while in high school this can help you move to different and better jobs. Build your references.

7

You can learn skills on the job that you can relate to school – communicating effectively, problem solving, getting along well with others, etc.

6

Why not start now? Why not try out different jobs through your school years and summers, to see what you really like doing!

5

Responsibility. You will learn how to work with your boss and co-workers. Always work hard and be willing to do more than your share. This shows an employer you are responsible and motivated.

4

Independence. You will start to feel more mature and independent when you don't have to depend on your parents for everything. You will have a little extra cash to do what you want.

3

After graduation. Working during school will help you in your decision of "What Am I Going To Do After Graduation?" The part time job you have now will help to define your define your career interests and skills.

2

Keep you away from the tube. Too many times we spend too much time in front of the television. You need to balance TV and other activities.

The #1 reason to get a job while you are still in school is...

1

You'll get a paycheck. This is important, but remember to budget and be responsible with your money. Money is important but also is feeling good about ourselves, working with others and learning new things. A job can help us in all these areas of our lives.

Project Skills

Why is Project Skills Needed?

Many times, students don't get an opportunity to gain paid employment experience while in high school. Although willing, most employers cannot afford the supports students frequently require on their first job. It is an important learning, maturing, and socializing experience. Vocational Rehabilitation (VR) funds wages, workers compensation, FICA and other costs directly related to your job, such as, interpreters or uniforms. The type and amount of services received are based on your needs and must be approved by the VR Counselor.

Your local school system provides the matching funds for Project

Skills through job development, job coaching, and monitoring you on the work site. The match ratio is for every \$10.00 VR provides in paid work experience, the school will provide \$3.00 from the services listed above. The match from the schools cannot be federal funds. You and your school can decide who provides these services. They can be provided directly by the schools or they may be purchased through another agency such as Job Shops, Education Cooperatives, Career Learning Centers, Adjustment Training Centers, Mental Health Centers or approved private providers.

Just so you know, a work experience must be at least 50 hours in length, and can be as many as 250 hours per academic year, no more than 20 hours/week and you can participate in Project Skills more than one year.

**** Remember:** If you are not satisfied with the services provided, discuss this with your teacher and VR Counselor.

**VR provides
the paid work
experience!**

**And schools provide
the match!**

What do we mean by “Schools Provide the Match?”

- ☺ For every \$10.00 VR provides in paid work experience for the student, the school will provide \$3.00 from services such as, job development, job coaching and monitoring YOU (the student) while on the work site.
- ☺ The match that the schools use cannot be federal funds.
- ☺ The school and you can decide who provides these services.
- ☺ These services can be provided by the schools directly or they may be purchased through another agency such as, Job Shops, Educational Cooperatives, Career Learning Centers, Adjustment Training Centers, Mental Health Centers or approved private providers.

Formula to help you calculate:

**.30 x students wages = z
(must show in match)**

Z divided by the Job Coach’s hourly wage

**= the minimum number of hours the job coach
must provide to show 30% match**

How do I know if I am eligible for Project Skills?

1. You must be at least 16 years old when you begin the Project Skills work experience.
2. You must be enrolled in a certified secondary education program and be meeting minimum academic and attendance requirements.
3. Your school must have agreed to participate in Project Skills and to provide the support services you need.
4. Those support services and your work experience must be identified in your Individualized Educational Plan (IEP) or 504 plan, and the plan must include a vocational goal for you of supported or competitive employment.
- 5.) You must be determined eligible for Vocational Rehabilitation (VR) services and Project Skills by a DRS VR Counselor. You are eligible if:
 - ☺ you have a physical or mental impairment that is a substantial barrier to employment; and
 - ☺ you require VR services to prepare for, enter, engage in, or retain gainful employment; and
 - ☺ your VR counselor determines that you need an employment experience in order to prepare for adult employment; and
 - ☺ it is reasonably likely that you can eventually become gainfully employed in the community after your work experience; and
 - ☺ your VR Counselor determines your eligibility to be above the order of selection level.

You're Eligible... What Next?

Start right where you are. You can't change the past but you can design your own future. All you gotta do is speak up and tell your teacher you are interested in getting a job and you want more information on Project Skills!

Do the following:

- 1) Complete activities to find out what your interests are and what you can do; for example, person centered planning, vocational profile, interest and aptitude assessments.
- 2) If your school has School to Work opportunities and/or Work Readiness programs available, you should participate in these activities to learn employability skills or work maturity skills.
- 3) Develop a career portfolio. This is a collection of information that demonstrates your work history and career readiness skills. It should include: a job service application, resume, three references, sample cover letter, and summary or results of an interest assessment.
- 4) Contact the Vocational Rehabilitation (VR) Counselor to apply for VR services.
- 5) Sign a release of information form so important psychological, educational, and vocational records are given to the VR Counselor to determine eligibility to assist in sending you in the right direction.

- 6) Your family, teacher, VR Counselor and you will develop an IPE (Individualized Plan for Employment). This is a very important process and document. It will help you identify your vocational goal, responsibilities and services necessary to meet those goals.

By the time you complete the activities above, you and your teacher will have a good idea of what your interests are, what kind of employment you want and what skills you have. **Some other activities to complete in helping you with your career decision is as follows:**

- Job shadow three businesses of interest.
- Job shadowing is when you follow an employee for one or more days to learn about a particular career or industry.
- Participate in two volunteer work experiences.
- Interview a worker in the career area of interest.
- Tour employment programs.
- Attend a Career Fair or Career Day seminar.

Have you had the opportunity to enroll in an "Employability" or "Careers" course?

Have you had the opportunity to participate in related work experiences within your school?

ARE YOU READY FOR THE NEXT STEP?

*You have identified your interests,
You've completed your participant checklist (on back folder)*

Now what is next?

Job Development, that's what....



Job Development

Job development services consist of:

- 1) Assisting you in getting employment in areas that you like and are interested in. Employment must be in a community business not in school.
- 2) Contacting employers for potential work site openings.
- 3) Telling you about the job demands.
- 4) Negotiating and completing the Project Skills Work Experience Agreement and getting approval from the VR Counselor before the work experience begins.
- 5) Helping identify your job tasks and skills you will learn on the job.
- 6) Processing modifications, if there is a change in wages, agreement period, job title, or in your job duties.



Job Coaching:

Job coaching services are services to support and train you in the employment setting. Job Coaches train you on how to perform the job tasks to meet your employer's requirements. This training usually starts one-on-one and gradually fades out as you become more independent on your job. The amount and length of services depends upon your needs. (A Job Coach could be a job developer or another person employed at the school can contract the coaching position out to someone else.)

Monitoring Services at the Worksite:



You will be monitored at the worksite at least three times per month. This is necessary to ensure that you are successful at your job and things are going smoothly

for you, your employer and co-workers. (This can be done by a job developer or your school can contract out to someone else.)

Who provides the above services and what else do they need to do?

Your teacher can assist you with job development, job coaching and monitoring you at the worksite; or your school can contract these services out to another agency or person approved by VR. This is up to you and your school district as to who will provide the services.

Whoever is responsible for these services needs to complete the following forms and send them to the appropriate person:

- 1) The **Project Skills Monthly Service Report** needs to be **submitted to the VR Counselor**. This report provides information status of your job development, job coaching and how you are doing on the job.
- 2) If you are injured on the job, you must complete and submit the "South Dakota Employer's **First Report of Injury**" form within 3 days from the date of injury. These forms are available from your VR counselor.



■ **Please note: MOST FREQUENTLY ASKED QUESTION:**

What happens if you get hurt at work? VR providers worker's compensation insurance on all participants. If the participant gets injured, they should contact the VR Counselor as soon as possible to complete the First Report of Injury Report. All the medical bills can be submitted to the VR Counselor and they can forward them on to the insurance company. Employers are not responsible for the worker's compensation expenses, however they are required to have general liability insurance. This insurance covers general accidents that may occur on their property. For example: if a student trips a customer by accident, the employer would pay for the customer's injury, like they do for other employees.

- 3) **Assurance of Match Report** documenting the amount of services and the matching funds from the school district. This form needs to be completed quarterly and submitted to the DRS state office or Black Hills Special Services Cooperative, TSLP, 221 S. Central, Pierre, SD 57501



Students Role:

Again, one of the most important decisions you will make in your life is preparing for employment. The question you must ask yourself is "What will I do to earn money?" There are many people who can give you their input when you are making these choices about employment, jobs, and careers. Ask them for their assistance. You can ask your parents, teachers, VR counselors, school counselors, principals, employers, friends, relatives, and on, and on, and on.

When you seek competitive employment, you must compete with other job applicants from the community for the same jobs. That is why it is so important you be responsible and know what your role is in your job. If you know what your worker role is and follow through on those responsibilities, you will succeed at your job and can look forward to a bright future. Take a minute and read the student/worker role and ask your teacher for any clarifications.

The list below describes the student/worker role:

- ☺ Be on time.
- ☺ Be honest.
- ☺ Dress appropriately.
- ☺ Be responsible.
- ☺ Take directions from supervisors.
- ☺ Respond appropriately to constructive criticism.
- ☺ Get along with co-workers and supervisors.
- ☺ Follow directions.
- ☺ Let others know what they can do to assist you - advocate for yourself.
- ☺ Solve problems.
- ☺ Perform specific job tasks.
- ☺ Be persistent and willing to work and complete tasks.



Parent/Guardian/ Surrogate's Role

Your
par-
ents

want many things for you. They want you to have the right skills, knowledge, friends, common sense, and determination so that you will be successful in today's society. Your parents have to find a balance between protecting you too much and also letting go so you may be an independent young adult. This is really difficult for your parents. They will always be concerned for your well being in all areas of life!

Your parents can assist you with information regarding your habits and feelings and they generally know what interests you have and what you can do. They may know how you learn best and can inform your teacher and employer as to what supports you may need to begin employment in the community. Talk to your parents..... and together you can plan your future and start setting your goals.

Tell your parents this is how they can assist.....

- ☺ Give permission for work experience program.
- ☺ Be good role models.
- ☺ Provide opportunities to learn skills of independence.
- ☺ Give you responsibilities/opportunities to make choices.
- ☺ Learn and exercise education rights.
- ☺ Discuss and plan postsecondary goals.
- ☺ Listen to you and what other students/peers have to say.
- ☺ Organize family resources.
- ☺ Teach practical life skills.
- ☺ Help you plan for your future.
- ☺ Serve as a link between school and agencies.
- ☺ Learn about community resources.
- ☺ Identify supports that work for you.
- ☺ Be active team members.



School's Role

Your school is required to share the costs in Project Skills. The school's costs

are in providing job development, job coaching and monitoring you at the worksite.

They can provide these services directly or purchase them from another agency or provider approved by DRS. In addition, schools should provide the following activities:

- Promote experiences that build your confidence as a member of the community.
- Encourage you to share your dreams and goals for the future.
- Ask you and your family to express hopes and concerns about your future needs.
- Identify team members' roles, responsibilities and time schedules.
- Assess and help identify your skills and interests.
- Monitor progress at work and visit your employer.
- Make sure that you are receiving the necessary supports for job training.
- Assistive technology is provided, if needed.

School staff should assist in identifying the skills you may need to live in the community. They are aware of different options, resources, accommodations, and other organizations. When they share this information with you they can help your "team" develop a plan that supports your choices.



Vocational Rehabilitation Counselor's Role

Vocational Rehabilitation Services can assist you with career planning and the vocational part of your education. The VR Counselor can help you identify a job goal that will match your strengths and abilities. They can help you identify necessary services and work experience programs such as Project Skills. When transitioning from school to the work force, VR may also assist you with training costs after high school.

An IPE (Individualized Plan for Employment), will be written while you are

still in school to coordinate with your IEP (Individualized Education Plan). What is an IPE? It is an individual plan to identify services and who provides them. It is a joint effort between the counselor and you to determine an employment outcome as well as the assessment of your rehabilitation needs.

To reach your local VR Office look on the back of the brochure entitled, "South Dakota Rehabilitation Services, Working With Students With Disabilities in Transition From School to Work."

The Vocational Rehabilitation Counselor can provide you with:

- ☺ Vocational guidance and counseling
- ☺ Vocational assessments
- ☺ Medical or psychological assessments
- ☺ Work adjustment training
- ☺ Situational assessments
- ☺ Assistance in obtaining employment
- ☺ Skills training for a specific job
- ☺ Information regarding assistive technology as well as some financial assistance for the assistive technology device
- ☺ Liaison with other adult service agencies to ensure a smooth transition
- ☺ Financial assistance with post-secondary education, possibly financial assistance with books if financial need is met
- ☺ Short term services such as medical services and other emergency services if financial need is met
- ☺ Information on your rights as provided for in the American's with Disabilities Act (ADA)

The amount and type of services provided by VR are individualized and based upon the participant's needs. As part of the **South Dakota Cooperative Agreement Concerning Transition Services for Youth With Disabilities**, VR has assumed the role of providing employment and assessment services when students with disabilities are pursuing **permanent** employment.

Your **local school district** is responsible for employment and assessment activities specifically for work experiences, job tasting, job shadowing and other services **prior** to permanent employment. For more information on DRS programs and their services use the Internet! The Internet address is: [http:// www.state.sd.us/dhs/drs/](http://www.state.sd.us/dhs/drs/)



Employer's Role

Project Skills is a huge opportunity!

This is a time in which you, your school, your VR Counselor and your employer will all need to communicate effectively and work together to make this a successful partnership! Your employer will take the time to help you learn new techniques and skills to better yourself! All you need to do is come to work motivated with the willingness to learn!

Employers are looking for people who are hard workers, have good work ethic and the ability to get along with others. They will assist in training for the job by following the training plan listed on your work experience agreement. They will also provide you with supervision and will supply sufficient materials and equipment to perform assigned duties. Your employer will make sure that the working conditions are safe, and healthy, and will obey all child labor laws.

Your employer agrees to:

- ☺ Keep accurate time and attendance records for you and assist in sending in your time card to your VR Counselor on a bi-monthly basis.
- ☺ Provide adequate general liability and automobile liability insurance covering your actions.
- ☺ Provide information about progress in employment.
- ☺ Provide suggestions for modifying your work environment.
- ☺ Provide information regarding future vacancies.
- ☺ Suggest work-related skills to be taught in the school curriculum.
- ☺ Participate in identifying your training plan.
- ☺ Provide direction on your job duties.
- ☺ Promote good work habits.



Career Center's Role

Check with your teacher to see where your local Career Center is located. Make an appointment to meet with a One Stop Career Center Representative to register for their services. Once registered, you can receive listings of job openings in your community, labor market trends and information on other labor programs available to you.

Career Center Representatives can offer assistance writing job descriptions for applications, answers to difficult interview questions,

or ways to quit a job without getting the employer mad at you. Career Center Representatives can help you learn about potential employers -- what types of jobs a company may have, what they pay or benefits they offer, what the working environment is like, etc. Career Center Representatives can make presentations to groups, classes, or organizations on choosing careers, determining your work skills, completing applications, interviewing techniques, and what work traits employers want in their employees.

Am I Ready to start my job?

When a job site has been developed for you, the Project Skills Work Experience Agreement form needs to be completed and signed by the employer, VR Counselor, yourself and the individual developing the job on behalf of your school district. Make sure you carefully read the information in the section titled "Participant Obligation" The work experience can range from 50 to 250 hours of employment. The maximum hours per week a student can work is 20 hours.

One of the most important parts of the Work Experience Agreement is developing the Training Plan. This is where the skills you will learn from this employer will be identified. Make sure you get input from your parents, teacher, peers employer, VR Counselor and the Job Developer. Following is an example of a training plan:

Example 1: TRAINING PLAN

Skills Areas:	Approx. Trng. Hours	Training Outline (Include specific job description, tools and equipment, job specifications and numerical measurements)
Customer Service	238	Teach/learn the following job tasks: <ul style="list-style-type: none"> • present menu, answers questions & make suggestions • write out order and relay same to kitchen • observe guests to respond to requests
Organizational Skills		<ul style="list-style-type: none"> • total bill & accept payment or refer to cashier • may toss salad, brew coffee • may clean & reset tables
Quality Control		<ul style="list-style-type: none"> • measure ingredients using scale • dump specified ingredients into pan • preparatory to mixing • knead fermented dough • weigh amount of dough required to produce pizza • shape dough and sprinkle each with flour grease pan • place dough in pan & add ingredients to make pizza • check with baker & deliver pizza to customer • wash and scour pans • clean table & booths for new customers vacuum carpet, arrange table & chair

Example 2: TRAINING PLAN

Skills Areas:	Approx. Trng. Hours	Training Outline (Include specific job description, tools and equipment, job specifications and numerical measurements)
Organizational Skills	200	<ul style="list-style-type: none"> • help children remove outer garments
Leadership		<ul style="list-style-type: none"> • organize and participate in games, read to children teach simple painting, drawing, handwork ,songs and similar activities • direct children in eating, resting & toileting • help children develop habits of caring for own clothes and picking up & putting away toys and books • maintain discipline • may serve meals & refreshments to children and regulate rest periods • may assist in preparing food & cleaning quarters

You must **complete the following three forms** before you begin employment. These forms are required by the State or Federal Government and will be completed throughout your career. Make sure you use your correct full name on all of these forms. No nicknames. The forms are found on the right side of this folder:

- **Employment Eligibility Verification (I-9).**
- **Section A of the Non Permanent Payroll Form (BOP-PA-NP 4/97)**
- **W - 4 Form**

Job coaching assistance should be provided by the school to help you learn your job duties. You need to realize that the Job Coach is there to assist you, not do the job for you. They aren't your boss. If you need adaptations in getting used to the job and the workplace, the job coach will provide the assistance necessary for you, the employer and co-workers, so you

and your employer can benefit.

When you first start your job, the Job Coach may need to be with you most of the time while you are learning the job duties. They will also:

- Learn the workplace, not just the job.
- Teach the workplace, not just the job.
- Find out routines of the co-workers, lunch breaks.
- Encourage you to get to know the co-workers and supervisors, but still stay on task.
- Not overprotect you, but let you go slowly.

As you learn more and more of your job duties, you will be able to work more independently. This is when your Job Coach can reduce the time spent with you at the job site. Don't worry, you won't be completely alone. Your supervisor and co-workers are always a good

resource to help with any problems you may have on the job. In addition, your school will check at least twice a month at the job site to make sure your job performance is satisfactory and the supervisor is pleased with your work.

It is important to keep your VR Counselor informed of your progress in finding an employment site and how you are doing on the job. The person providing the job placement, job coaching or monitoring services for your school will submit a **Project Skills Monthly Service Report (DHS-RS-340)** to your VR Counselor each month. A copy of this form can be found on the right side of this folder.

If the situation arises where you do not get all your hours of employment completed or you are able to work more hours, the Work Experience Agreement can be modified. The section "Modified Agreement Information" needs to be completed when these changes occur. The VR Counselor needs to approve the modification if the total dollars of the agreement increases. The person providing job placement, job coaching or monitoring services for your school can approve all other changes including termination of the agreement due to quitting or getting fired. A photo copy of the modifications needs to be provided to your VR Counselor.



Can I Work In The Summer:

Project Skills is to be implemented only during the school year unless the school provides written assurance that services will be available to you during the summer. **BUT**, If you and your IEP team feel Project Skills is a necessary component of your transition planning, and is available to you during the summer, then you should discuss this

during your annual IEP meeting. Your school can then plan accordingly to provide funds for such services as job development, job coaching, and workplace or job monitoring. Your school may provide Project Skills summer work experience on the IEP even if you don't need an "extended school year" program.

A faint, stylized illustration of a person wearing sunglasses and a hat, with the word "summer" written in a large, lowercase, sans-serif font below it.

summer

HOW DO I GET MY PAYCHECK?

When you first start your job, make sure you get a few time cards from the person providing the job development or your VR Counselor. Pay day will be on or about the 1st and 16th of each month. Should a payday fall on a weekend or a holiday, the payday will need to be adjusted.

There is a Project Skills pay roll schedule included in this packet. Mark these dates on your calendar. You need to make sure your time card is mailed or delivered to your VR Counselor on the date that is indicated on the Project Skills pay roll schedule. The name and address of your counselor is on the Work Experience Agreement form. It is very important that your time card is sent by the day that is indicated on the Project Skills pay roll schedule! This way you will get your paycheck as soon as possible.

Your paycheck will be sent to you at your home. Carefully review your paycheck to make sure it is correct. If you have any questions, contact your teacher, job developer or VR Counselor.

WILL MY PAYCHECK IMPACT FOOD STAMPS OR OTHER TYPES OF ASSISTANCE?

The income from your paycheck may be counted as income for programs such as food stamps, low income housing and

other public assistance programs. The benefits of working and gaining employment skills will always out way any reductions in public assistance.

WHAT IF I GET SUPPLEMENTAL SECURITY INCOME? WILL MY SSI CHECK BE REDUCED?

If you are receiving Social Security Income (SSI), it is important that you contact your local Social Security Administration (SSA) Office and inform them you are participating in Project Skills, a paid work experience program. You must inform them your wages are to be considered in the "Student Earned Income Exclusion for Individuals on SSI". If you are younger than 22 years old and regularly attending school, you may exclude up to \$1,340 of earned

income per month (\$5,410 during a calendar year), your SSI check should not be reduced. You will need to report your earnings on a regular basis and make sure SSA knows the wages are from your work experience and part of your educational plan.

Does this seem complicated? You're right it is and you should seek assistance from your VR Counselor to make sure your SSI check does not get reduced.



PAYDAY!

You better learn to budget your money, decide how you will spend your money, plan it out and stick to it! It's important to remember to be responsible with the money you earn in Project Skills.

R = Responsible. Be responsible and become more independent by doing so.

E = Earn your money. Your part time job can help you earn money and security.

S = Save. Start a savings account, you'll be glad you did.

P = Plan Accordingly. Gas, clothes, movies, school supplies.

O = Options. You have more options to buy the things you need and want.

N = Needs are first, Wants second

S = Spend your money on fun things too!

I = Independence. You will feel more independent when you have your own money to spend

B = Bank. Maybe it's time to open a checking account?

L = Learn while you earn. Not only will you receive money for working but also learn new skills.

E = Expensive Risk if you're not careful with your money!

Now that you have finished reading the Project Skills student's guide, refer to it as needed! We hope some of the tools included in this guide will be helpful. Inform others if they would like a guide

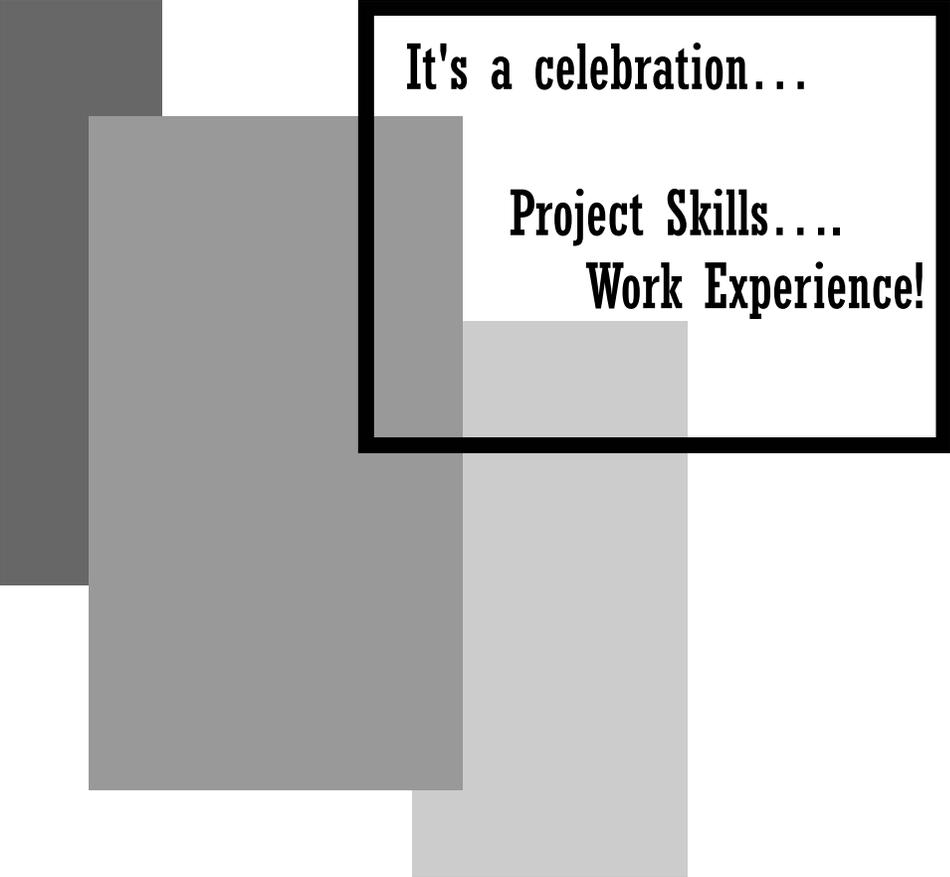
to contact their local VR office.

**Good Luck...reach your dream,
work hard and...ONE MORE
THING.....**

**REMEMBER, TAKE YOUR JOB SERIOUSLY,
BUT ALSO HAVE FUN!**

“A job is an opportunity to solve a problem, to create value for others, and satisfaction for yourself. A job isn’t the duties which describe it, it is the results which are produced.”

Tom Jackson



It's a celebration...

**Project Skills....
Work Experience!**

- ☺ **Enclosed is a table of the pay periods, the date your time card needs to be sent to your VR Counselor, and the date you will be paid.**

- ☺ **Your paychecks will be sent to your home address.**

- ☺ **20 hours of work per week will be the maximum number of hours you can work a week.**

- ☺ **If you have any additional questions, please feel free to contact your Vocational Rehabilitation Counselor.**

Project Skills Payroll Schedule				
Pay Period#	Pay Period Beginning	Pay Period Ending	Time Card to Reach VR Counselor No Later Than	Date of Pay Check
1	6/2/2004	6/16/2004	6/19/2004	7/1/2004
2	6/17/2004	7/1/2004	7/5/2004	07/16/2004
3	7/2/2004	7/16/2004	7/21/2004	8/1/2004
4	7/17/2004	8/1/2004	8/4/2004	8/16/2004
5	8/2/2004	8/16/004	8/19/2004	9/1/2004
6	8/17/2004	9/1/2004	9/4/2004	9/16/2004
7	9/2/2004	9/16/2004	9/19/2004	10/1/2004
8	9/17/2004	10/1/2004	10/6/2004	10/16/2004
9	10/2/2004	10/16/2004	10/19/2004	11/1/2004
10	11/17/2004	11/1/2004	11/4/2004	11/16/2004
11	11/2/2004	11/16/2004	11/19/2004	12/1/2004
12	11/17/2004	12/1/2004	12/4/2004	12/16/2004
13	12/2/2004	12/16/2004	12/19/2004	12/31/2004
14	12/17/2005	1/1/2005	1/4/2005	1/16/2005
15	1/2/2005	1/16/2005	1/19/2005	2/1/2005
16	1/17/2005	2/1/2005	2/4/2005	2/16/2005
17	2/2/2005	2/16/2005	2/19/2005	3/1/2005
18	2/17/2005	3/1/2005	3/4/2005	3/16/2005
19	3/2/2005	3/16/2005	3/19/2005	4/1/2005
20	3/17/2005	4/1/2005	4/4/2005	4/16/2005
21	4/2/2004	4/16/2005	4/19/2005	5/1/2005
22	4/17/2005	5/1/2005	5/4/2005	5/16/2005
23	5/2/2005	5/16/2005	5/19/2005	6/1/2005
24	5/17/2005	6/1/2005	6/4/2005	6/16/2005

