

Job Development Monthly Report Form

Job Candidate Name: _____

Member ID: _____

DOB: _____

IVRS Staff: _____

Case Manager: _____

CRP Staff: _____

Codes for activities completed:

- | | | |
|---|--|---|
| <ul style="list-style-type: none"> ● Completed Application (CA) ● Application Follow-Up (AFU) ● Interview Skills (IS) ● Interview (I) ● Mock Interview (MI) ● Assistive Technology (AT) | <ul style="list-style-type: none"> ● Career Counseling (CC) ● Employment Preparation/Training (EPT) ● Resume Building (RB) ● Employer Development (ED) ● Disability Awareness Training (DAT) ● Plan for Natural Supports (PNS) | <ul style="list-style-type: none"> ● Hiring Event (HE) ● Reasonable Accommodation(s) (RA) ● Other (O) <p>_____</p> <p>_____</p> |
|---|--|---|

Date	Start time	End Time	Units (1 unit = 15 min)	Business Name (if applicable)	Delivery Method	Activity Completed (use code from above)/ Employer Feed-back/Outcome
Total Units:						

Job Development Monthly Report Form

Job Candidate Name: _____

Member ID: _____

DOB: _____

IVRS Staff: _____

Case Manager: _____

CRP Staff: _____

Select any newly identified barriers to successful employment:

- | | | |
|--|--|--|
| <input type="checkbox"/> Attendance | <input type="checkbox"/> Reading Comprehension | <input type="checkbox"/> Coworker interactions |
| <input type="checkbox"/> Computer skills | <input type="checkbox"/> Writing | <input type="checkbox"/> Building natural supports |
| <input type="checkbox"/> Reading | <input type="checkbox"/> Transportation | <input type="checkbox"/> Self-Advocacy |
| <input type="checkbox"/> Task Related | <input type="checkbox"/> Stamina | <input type="checkbox"/> Time management |
| <input type="checkbox"/> Punctuality | <input type="checkbox"/> Odor | <input type="checkbox"/> Integration of AT |
| <input type="checkbox"/> Appearance | <input type="checkbox"/> Soft-Skills | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Communication | <input type="checkbox"/> Math | |

If employment is obtained, complete the following to submit to IVRS with a finalized Job Analysis Form.

Business name	Address	Position	Hours per week	Wage/Hr	Start Date

CRP Signature: _____ **Date:** _____

CRP staff submit this form to IVRS with any narrative if needed to document the provision of this service.

Definitions

Code for activities completed

Completed Application: the act of filling out a job application and submitting it.

Application Follow-Up: the act of contacting an employer to learn about the next steps and communicating with the JC about it.

Interview Skills: the act of building the JC's ability and confidence to communicate about his/her ability and desire to do the job.

Interview: oral examination of an applicant for a job.

Mock Interview: practicing oral examination of an applicant for a job.

Assistive Technology: any item, piece of equipment, or product system that is used to increase, maintain, or improve functional capabilities of individuals with disabilities.

Career Counseling: a systematic discussion with the JC that's aimed at helping the JC determine his/her strengths, values, and interests in order to make choices that lead to competitive integrated employment.

Employment Preparation/Training: activities related to increasing the JC's knowledge, skills, abilities, and accessibility to competitive integrated employment (e.g. setting up and doing mock interviews with the JC, review dos and don'ts at interviews, practice filling out applications, practice follow up calls, practice hygiene activities, setting up reminder alarms/notifications, & etc.).

Resume Building: create a resume that best highlights the JC's strengths. This could be a traditional document, portfolio of pictures, and/or a video platform.

Employer Development: activities related to supporting Iowa's employers in hiring and retaining the JC in the workforce (e.g. talking with employers about the JC's knowledge, skills, abilities and interests as they relate to the needs of the employer; negotiating tasks on behalf of the JC; help the employer see that the JC can do the job; sell the JC to the employer; and etc.).

Disability Awareness Training: provide disability related information to increase coworker understanding and ameliorate concerns for safety.

Plan for Natural Supports: a blueprint that documents the network of people at work and the protocol that the JC and coworkers are to use to assist the JC based on the situation that the JC may need help with and to empower the JC with confidence at work.

Hiring event: a place and time when a group of individuals come together on behalf of their business/company to recruit human resources (e.g. job fairs, reverse job fairs, recruitment days at the business, industry conventions, and etc.)

Reasonable Accommodation(s): Helping the JC and the employer identify and appropriately ask for reasonable changes that are barriers for the JC's disability in order to do the task.

Under [Title I of the Americans with Disabilities Act](#) (ADA), a reasonable accommodation is a modification or adjustment to a job, the work environment, or the way things are usually done during the hiring process. These modifications enable an individual with a disability to have an equal opportunity not only to get a job, but successfully perform their job tasks to the same extent as people without disabilities. The ADA requires reasonable accommodations as they relate to three aspects of employment: 1) ensuring equal opportunity in the application process; 2) enabling a qualified individual with a disability to perform the essential functions of a job; and 3) making it possible for an employee with a disability to enjoy equal benefits and privileges of employment.

Select any newly identified barriers to successful employment:

Attendance: the action or state of going regularly to work or being present at a place or event.

Computer skills: the ability to interact and perform tasks on an electronic system (e.g. clocking in and out of work; signing onto the computer to check work schedule/payroll, using related software/applications to perform specific work related tasks; completing online applications/training/assessments; and etc.).

Reading: the act of decoding letters and sentences.

Task Related: activities that are specific to the job that the JC is hired to do (e.g. production, quality, quantity, industry standards, & etc.).

Punctuality: the fact or quality of being on time

Appearance: the way that someone looks

Communication: the imparting or exchanging of information or news.

Reading Comprehension: the ability to understand the meaning of a word and sentences (e.g. following written instructions)

Writing: the manual scribing of letters, numbers, words and sentences (e.g. signing name, making a note on paper, documenting on paper, & etc.)

Transportation: the mode of getting to and from work.

Stamina: mental and physical endurance and the length of time that the JC can work nonstop.

Odor: a distinctive smell that is indicative of poor hygiene (e.g. bad breath, body odor, rotting food at the workstation, & etc.)

Soft Skills: personal attributes that enable someone to interact effectively and harmoniously with other people (e.g. situational awareness, resilience, collaboration, ability to implement feedback, communication skills, teamwork, etc.)

Math: the ability to read numbers, quantity and space.

Co-Worker Interaction: relationships between co-workers, managers, and other employees.

Building natural supports: creating a network of people at work who will assist the JC based on the situation that the JC may need help with and to empower the JC with confidence at work.

Self-advocacy: the ability to appropriately ask for support needed to be successful on the job.

Time Management: Teaching the JC how to use one's time effectively or productively.

Integration of AT: Teaching the JC how to incorporate the use of Assistive Technology (AT) that will assist the JC in overcoming barriers to his/her disability in order to be successful on the job.