



**NJ Division of Vocational Rehabilitation Services  
Monthly Vendor Service Report  
Out of School Youth Employment Services (OSYES)**

**Monthly Service Report: Month/Year:** \_\_\_\_\_ **Service Dates:** \_\_\_\_\_

**Consumer Name:** \_\_\_\_\_ **NJ DVRS Case ID #:** \_\_\_\_\_

**NJ DVRS Office:** \_\_\_\_\_ **NJ DVRS Counselor:** \_\_\_\_\_

**Consumer's Disability:** \_\_\_\_\_ **(Please Attach Disability Documentation)**

**High School Diploma or GED:** Y\_\_ N\_\_

**SSI:** Y\_\_ N\_\_

**DDD:** Y\_\_ N\_\_

**Reason for Pre-ETS Referral:**

\_\_\_\_\_

**Service Provided: Individual** \_\_\_\_\_ **Group** \_\_\_\_\_

\_\_\_\_\_ Career Exploration Counseling

\_\_\_\_\_ Post-Secondary Opportunities Counseling

\_\_\_\_\_ Work Place Readiness Training

\_\_\_\_\_ Instruction in Self Advocacy

Did not attend this month due to: \_\_\_\_\_

Resuming services (month/date): \_\_\_\_\_

Suspended services due to: \_\_\_\_\_

Ended without completing their services due to: \_\_\_\_\_

Ended/completed: \_\_\_\_\_

**Narrative:**

**Adaptations for service delivery using virtual platform and remote distance learning:**

**Initiatives, schools & internship site development, Memoranda of Understanding/  
Agreement (MOU/MOA**

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**Service delivery difficulties and solutions:**

**Goal/Objective for Each Session Meeting-Month/Date:**

**Activities, Methods, Learning Strategies, Technology Used in Each Session:**

**Interventions and Accommodations:**

**Supports required:**

**Career/Employment Interests:**

**Strengths:**

**Session's outcome achieved and understood by student (process used to identify student's understanding)**

**Summary of Progress:**

**Recommendations:**

**Next steps:**

- 1.
- 2.
- 3.

**Direct Service Provider Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Organization Supervisor/Manager of Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Service Completion Date:** \_\_\_\_\_

**Report Submit Date:** \_\_\_\_\_



*"Your Career Starts Here"*

**NJ DVRS Out of School Youth Services  
Job Exploration Counseling: Curriculum Activity Check List**

<b>Activity</b>	<b>Month/Date Completed</b>	<b>Document(s) Included</b>
<b>Understanding job exploration &amp; importance in development of student's future career path</b>		
<b>Understanding the labor market</b>		
<b>In-Demand Industries &amp; Occupations</b>		
<b>Administration of Vocational Interest Inventories</b>		
<b>Vocational interest inventory results, identified career clusters</b>		
<b>Strengths, skills, personality, aptitudes, barriers to employment &amp; relationship to career interests</b>		
<b>Identification of career pathways of interest to the students</b>		
<b>Non-Traditional employment options</b>		
<b>Range of jobs in areas of interest</b>		
<b>Required training &amp; education for each of career interests</b>		
<b>Steps needed to develop a career plan</b>		

**Additional Comments [Text Box]**



*"Your Career Starts Here"*

**NJ DVRS Out of School Youth Services  
Work Place Readiness Training to Develop Social Skills & Independent Living  
Curriculum Activity Check List**

<b>Activity</b>	<b>Mo./Date/Yr Completed</b>	<b>Document(s) Included</b>
<b>Understanding the concepts of workplace readiness and applications</b>		
<b>Self-assessment of current social skills and independent living skills</b>		
<b>Understanding employer expectations &amp; work practices</b>		
<b>Work attitudes/enthusiasm/taking responsibility/initiative/punctuality/tasks/attire-appearance/hygiene</b>		
<b>Basic occupational skills employers are seeking from applicants</b>		
<b>Identify how to achieve marketable occupational skills for an entry-level job</b>		
<b>Understanding different types of businesses, opportunities, wages</b>		
<b>Challenges to employment</b>		
<b>Accommodations</b>		
<b>Soft skills necessary for employment</b>		
<b>Workplace etiquette</b>		
<b>Independent Living Skills</b>		
<b>Job Seeking Skills</b>		
<b>Financial Literacy</b>		
<b>Transportation Skills</b>		

**Additional Comments [Text Box]**



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**NJ DVRS Out of School Youth Services  
Instruction in Self-Advocacy: Curriculum Activity Check List**

<b>Activity</b>	<b>Mo./Date/Yr. Completed</b>	<b>Document(s) Included</b>
<b>Understanding of concept of self-advocacy and applications</b>		
<b>Americans with Disabilities Act (ADA)</b>		
<b>Rights and responsibilities in educational institutions, accommodations</b>		
<b>Workplace rights, responsibilities, disclosure, accommodations</b>		
<b>Understanding of GED and steps to earning a GED</b>		
<b>Informed choice</b>		
<b>Self-determination</b>		
<b>Self-awareness</b>		
<b>Peer mentoring</b>		
<b>NJ disability, advocacy and rights organizations</b>		
<b>Identify values, goals, decision making abilities and needs</b>		
<b>Provide advocacy information to family members/guardians</b>		

**Additional Comments**



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**NJ DVRS Out of School Youth Services  
Counseling on Opportunities for Enrollment in Comprehensive Transition or  
Postsecondary Educational (PSE) Programs: Curriculum Activity Check Lis**

<b>Activity</b>	<b>Mo./Date/Yr. Completed</b>	<b>Document(s) Included</b>
<b>Understand concepts of transition and post-secondary education &amp; applications</b>		
<b>Document academic accommodations</b>		
<b>Advocate for needed accommodations, technology &amp; service needs</b>		
<b>Identify interests, abilities, hobbies, talents, needs, learning style preferences</b>		
<b>Promote use of decision making skills (executive function) to develop goals</b>		
<b>Assist with researching career &amp; PSE options</b>		
<b>Promote participation in PSE preparation classes, etc.</b>		
<b>Connect to PSE resources/ services/websites</b>		
<b>Promote use of self-advocacy skills</b>		
<b>Assist with application/ enrollment process</b>		
<b>Identify financial aid options</b>		
<b>Take career vocational assessments</b>		
<b>Familiarize with education and vocational disability laws</b>		
<b>Identify higher education, vocational program admission tests accommodations</b>		
<b>Attend higher education/college/vocational program fairs &amp; tours</b>		
<b>Apply for Vocational Rehabilitation services, if eligible</b>		

<b>Access services &amp; supports from developmental/ intellectual disabilities service agency, if eligible</b>		
<b>Provide PSE information to family members</b>		

**Additional Comments**