

# VocFit.com



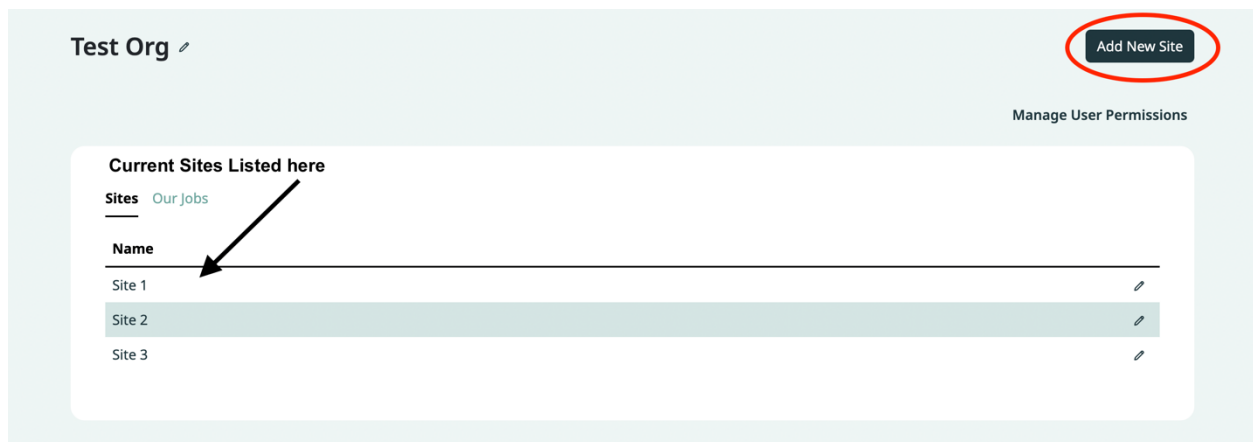
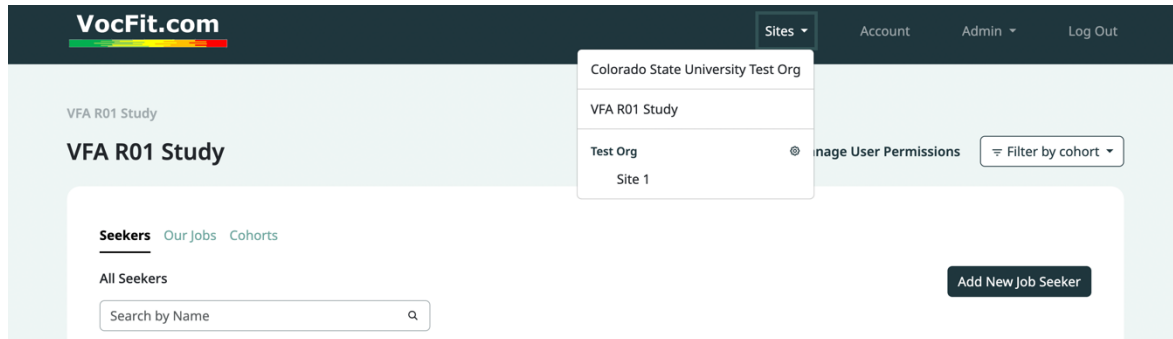
## WELCOME!

1. **Questions about emails and accounts?** Email [Dennis.Cleary@cchmc.org](mailto:Dennis.Cleary@cchmc.org)
2. **How do I learn about what VocFit is?**
  - a. **Sign up for** a monthly training on the portal calendar
  - b. **Watch a 20-minute video about what VocFit is**  
[https://www.youtube.com/watch?v=cJEKP3xQI94&list=PLDn4HIZEz\\_HJncmFdUO6q1jKC4tQk6\\_ct&index=2](https://www.youtube.com/watch?v=cJEKP3xQI94&list=PLDn4HIZEz_HJncmFdUO6q1jKC4tQk6_ct&index=2)
  - c. **Watch a 14-minute video about how to use VocFit.com.**  
<https://www.youtube.com/watch?v=45dkD9sKu5c>
  - d. Watch videos on particular VocFit.com features:
    - Staff and Site Management <https://www.youtube.com/watch?v=IVHh4X3m2xc> (2 minutes)
    - Assessing Job Seekers <https://www.youtube.com/watch?v=xSXvizXSjT8> (2 minutes)
    - Adding Jobs and Internships <https://www.youtube.com/watch?v=6gBWZRY3NY> (2 minutes)
    - Job Seeker Reports <https://www.youtube.com/watch?v=JfCMqliMikQ> (4 minutes)
    - Cohort Management <https://www.youtube.com/watch?v=jXqSKnz7xd8> (2 minutes)
    - My Next Move Integration <https://www.youtube.com/watch?v=arO4qmgit-Q> (2 minutes)
    - How to complete assessments for families & others outside your organization  
<https://www.youtube.com/watch?v=6liSDDMEUzc> (2 minutes)
3. **Questions?** Email [Dennis.Cleary@cchmc.org](mailto:Dennis.Cleary@cchmc.org)

## SITES

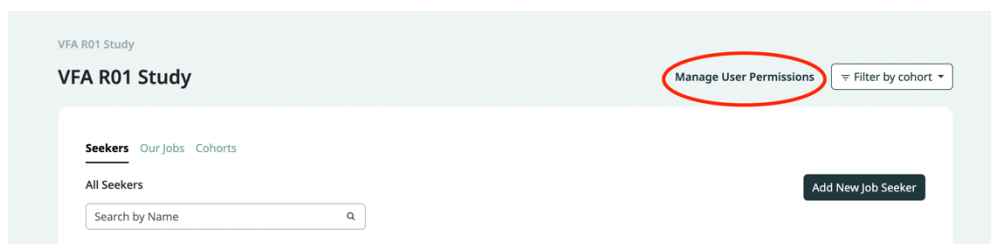
Once you have logged in, click on 'Sites' at the top navigation bar to go to your site

- Sites exist within an organization.
- Most people just have one site, 'Main' in an organization.
- A few superusers may have multiple sites and even multiple organizations.



### 1. How do I add new Staff members to an organization? Click **Manage User Permissions**.

- Only VocFit.com administrators can use this function.
- The best practice would be to have multiple admins for each site/organization (there is not limit on the number of administrators you can have).
- You can also remove people from your organization by removing their access.



## Permissions



Organization Users

Name	Email	Is Admin?	
Dennis Cleary	dsclarey@iu.edu	Yes	
Andy Persch	andrew.persch@gmail.com	Yes	

## Invite User

### Invite User

Email

**Organization Permissions**

Entire Test Org Organization

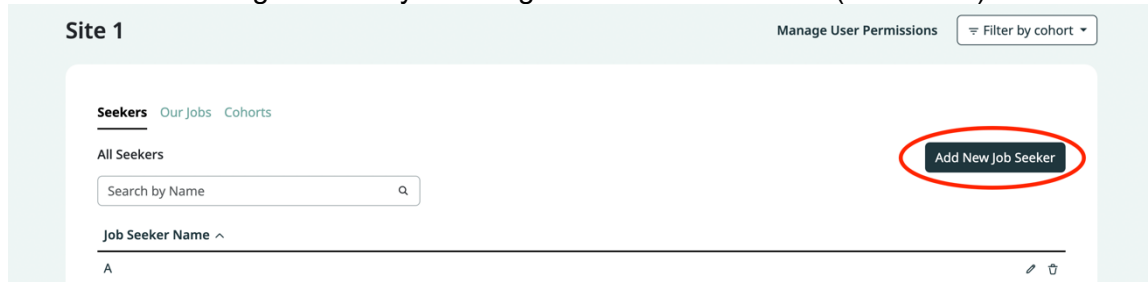
**Site Permissions**

Site 1  
 Site 2  
 Site 3

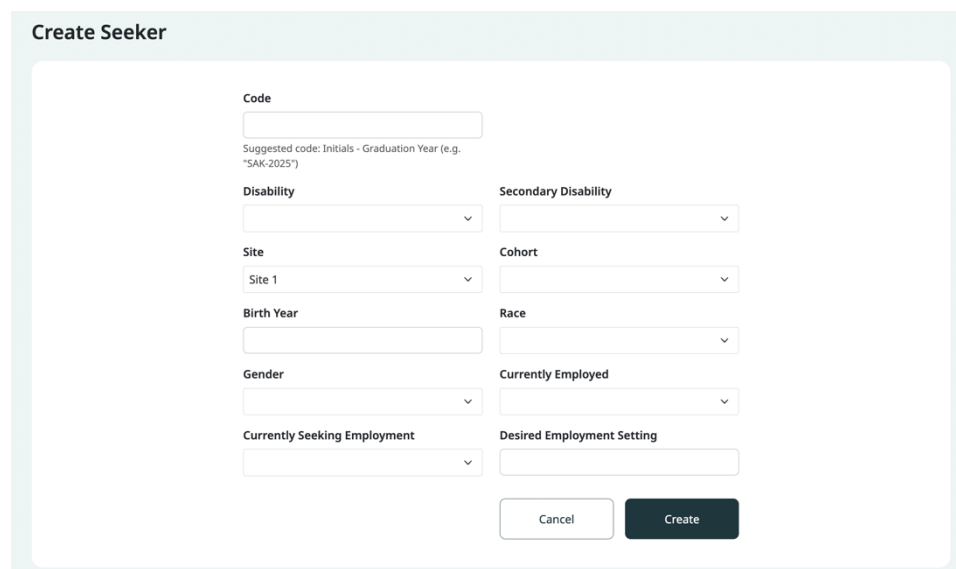
## JOB SEEKERS (Formerly Student/Intern/Worker)

### 1. How do I add a new Job Seeker? Click on 'Add a new job seeker.'

- You cannot have the 'code' of your job seeker with more than three letters to prevent you from entering a job seeker's name (Don't share your intern's name with us).
- Initials and graduation year is a good identification code (MRC2025).



The screenshot shows the 'Site 1' management interface. At the top, there are links for 'Manage User Permissions' and a 'Filter by cohort' dropdown. Below this, there are tabs for 'Seekers', 'Our Jobs', and 'Cohorts'. Under the 'Seekers' tab, there is a search bar labeled 'Search by Name' and a button labeled 'Add New Job Seeker' which is circled in red. Below the search bar, there is a table header 'Job Seeker Name ^' and a table with one row containing the letter 'A'.



The 'Create Seeker' form contains the following fields:

- Code: A text input field with a suggestion: "Suggested code: Initials - Graduation Year (e.g. 'SAK-2025')"
- Disability: A dropdown menu
- Secondary Disability: A dropdown menu
- Site: A dropdown menu with 'Site 1' selected
- Cohort: A dropdown menu
- Birth Year: A text input field
- Race: A dropdown menu
- Gender: A dropdown menu
- Currently Employed: A dropdown menu
- Currently Seeking Employment: A dropdown menu
- Desired Employment Setting: A text input field

At the bottom of the form are 'Cancel' and 'Create' buttons.

### 2. How do I Assess a job seeker? Enter demographic information, then assess them

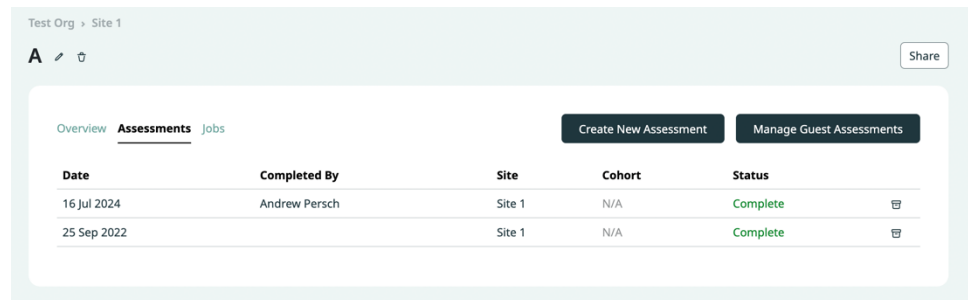
- The assessment takes about 15-20 minutes to complete.
- To fill out the assessment, you should get to know the person (complete after 2-3 weeks) or interview someone who knows the person well. We recommend having the onsite team assess 2-3 interns together at first to help establish high/some/low ability so there is agreement among the onsite team.
- Click on 'Mark all as' to mark all items as High, Some, or Low, then edit as needed.
- The assessment will save if you need to leave and come back – you might need to click through the top numbers to get back to the subscale where you let off.
- You can send someone outside of the Organization an assessment request (a family member, former teacher, etc.)
  1. Click on the job seeker (after entering their demographic information)
  2. Click on 'assessments'
  3. Click on 'manage guest assessments'
  4. Click on 'Create link'
  5. Name the link (we recommend not using the intern's full name)... 'The mom of Tom' would be a good name for an assessment.
  6. Copy and paste the link into an email you send with an explanation of High ability, Some ability, and Low ability/Unsure. Here is a sample explanation: *We would like you to assess Tom. VocFit has 133 items and should take about 20 minutes to complete. This will help us to best match*

*the job seeker to internships that will help them learn new skills and long term to best fit jobs. Here is key to help you. We will discuss the results at the next employment planning meeting.*

<b>High Ability: Independent</b>	<b>Some Ability: With Support</b>	<b>Low Ability: Dependent, Unsure</b>
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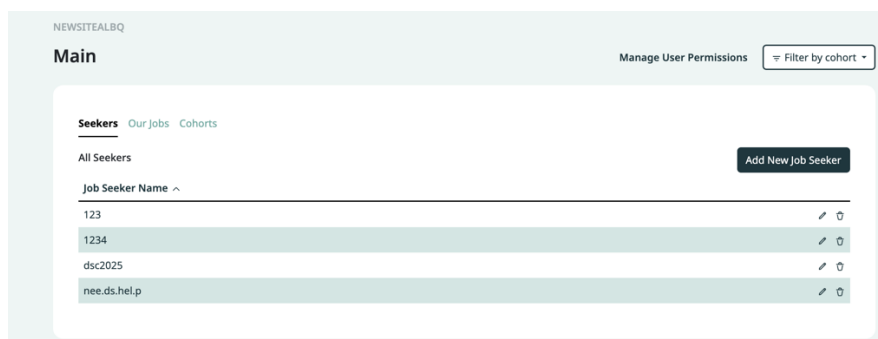
- How to complete assessments for families & others outside your organization <https://www.youtube.com/watch?v=6liSDDMEUzc> (2 minutes)
7. Once someone outside your organization completes the assessment, you can run a rater agreement report. This report is on the 'other reports' tab. This is not to show that 'mom' is right or you are right, but is a communication tool. Environment and expectations drive behavior, so there might be differences in skills depending location.

<b>High Ability: Independent</b>	<b>Some Ability: With Support</b>	<b>Low Ability: Dependent, Unsure</b>
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### 3. How do I find job seekers I have already entered?

- Click the site name (Main) to see the job seekers

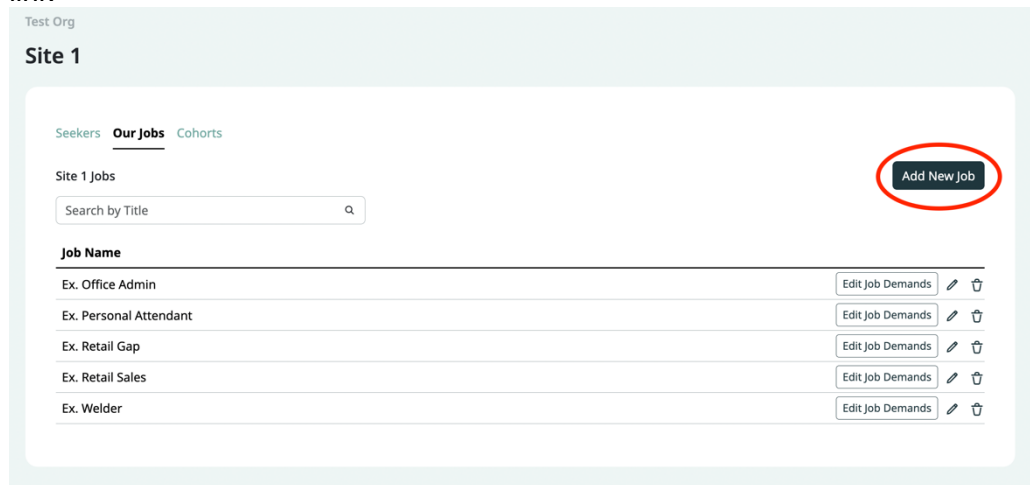


### 4. How do I create and place job seekers in Cohorts?

- 'Create' a new Cohort allows you to put your class of interns into a group.
- Class of 2025 is a good name for a cohort.
- Place people in cohorts by 'editing' the seeker's name (Pencil icon right of name)
- You can place past job seekers (graduates) into a graduate cohort as well.
- A future function will allow you to do 'math' on the Cohort to allow you to evaluate each of the 133 items for your Cohort at once for curricular planning and annual pre/post scores.
- **Filter by Cohort** allows you to just see job seekers in a particular cohort

## JOBS

1. **How do I add jobs or internships?** Click on **Our Jobs** (next to Sites in the picture above)
  - a. When you create a new job, you can label it a job or internship as you fill it out. Internships are used for training. Jobs would be a position that a graduate would be hired for at the host business or position in the community where a graduate would work.
  - b. When you fill out a job, you must go to mynextmove.org job for a similar position, even if it is an internship. Just get as close as you can and cut and paste the webpage address from mynextmove.org. Mynextmove.org is a US Department of Labor Website with links to videos about the job and even open positions for that job in your local community
  - c. You can assess a job directly or have a 'guest' assess the job by sending a web link



2. **What is the discovery job bank (DJB)?**
  - a. VocFit comes preloaded with 200 + jobs. There are multiple ways to filter the 200+ jobs that are there. If you would like us to add a job that is not there, please contact [admin@vocfit.com](mailto:admin@vocfit.com)
  - b. We are working to refine the search feature by adding additional categories and tags
  - c. Multiple jobs might go to the same webpage/code based on the U.S. Department of Labor classifications (these are like job codes used worldwide)
    1. Orderly, patient transporter, and porter all go into the same page

<b>High Demand:</b> Required	<b>Some Demand:</b> Sometimes	<b>Low Demand:</b> Almost Never, None
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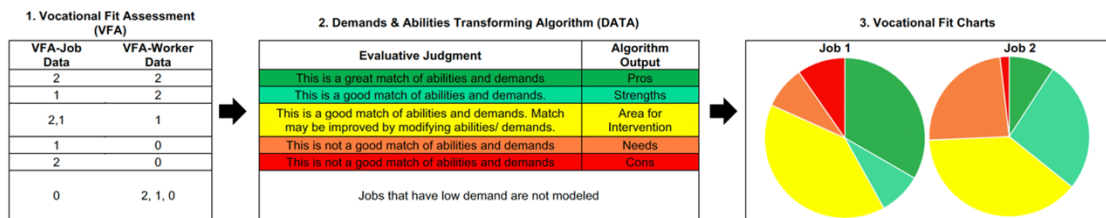
## OVERVIEW (Job Seeker Reports): Reports now generate and update automatically

- Use the 'Filter by' tab to select or deselect various assessments you have completed to customize reports.

### 1. How to pick job goals? Use the expanded Discovery Job Bank (DJB) to create a new Job Matching Report (JMR) or use the jobs/internships you have added.

- Use Filters to sort through the 200+ jobs.
- 'Flag' the person's job goal – there can only be one job goal at a time.
  - To change a job goal, just flag another job and that becomes the job goal.
- 'Heart' other jobs you want to look at in their Job Matching Report (JMR).
- Change the JMR and Job Goal by selecting/unselecting hearts and flags.
- Enter your jobs or internships at 'our jobs' at the organizational level.
- Put 'employer name' for your internships to sort by your host business for the Job Matching Reports.

### 2. The Vocfit.com algorithm is listed below:



- **For training**, intentionally put individual in internships that are yellow, orange, and red as those are the skills they need to learn to meet their job goal.
- **For Job Development**, we focus on the greens, while the yellow, orange, and red help us to form a job coaching plan once a person has started a job for new learning, adaptations, or asking for accommodations.

### 3. What is the Just Right Internship? How do I use VocFit to select internships to help job seekers to reach their job goal?

1. With the intern, select the job goal at the start of the year.
2. The Yellow, Orange, and Red Skills when the intern is compared to the job goal are the skills the intern needs to learn to perform that job at graduation.
3. Select three internships that address the Yellow, Orange, and Red Skills.

### 4. Overview shows all the assessments that have been completed

- The job goal progression automatically compares their first and most recent assessments to show growth over time by the eleven Subscales.
- The 'flagged job' (job goal) is listed at the top and 'hearted' jobs are listed below for the job matching report:
- Click on the Job Goal Progression to see the link to the related Mynextmove.org for that job/internship to see videos of that job and local related jobs in the USA.
- Click on the colors to reveal the items that are Green, Yellow, Orange and Red – remember that red does not mean 'no' – it means work needs to be done

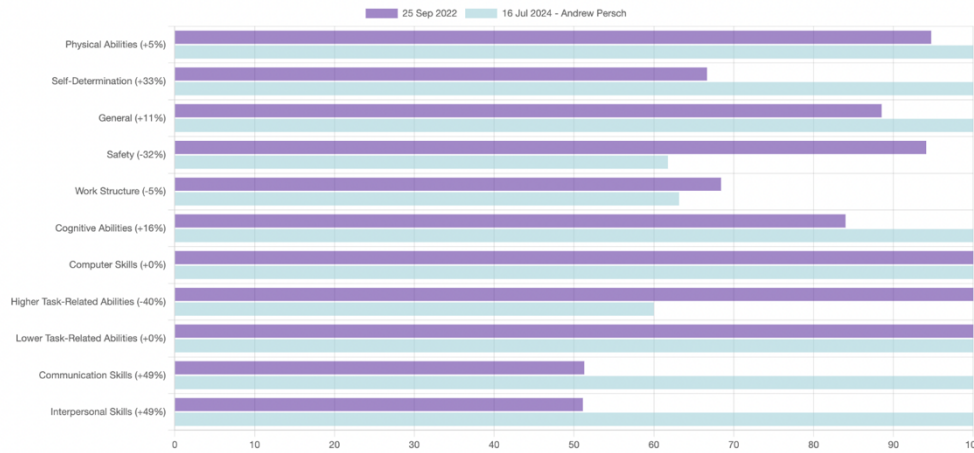
Overview Assessments Jobs

Personal Progression

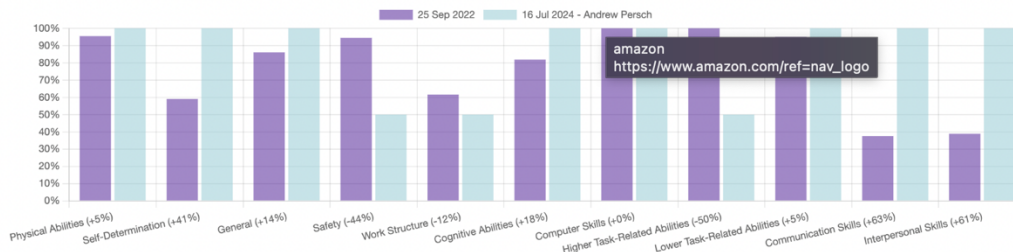
Print Report



Front Desk Assistant - Net Improvement by Sub-Scale



Ability Score by Sub-Scale



Details

Other reports: Rater Agreement

Jobs Progression

Print Report



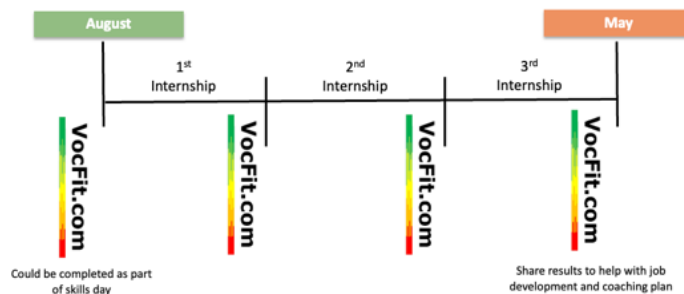
- To compare two assessments, click on 'compare assessments' and filter to compare assessments.

If you have questions, please email [Dennis.Cleary@cchmc.org](mailto:Dennis.Cleary@cchmc.org)



## VocFit Best Practices

- 1. Where is the evidence for VocFit.com?** The [Vocational Fit Assessment](#) was created by Dennis Cleary and Andy Persch, two occupational therapists and researchers, in 2014. They created an assessment and job matching tool to enhance competitive integrated employment for individuals with Intellectual and Developmental Disabilities (IDD). Several validity and reliability studies of VocFit have received a \$3 million NIH grant to enhance the psychometric properties of VocFit and a grant from the State of Ohio Technology First initiative to enhance the VocFit.com website.
- 2. Who should fill out the VocFit assessment of the job seeker?** VocFit was created as a partner report for individuals with IDD. The partner reporter (Instructor, Skills Trainer, paraprofessional Teacher from high school, or family member) should know them well enough to answer the questions.
  - Each site will implement VocFit a little differently based on local requirements.
  - Some state VR agencies reimburse for using VocFit and may determine who fills the assessments out if the Community Rehabilitation Provider is paid for the assessment.
  - We recommend that the assessments be completed initially collaboratively by the skills trainers and instructors, and then one person takes the lead in assessing each intern. So, an instructor might assess four interns, and a skills trainer might assess the other four interns. The key is this should be done collaboratively.
  - If the intern is new to you, wait until the end of the original three-week orientation to assess the intern.
  - Some sites have a referring teacher fill out the first assessment.
  - If you have family fill out VocFit consider the pros/cons and the influence that environment and expectations have on behavior.
- 3. Who should fill out the VocFit assessment of the job/internship?** Typically, this is done by the skills trainer in collaboration with the mentor supervising the intern.
  - This assessment needs to be completed once, much like a task analysis, and you would assess how anyone would do an internship, not just how one intern does the work.
- 4. How often should the intern be assessed using VocFit?** We recommend job seekers be assessed four times during an academic year. This is to help to assess the progress an individual job seeker is making. Use VocFit to determine what someone can learn, what can be adapted, and what accommodations might be needed.



- 5. Should I overthink VocFit?** No! You can redo VocFit.com when changes occur.

- 6. How do you use VocFit in Employment Planning Meetings?**
- Interns and Families like the data visualization and the 'High, Some, Low' language is easy for people to understand. Use the visuals to demonstrate what the intern learned on the internship.
  - You can ask the family member to fill out an assessment and use that data to help increase the family involvement in the meeting.
  - Use the Jobs tab to explore various jobs of interest to the intern and the skills the intern may need to learn to gain that job.
- 7. How do you use VocFit in choosing internships that lead to employment?**  
Everyone has a job goal. VocFit matches the intern's current performance to that job goal (flag a job to make it a job goal). The yellow, orange, and red skills for that job goal need to be developed so the graduate can obtain the job they want. Pick internships that help the intern learn the skills they need to do that job.
- 8. How can VocFit help you gain a wider variety of internships?** Internships are a collaboration between the host business and the program. A wide variety of internships provides opportunities to teach a wide variety of skills. If you have an intern with a job goal that reveals yellow, orange and red in skills you do not have internships to teach, approach the business liaison and ask if there are areas of the host business where those particular skills can be learned?
- 9. Is VocFit.com a valid and reliable self-assessment?** VocFit is a valid and reliable assessment but *is meant as a partner report, not a self-report*. The wide variety of people who have IDD makes it challenging to know if your intern can be a reliable self-reporter. Some programs have interns fill it out themselves or with support. As researchers, we cannot say this is a recommended practice, but some sites have found it to be helpful. We like to say VocFit is a tool for good and not for evil – so if you find it useful for your site, just keep in mind you cannot say the self-assessment is statistically reliable. We hope to have a self-assessment version of VocFit soon that individuals can fill out validly and reliably. That version will have fewer items, visual supports, and decision supports. Coming in 2026.
- 10. Should you add family members or interns as members of your organization? No.**  
You can invite family members to complete an assessment via a 'guest assessment' and share assessment results via the share button. If you add family members or interns, they can see other people's data.
- 11. Can VocFit scores fluctuate?** Yes. For example, an intern might be assessed as having a high ability to manage stress in one internship but may have some or low ability to manage stress in another internship based on the demands of the internship or circumstances. So, there might be occasional backslides, but the trend line is usually upward.
- 12. Can VocFit be used to help VR Counselors determine Measurable Skills Gain?**  
VocFit reports can be used to help document skill gain. The mentor from the host business must be part of the assessment documentation. For example, if the skills trainer is assessing the intern, they can get feedback from the employee of the host business. Ultimately, it is up to the VR Counselor to determine if there is measurable skill gain per each state's policy.

<b>PHYSICAL ABILITIES</b>	H	S	L
Stand			
Run			
Twist the body			
Bend the body			
Keep or regain balance			
Work low to the ground (e.g., crouch, stoop, etc.)			
Perform physical activities (e.g., working on an assembly line) repetitively			
Lift heavy materials (i.e., 40 pounds)			
Work in awkward positions			
Work in cramped work spaces			
Work for prolonged periods (e.g., 30 minutes) without a break			
<b>SELF-DETERMINATION</b>	H	S	L
Make choices, decisions, and plans to meet own goals			
Take action to complete own plans successfully			
Determine priorities			
Set personal goals that satisfy own interests and needs			
Evaluate the results of own actions to determine effectiveness			
Change actions or plans to meet work goals			
Make decisions independently			
Determine customers' needs			
Determine work activities			
Identify and express own strengths and weaknesses			
Anticipate the thoughts/actions of others			
<b>GENERAL</b>	H	S	L
Handles stress			
Makes eye contact			
Refrains from unnecessary social interaction (talking)			
Admits mistakes			
Accepts praise			
Cooperative and courteous			
Listens and pays attention			
Expresses personal needs (restroom breaks, doctor visits)			
Respects rights and privacy of others			
Asks for help and clarification when needed			
Communicates adequately (initiates conversation, does not interrupt)			
Maintains clean appearance			
Body hygiene			
Follows directions			
Accepts constructive criticism/feedback			
Follows rules and regulations			
Maintains good attendance			
Arrives on time for work and leaves on time			
Attends to job tasks consistently			
Completes tasks accurately			
Works at an appropriate rate			
Initiates new tasks			
Works well with co-workers			
Follows the proper chain of command			
<b>SAFETY</b>	H	S	L
Work exposed to hazardous equipment or conditions			
Work exposed to contaminants (e.g., pollutants, gases, dust, odors)			
Work exposed to minor burns, cuts, bites, or stings			
Work exposed to potential disease or infection			
Maintain sanitation, health, and safety standards			
Wear common protective or safety equipment (e.g., safety glasses, gloves, hard hat)			
Monitor personal hygiene			
Identify safety hazards			
<b>WORK STRUCTURE</b>	H	S	L
Meet strict deadlines			
Pace work according to the demands of the work (productivity)			
Follow established procedures			
Follow a regular schedule of tasks and work			
Follow the chain of command			
Work a full week (1 FTE, i.e. 32-40 hours per week)			
Deal with change			
Work outdoors, exposed to all weather conditions			
Work outdoors, under cover			
Work in very hot (above 90F degrees) temperatures			
Work in very cold (below 32F degrees) temperatures			
Work exposed to uncomfortable sounds/noise levels			
Work exposed to distracting sounds/noise levels			

<b>COGNITIVE ABILITIES</b>	H	S	L
Perform mental activities (e.g., checking entries in a ledger) repetitively			
Count, weigh, measure, or organize materials			
Sort, assemble, and proof completed work			
Comprehend/read instructions			
Be very exact/very accurate			
Recognize when equipment is not working			
Recognize when supplies are running low			
Add, subtract, multiply, and divide			
Concentrate on a task without becoming distracted			
Shift attention back and forth between tasks or sources of info			
Know your location in relation to the environment			
<b>COMPUTER SKILLS</b>	H	S	L
Navigate to a specific web address			
Save a file/document to a specific location			
Locate and open a saved file/document			
Click on a desired web link			
Type text to create a document			
Scroll through a web page to find specific info			
Access an email system using a username and password			
Enter text applying basic key functions (e.g., space bar, enter/return, shift, delete, backspace)			
Print a file/document			
Reply to an email message			
Close a software program			
Read a received email			
Use an online search engine			
Recognize and start a software program			
Attach a file to an email			
Compose and send an original email message			
<b>HIGHER TASK-RELATED ABILITIES</b>	H	S	L
Load machines with office or industrial materials (e.g., blank paper)			
Deliver completed work			
Stock or restock supplies			
Operate office machines (e.g., copiers, scanners, faxes)			
Place materials into storage (e.g., file cabinets, boxes, bins)			
Perform clerical duties (e.g., sort mail, run errands, send faxes, scan)			
Select materials needed to complete work tasks			
Setup and adjust machines			
Setup work station			
Monitor system status			
<b>LOWER TASK-RELATED ABILITIES</b>	H	S	L
Start and stop machines using levers or buttons			
Clean work surfaces (e.g., shelves, counters, tables)			
Clean work tools (e.g., equipment, tools, dishes)			
Select items from serving or storage areas and place them in dishes, on trays or bags			
Clean work areas (e.g., sweeping, mopping)			
Prepare dining areas for meals and/or snacks			
Move supplies (e.g., by hand, cart, dolly)			
Serve food orders to customers			
Gather and empty trash			
Service, clean, and supply restrooms			
<b>COMMUNICATION SKILLS</b>	H	S	L
Communicate face-to-face with others			
Work with external customers or the public			
Deal with conflict			
Deal with unpleasant, angry, or discourteous individuals			
Communicate with others on the telephone			
Answer questions about items available for public use or purchase			
Speak clearly so that others can understand			
Understand the speech of another person			
<b>INTERPERSONAL SKILLS</b>	H	S	L
Work with a co-worker in a group or team			
Cooperate with others to accomplish work activities			
Show compassion towards coworkers and/or clients			
Work in close physical proximity to other people			
Follow directions			
Greet customers entering establishments			
Monitor own body language			
Listen actively			
Ask clarifying questions			

VocFit Items by Subscale