

Having a niche helps

- ensure learner suitability
- decrease competition among programs
- promote targeted marketing strategies
- create appropriate referrals

**Support by the regional networks and LSP was identified as being one of the best resources.**

When asking learners to self-identify consider

- completing an orientation before dealing with the registration form
- completing the registration form after the assessment is done and clients are more comfortable and trust is built
- reviewing the form after they are in the program and more comfortable with self-disclosure
- reviewing the completed form with the learner and have discussion about any sections that weren't filled in
- using the full definition of disability to start discussions with learners
- checking in with learners that are on ODSP but have not checked having a disability
- explaining the positive side to providing information (e.g., a proper referral, or access to more services)
- explaining your confidentiality policy to help the learner become comfortable to share information
- doing an overview of all available resources
- assuring the learner knows that the Ministry only monitors the programs not the learners

**If you need further help with Suitability, please contact your regional network, stream or sector. You can find all their contact information at [www.learningnetworks.ca](http://www.learningnetworks.ca).**

When looking at the data consider

- looking at it quarterly - analyzing data is important but it isn't necessary to react monthly
- looking for shifting trends and analyzing why there is a change
- comparing data among your sites (if you have more than 1)
- asking community partners and support orgs for input if you see a change
- comparing your data to other agencies in your local community, region and to the Ontario stats
- asking staff for input, suggestions, comments or strategies to ensure you are meeting learner suitability
- checking random files to verify all data is being entered into CaMS correctly
- using a file review checklist prior to closing a service plan to ensure all information is entered into CaMS

To serve more learners who are suitable for LBS consider

- building key partnerships, strengthening your relationships and building on your reputation in the community, possibly co-locating (e.g., ES with LBS, LBS with credit)
- ensuring staff understand performance management and the suitability requirements
- finding the best way for your agency to input data (e.g., restrict the number of people who have access)
- using intake or orientation to see if the learner is a good fit (e.g., use a screening tool, use your referral protocols)
- using assessment results to identify potential learner suitability indicators and to initiate follow-up conversation with the learner

**Use suitability as a tool to motivate your staff.**

**Helping the right person, the most in need, should be your goal.**

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