

College of EARLY CHILDHOOD EDUCATORS

2023 Fair Registration Practices Report

Prepared for the Office of the Fairness Commissioner (OFC)



FAIRNESS COMMISSIONER
COMMISSAIRE À L'ÉQUITÉ

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Glossary of terms

1. Background

Under section 20 of the Fair Access to Regulated Professions and Compulsory Trades Act, 2006 (FARPACTA), which is substantially similar to section 22.7(1) of Schedule 2 of the Regulated Health Professions Act, 1991 (RHPA),

“A regulated profession shall prepare a fair registration practices report annually or at such other times as the Fairness Commissioner may specify or at such times as may be specified in the regulations”.

Section 23 of FARPACTA and Section 22.9 of Schedule 2 of the RHPA then go on to indicate that the Fairness Commissioner shall specify the form in which these reports shall be prepared, along with the required filing dates. This section also stipulates that a regulator must make these reports public.

It is pursuant to these authorities that the Office of the Fairness Commissioner (OFC) has required that each regulator complete its 2023 Fair Registration Practices Report (FRP).

Please note that this report covers the time-period from January 1 to December 31, 2023.

The FRP:

- Collects information about the organization, applicants to the profession and current membership.
- Provides information to the public about how the organization has implemented fair registration practices during the reporting period.
- Helps the OFC to successfully undertake the education and compliance activities which include monitoring, applying a risk-informed compliance framework, assessing performance, and sharing best practices.
- Determines whether the regulator is complying with recently enacted legislative and regulatory provisions designed to reduce barriers for domestic labour mobility and internationally trained applicants.
- Identifies trends across regulated professions and regulated health colleges.

Please note that the 2023 version of the FRP has changed from the previous version in terms of both form and content as the OFC’s enabling statutes have evolved and as the office migrates to a more permanent portal-enabled database solution.

2. Organization information

Organization name	College of EARLY CHILDHOOD EDUCATORS
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3. Registration requirements

Applicants to the regulated professions and compulsory trades must fulfil registration requirements to practice their profession or use a professional title. This section summarizes registration requirements for each profession or trade regulated by College of EARLY CHILDHOOD EDUCATORS

Licensing requirements (brief description for each requirement listed):

Profession/ Trade Name	Early Childhood Educator
Academic requirement	A) Graduation from a diploma program in early childhood education offered by an Ontario College of Applied Arts and Technology (OCAAT), or B) Graduation from a diploma or degree program, in or related to early childhood education, that is approved by the College as meeting the education requirement, or

	<p>C) Current licensure or registration in early childhood education with another province or territory in Canada that is recognized by the College for the purpose of labour mobility agreements (i.e., the Agreement on Internal Trade (AIT)), or D) A combination of education and work experience that is assessed through the Individual Assessment process to determine whether an applicant meets the educational requirements for registration. The College will use criteria based on the Early Childhood Education Program Standard approved in 2018 by the Ontario Ministry of Advanced Education and Skills Development (formerly the Ministry of Training, Colleges and Universities).</p>
Experience requirement	The College has no experience requirements.
Language requirement	The language fluency requirement for registration is set out in s. 5(2)4 of the Registration Regulation. s. 5(2)4 states that “The applicant must be able to speak and write either English or French with reasonable fluency.”
Additional information on licensing requirements (may include links to appropriate page on regulator website):	

4. Third party assessments

Third party organizations that assess qualifications on behalf of the regulator.

Organization name	Function
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Fair access legislation requires regulators to take reasonable measures to ensure that any third parties undertake assessment of qualifications in a way that is transparent, objective, impartial and fair.

College of EARLY CHILDHOOD EDUCATORS takes the following measure(s) to ensure fair and timely assessments:

There are no third-party organizations that assess ECE qualifications on our behalf. However, we do refer applicants to language test providers, translators, and to credential assessment agencies, where appropriate. This includes for: International education credential reports: World Education Services (WES) provides verification of educational credentials. International education credential reports are required in order to confirm an applicant's level of education, duration of program, and status of institution. They are not used for the assessment of applicants' qualifications in relation to knowledge or experiential requirements for the profession. The College has a Memorandum of Understanding with WES and engages in ongoing conversations with WES to ensure a robust accountability framework. Language Tests: The College's Language Fluency Policy offers applicants options for meeting the language fluency requirement for registration. Nearly all internationally educated and trained applicants to the College meet this requirement by having a post-secondary education credential from a program delivered in English or French. For those who need another way to demonstrate their language fluency, designated third-party language testing agencies verify an applicant's level of fluency in English and/or French. The College's policy ensures that applicants have ample choice in selecting the language test they wish to take for demonstrating language fluency to the College, in accordance with the requirements of FARPACTA.

5. Accomplishments, risks and mitigations

Key accomplishments and risks pertaining to fair registration practices during the reporting period are summarized below.

A. Accomplishments

1	<p>#1 Outreach with Indigenous Post-Secondary Institution: In 2023, the College continued its work with the Indigenous Advanced Education & Skills Council (IAESC) to establish a joint approval process for early learning and child care diploma programs offered by Indigenous Institutes. This collaborative work seeks to integrate the College's approval process with that of the IAESC's to provide a pathway that allows Indigenous Institutes to be simultaneously assessed according to the benchmarks and requirements for registration with both the College and the IAESC. This work aligns with the College's efforts towards reconciliation by formally recognizing the value of Indigenous knowledges and practices as they relate to the practice of early learning and child care. Importantly, this work also aims to improve fairness in the College's registration practices for Indigenous Institutes by reducing the administrative and financial burden to Indigenous Institutes who seek program approval with the College and IAESC. The College also seeks to learn from the IAESC, as an expert in Indigenous post-secondary programming, in order to revise and create policies and practices that recognize and validate an Indigenous worldview. In doing so, the College's objective is to create a fairer application experience for Indigenous applicants.</p>
2	<p>#2 Tools for Centering Equity as Framework for EDI Initiatives Across the College The College began utilizing a centering equity tool during Registration Committee meetings and developing equity-related questions for discussion by committee members. The purpose of these tools is to support the College's commitment to anti-racism by applying a critical approach to the development, review, and implementation of registration policies and practices, registration requirements, application and membership information, and all general communications and interactions. This allows for the creation of fairer and more equitable registration policies and practices. This work is part of the College's 2022-2027 Strategic Plan that involves systematically reviewing its processes and practices to identify discriminatory barriers to registration, and support equity and inclusion in all aspects of its work.</p>
3	<p>#3 Interjurisdictional Communication The College facilitates and hosts quarterly meetings with other provincial and territorial counterparts to exchange information and learn about best practices, communicate on behalf of applicants where necessary, receive updates from other jurisdictions as</p>

	they arise, and discuss issues and trends in international applications and programs to improve our regulatory capabilities.
4	<p>#4 Technological and Digital Improvements</p> <p>Zendesk Optimization and Enhancements: The College uses ZenDesk as the primary platform for email and phone communication with applicants, members, and the public through ticketing system. Last year the College optimized existing workflows in the platform to improve workflow efficiencies. This included migrating the Voice over Internet Protocol (VoIP) system to ZenDesk Talk which allows for seamless integration of call information with email and e-fax communications between applicants/registrants and Registration staff. This allowed for improved efficiencies in communications by streamlining all avenues of communication onto one platform.</p> <p>Enhancements to the College’s integrated Management Information System (iMIS)</p> <p>a. iMIS reporting enhancement: In order to ensure compliance with legislative reporting requirements in the Fair Access to Regulated Professions and Compulsory Trades Act (FARPACKTA), further iMIS enhancements were implemented in 2022. These changes were applied in 2023 to accommodate the new reporting requirements along with the changes put in place to operations. Staff are now required to complete additional documentation of the registration process, including inputting additional status and timeline information for legislative reporting purposes. The iMIS enhancement has made it easier to report these timelines.</p> <p>b. System upgrades and iMIS forms optimization: In order to improve user experience and enhance operability, a system upgrade was conducted as a part of the continual process improvements in the College. The College also conducted configuration in iMIS webformz system to ensure the forms used by members and applicants are working smoothly.</p>

B. Risks and Mitigations

Risk	Mitigation Measure
Unpredictable interactions with applicants While the College makes every effort to maintain consistent outreach with applicants and ensure clear and judicious communication of requirements, applicants are not	The College has sought to mitigate this risk by providing clarity in correspondence with respect to timelines, to applicants.

<p>always responsive in a timely matter, including when providing necessary documentation or clarifications on their applications, which lead to delays in the assessment process.</p>	
<p>Unavailable documents needed for registration Certain applicants, especially international applicants, may experience more difficulty obtaining transcripts, course outlines, and other documents relevant to education and training assessments needed for registration. This may be because of war, political and economic instability, and natural disasters in the jurisdiction where the applicant was trained.</p>	<p>To mitigate this risk, the College’s Policy Regarding the Consideration of Alternative Documents, permits applicants to request that the College consider alternatives to the routinely utilized supporting documents through World Education Services (WES). The decision to broaden alternative documents is supported in section 3.3 of the Policy Regarding the Consideration of Alternative Documents: “the Registrar may consider any information in the possession of the College in relation to the issuing institution or authority.” The College has also established a digital resource library to archive syllabi from various jurisdictions for use if an applicant cannot retrieve syllabi. Staff are given training on how and when to offer applicants the option to submit alternative documents to support equitable registration practices. While these strategies mitigate some of the risk posed by external conditions that prevent applicants from accessing documents needed to register with the College, they may also extend the timeline of assessment for these applicants.</p>
<p>Suspected Fraudulent Applications The College is occasionally required to</p>	<p>To mitigate the risk of the College registering unqualified applicants, the</p>

investigate suspected fraudulent applications that contain fraudulent documents or applications from applicants.	College is tracking supporting documents, including transcripts, to ensure applicants' documentation is accurate and authentic. The additional investigative work required to prevent the approval of fraudulent applications has resulted in extended timelines to issue a decision in certain cases.
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6. Changes to registration practices

During the January 1 to December 31, 2023 reporting period, College of EARLY CHILDHOOD EDUCATORS has introduced the following changes impacting its registration processes. Changes, anticipated impacts, and risk mitigation are summarized below.

A. Registration requirements and practices

Registration process	Changes Made (Yes / No)	Description
Registration requirements either through regulation, by-law or policy	Yes	Refer to Q: [Assessment of qualifications, including competency-based assessments and examinations] for further information on the revisions made to the Language Fluency Policy. As an additional note, the College will continue to regularly engage with stakeholders to stay informed of registration best practices that may result in new registration requirements. This engagement includes regular communication with our counterparts in other provinces and territories to discuss best practices, receive updates from other jurisdictions as they arise, and discuss issues and trends in international applications and programs. The College regularly

		communicates with the Ministry of Education to discuss registration and workforce trends and collaborative efforts that can be used to inform registration practices in support of improving retention in the profession. The College also has a Memorandum of Understanding with World Education Services (WES) and engages in ongoing conversations with WES about the verification of international credentials, which may be used to inform registration requirements at the College.
New or consolidated class of certificates or licenses	Yes	Refer to Q: [Emergency registration plans] for further information on the development of a Temporary class of registration.
Assessment of qualifications, including competency-based assessments and examinations	Yes	Revisions to Language Fluency Policy To be consistent with Immigration, Refugees and Citizenship Canada, The College will now accept two additional English tests: 1. The Pearson Test of English (PTE) 2. The Canadian Academic English Language (CAEL) test The tests the College now accepts includes: 1. International English Language Testing System (IELTS) Academic and General 2. Internet-based Test of English as a Foreign Language (IBT TOEFL) 3. Canadian English Language Proficiency Index Program (CELPIP) 4. Test d'Évaluation de Français (TEF) and TEF-Canada 5. Diplôme d'Études en Langue Française (DELFF) 6. Diplôme Approfondi de Langue Française (DALF) 7. Test de Connaissance de Français (TCF) 8. The Pearson Test of English (PTE) 9. The Canadian Academic English Language (CAEL) test This new policy provides more options and flexibility for applicants while maintaining the same rigour, or level of fluency. In total, the College accepts six English tests and five French tests. In addition to a

		language fluency test, applicants continue to have two other pathways for satisfying the language fluency requirement, including: - Completion of post-secondary education in English or French - Completion of post-secondary education involving a specialization in Indigenous studies in Canada
Documentation requirements for registration	No	
Timelines for registration, decisions and/or responses	No	
Registration and/or assessment fees	No	
Changes to internal review or appeal process	No	
Access by applicants to their records	No	

B. Training, policy and applicant supports

Registration process	Changes Made (Yes / No)	Description
Training and resources for staff who deal with registration issues	Yes	Registration staff trainings: -Systems changes in membership database system (iMIS) that were implemented in Dec 2022, ongoing throughout 2023 - Indigenous Cultural Competency Training ICCT, May 2023 - Equity, Diversity, Inclusion and Belonging, February, March, April 2023 - Black History Month: What does Being an Outsider Mean/Systemic Barriers, February 2023 - The Skills and Art of

		<p>Notetaking, June 2023 -Assessor training regarding policy changes and other process updates, ongoing -Assessment staff meetings, bi-weekly -Registration department meetings, monthly Registration Committee trainings: - Building an anti-racist child care system, November 2023 -Kindness in regulation with Dr. Zubin Austin, September 2023 Through such training, the College: - Maintains its focus on providing transparent, objective, impartial and fair registration practices for applicants within the context of the College’s mandate to protect the public interest, - Ensures fair and impartial interactions with applicants when facilitated by staff as part of the College’s commitment to anti-racism and anti-bias, - Remains current on changes in the regulatory environment and within the child care sector by drawing on knowledge from experts to continue to inspire public confidence in the College, and -Ensured staff were well versed in utilizing iMiS process improvements for efficiency and efficacy, resulting in faster processing of applications.</p>
<p>Resources or training to support applicants to move through the licensing process</p>	<p>Yes</p>	<p>Starting in 2023, assessors who worked on applications from ITIs were provided with routinized bi-weekly meetings. These regularly scheduled meetings provided assessors with: - Regular updates and training on ongoing process improvements, - The opportunity to engage in peer collaboration for case study learning, - The opportunity to discuss and review live files to ensure assessors meet quality assurance, timeliness, and consistency standards, - Regular opportunities to seek guidance from an Assessment Specialist and Registration Managers, and - The opportunity</p>

		to discuss how to guide individuals through the gaps process
Anti-racism and inclusion-based policies and practices	Yes	The College is committed to embedding anti-racism into all of our work. We acknowledge this ongoing effort is necessary to fulfil our responsibility of regulating a diverse profession in the interest of all children and families in Ontario. The College’s full Statement of Commitment to Anti-Racism has been available on the College’s website since 2020. Our commitment to anti-racism, equity, diversity, and inclusion has been built into the foundation of the College’s 2022 – 2027 Strategic Plan, which includes objectives related to building a resilient and sustainable profession, enabling the generation and sharing of high-quality data, and embedding equity, diversity and inclusion into all aspects of our work, which includes the following: The Development and Implementation of Centering Equity Tools The College began utilizing a centering equity tool within Registration Committee meetings and developing equity-related questions for discussion by committee members. The purpose of these tools is to support the College’s commitment to anti-racism by applying a critical approach to the development, review, and implementation of registration policies and practices, registration requirements, application and membership information, and all general communications and interactions. This allows for the creation of fairer and more equitable registration policies and practices. This work is part of the College’s 2022-2027 Strategic Plan, which began when the College started to systematically review its processes and practices to identify and remove barriers for

		<p>equity-seeking groups to support equity and inclusion in all aspects of its work. Training for Staff and Committee Members: Registration staff who make assessment and registration decisions receive regular training on diversity, equity, and inclusion (DEI). Staff receive training on and have access to a number of guidelines including the Internal Guideline for Promoting Impartiality and Mitigating Potential Bias in Registration Practices and the newly implemented Centering Equity in Registration guideline and resource tool. Staff regularly participate in DEI training, including Indigenous Cultural Competency Training through the Ontario Federation of Indigenous Friendship Centres (OFIFC); Equity, Diversity, Inclusion and Belonging training sessions provided by Natalie Royer; and the UnLearn and Learn session provided by the Canadian Network of Agencies for Regulation (CNAR). The College's Committees and Council which are involved in the registration process also receive regular training on DEI. Registration Committee members received a training on how to build an anti-racist child care system. This training session reviewed Ontario's Access and Inclusion Framework 2023, while outlining opportunities for improvement. By completing this training, Registration Committee had an opportunity to consider how the College's registration policies support the larger goal of supporting inclusivity and equity within Ontario's childcare sector. Equity, Diversity, and Inclusion Data The College currently collects data on applicants and members who choose to self-identify as Francophone, Indigenous Heritage, or both. As of November 30, 2023, the College saw three per cent of</p>
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		<p>members self-identify as Francophone, one per cent self-identify as Indigenous Heritage, and 0.13 per cent self-identify as both Francophone and Indigenous Heritage. The College is in the process of planning to collect better race-based data on its membership with a focus on collecting data that can be used to improve diversity, equity, and inclusion (DEI). Thus far, the College has conducted a literature review for best practices in DEI data collection methods and techniques, conducted internal consultations on data needs, and presented results to Registration Committee for discussion. The College has also created the new role and onboarded a Director of Data and Research who will oversee the development of a data collection strategy.</p>
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C. System partners

Registration process	Changes Made (Yes / No)	Description
<p>Steps to increase accountability of third-party service provider(s)</p>	<p>Yes</p>	<p>Even though the College does not use TPSPs for assessing applicants' qualifications in relation to knowledge or experience requirements for the profession, we still take steps to ensure that WES and language test providers provide fair and efficient outcomes for applicants. The College monitors processing performance by tracking how long it takes TPSPs to provide the requested documentation, including receipt of the WES ICAP report ordered by the applicants. The College achieves this by regularly communicating with internationally educated and trained applicants. This helps the College identify when an applicant is encountering</p>

		<p>difficulty having their credential reports sent from WES to the College. Further, the College has an ongoing relationship with WES with the goal of assisting applicants where possible. If an applicant indicates that there is a problem with WES’s processing time, the College will intervene and follow up with WES to determine the status of the application. College staff will also obtain applicant consent to contact WES on their behalf. The College has assisted applicants on numerous occasions by providing further information on their WES requests. The College has also provided feedback to WES through a survey regarding the functionality of their user portal and suitability of their assessment reports. The College has also conversed with other credentialing agencies to begin exploring alternative options for applicants, should a need arise. Moreover, the College started to review its Memorandum of Understanding with WES.</p>
Accreditation of educational programs	Yes	<p>Under the Approval of Education Programs Policy, the College has the authority to approve post-secondary programs that meet the education requirement for registration. The College completed an assessment and re-approved the Bachelor of Early Learning and Community Development offered by Algonquin College of Applied Arts and Technology. Graduates of this program are deemed to automatically meet the education requirement for registration without additional assessment of their education qualifications.</p>
Mutual recognition agreements	No	

D. Responsiveness to changes in the regulatory environment

Registration process	Changes Made (Yes / No)	Description
Emergency registration plans	Yes	<p>In 2023, the College’s Council approved the policy approach for a Temporary Class of registration. Amendments to the Registration Regulation (O.Reg. 221/08) under the Early Childhood Educators Act, 2007 are required to enable the implementation of this class of membership. The Temporary Class was created for applicants who are completing coursework to fill gaps in their education program to meet the College’s full registration requirements. If implemented, the Temporary Class would allow members to engage in the full scope of practice unless they are limited by a Terms, Conditions, and Limitations requirement (e.g. age groups) for a maximum of one year. Members within the Temporary class would still be required to meet all of the other current registration requirements. College staff shared the Temporary Class concept with the Ministry of Education as part of our input into the development of the ministry’s workforce development strategy.</p>
Technological or digital improvements	Yes	<p>ZenDesk Optimization and Enhancements: The College uses ZenDesk, which is a ticketing system, as the primary platform for email and phone communication with applicants, members, and the public. Last year, the College optimized existing workflows in the platform to improve workflow efficiencies. This included migrating the Voice over Internet Protocol (VoIP) system to ZenDesk Talk which allows for seamless integration of call information with</p>

		<p>email and e-fax communications between applicants/registrants and Registration staff. This allowed for improved efficiencies in communications by streamlining all avenues of communication onto one platform.</p> <p>Enhancements to the College’s integrated Management Information System (iMIS) a. IMIS reporting enhancement: As mentioned in Q. [Please list your organization’s top accomplishments during the reporting period that relate to fair registration practices.], there were enhancements done to the iMIS reporting system to ensure the College’s compliance with legislative reporting requirements in the Fair Access to Regulated Professions and Compulsory Trades Act (FARPACTA), including new reporting requirements. Because staff are now required to provide additional documentation during the registration process, including inputting additional status and timeline information for legislative reporting purposes, the iMIS enhancement has made it easier to report these timelines. System upgrades and iMIS forms optimization: To improve user experience and enhance operability, there was a system upgrade that was conducted as a part of ongoing process improvements.</p>
<p>Steps to address labour shortages in the profession or trade</p>	<p>Yes</p>	<p>Supporting the creation of alternative pathways to registration The College is also supporting the creation of alternative pathways to registration as one strategy to address the labour shortage in the sector. The College is supporting the creation of micro-credentials for the child care sector. The College provided feedback on the Postsecondary Education Quality Assessment Board’s (PEQAB) proposed Ontario Micro-Credentials Quality Assurance</p>

		<p>Framework that details the College’s position on and recommendations for the Quality Framework, including the value stackable micro-credentials could have in supporting an alternative pathway for applicants to register with the College. The College is also working with interested post-secondary institutions to create and pilot bridging programs. These programs will support the upskilling of child care workers who will become eligible for registration with the College as Registered Early Childhood Educators (RECEs) after completion of the bridging program.</p> <p>Collecting and Sharing Attrition-Related Data on the Child Care Workforce The College is supporting the collection and sharing of more comprehensive data on the child care workforce to understand the causes of attrition in the sector. Currently, the College shares region-specific data with municipal Service System Managers to support workforce planning. The College has also created the new role and onboarded a Director of Data and Research (D&R). The D&R Director will oversee the development of a data collection strategy that will result in the collection and analysis of more robust data on the child care workforce. The College will be able to share this data with stakeholders invested in supporting the attraction and retention of child care workers, including the Ministry of Education; municipalities; the Standing Committee on Human Resources, Skills and Social Development and the Status of Persons with Disabilities; the Senate Standing Committee on Social Affairs, Science and Technology; and the Federal-Provincial-Territorial Table of Deputy Ministers Most Responsible for Child Care.</p>
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		<p>With the support of Children’s Service Divisions across Ontario, the College also partnered with the Atkinson Centre to support the creation and dissemination of the first annual survey of the Knowing Our Numbers (KON) project. The KON project surveyed childcare workers to collect information pertaining to demographic information, working conditions, wages and benefits, job satisfaction, future in the profession, and supports needed to work in the profession. The College is also supporting and consulting with a group of academics working out of the University of Toronto who are studying the factors and conditions that would attract child care workers who have resigned back to the sector. Use an EDI Data Collection Strategy to Support the Attraction and Retention of a Diverse Workforce The College is in the process of planning to collect better race-based data on its membership with a focus on collecting data that can be used to retain and attract a diverse workforce in the child care sector. Thus far, the College has conducted a literature review for best practices in DEI data collection methods and techniques, conducted internal consultations on data needs, and presented results to Registration Committee for discussion. As previously mentioned, the College also recently created the new role and onboarded a Director of Data and Research who will oversee the development of a data collection strategy.</p>
Other	Yes	<p>Interjurisdictional Communication The College facilitates and hosts quarterly meetings with other provincial and territorial counterparts to exchange information and learn about best practices, receive updates from other jurisdictions as they arise, and discuss issues</p>

		and trends in international applications and programs. These information exchanges improve the College’s regulatory capabilities by keeping the College informed about systemic changes in the regulatory and ECE-specific sector environment. With such information, the College is better equipped to proactively plan for addressing workforce issues.
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7. Membership and application data

The Office of the Fairness Commissioner collects membership and application data from regulators through annual Fair Registration Practices Reports, which are also made available to the public. Information is collected for the purpose of discerning statistical changes and trends related to a regulator’s membership, application volumes, licensure/certification results, and appeals year over year.

A. Race-based data collected

	Race-based data collected? (Yes or No)
Members	No
Applicants	No

Additional description:

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B. Other identity-based or demographic data collected

	Other identity-based or demographic data collected? (Yes or No)
Members	No
Applicants	Yes

Additional description:

The College collects information on Francophone and/or Indigenous Heritage demographics for applicants.

C. Languages of service provision

College of EARLY CHILDHOOD EDUCATORS makes application materials and information available to applicants in the following languages.

Language	Yes / No
English	Yes
French	Yes
Other (please specify)	

D. Membership Profile

Profession Name	Total Number of Members
Early Childhood Educator	61661

Class of License	Total Number of Members	Total Number of Internationally Educated Members
Full / General/ Independent Practice	61661	206

Gender	Number of Members
Male	1212
Female	60374
X (includes trans, non-binary, and two-spirit people)	75

Jurisdiction of Initial Training	Number of Members
Ontario	59406
Other provinces and territories	337
United States	33
Other International	173
Multiple Jurisdictions	1712

Country of Initial Training	Number of Members
United Kingdom	27
India	25
Australia	12
Hong Kong	12
Jamaica	8
Philippines	7
Serbia	6
France	5
China	4
Colombia	4
Ireland	4
Pakistan	4
South Korea	4
Venezuela	4
Brazil	3
Israel	3
Japan	3
Lebanon	3
Ecuador	2
Greece	2
Malaysia	2

New Zealand	2
Nigeria	2
Peru	2
Portugal	2
Bangladesh	1
Belarus	1
Chile	1
Czechia	1
Denmark	1
Egypt	1
Ghana	1
Guyana	1
Iran	1
Mexico	1
Moldova	1
Norway	1
Palestine State	1
Poland	1
Romania	1
Sudan	1
South Africa	1
Sri Lanka	1
Syria	1
Ukraine	1
Uruguay	1
Canada	61455
United States of America	33

Official language of preference	Number of Members
English	59360
French	2301

Racial identity (optional)	Number of Members
Not collected	61661

E. Data Notes

Regarding gender on the College’s application and related forms, the question reads: I identify my gender as: 1. Female 2. Male 3. If neither term above applies to you, please check this box The reported data for the “X” category is based on individuals who chose that neither term applies to them. The reported data for the “multiple and/or unspecified jurisdictions” category includes individuals who applied on the basis of their equivalency certificate from AECEO/Aféseo or under the Agreement on Internal Trade (AIT). These individuals are considered based on the license or certificate granted by a regulatory authority of another Canadian province or territory; underlying training for their applicants is not evaluated by the College.

F. Applicant Profile

Profession Name	Total Number of Applicants
Early Childhood Educator	6048

Gender	Number of Applicants
Male	227
Female	5799
X (includes trans, non-binary, and two-spirit people)	22

Jurisdiction of Initial Training	Applications received in 2023	Applications with decisions pending
Ontario	5528	90
Other provinces and territories	135	22

United States	24	11
Other International	169	75
Multiple Jurisdictions	192	19

Country of Initial Training	Number of Applicants
Canada	5855
United States of America	24
India	31
Hong Kong	28
United Kingdom	15
Philippines	10
Nigeria	6
Australia	4
Kenya	4
Sri Lanka	4
Ukraine	4
Jamaica	3
Colombia	3
Ireland	3
Pakistan	3
Egypt	3
Iraq	3
Iran	3
Mexico	3
Trinidad and Tobago	3
Brazil	2
New Zealand	2
Guyana	2
Poland	2
South Africa	2
United Arab Emirates	1
France	1
South Korea	1
Finland	1
Jordan	1

Spain	1
Lebanon	1
Hungary	1
Sweden	1
Malaysia	1
Singapore	1
El Salvador	1
Bangladesh	1
Mauritius	1
Chile	1
Switzerland	1
Nepal	1
Turkiye	1
Dominican Republic	1
Syria	1
Ghana	1
Germany	1
Costa Rica	1
Cameroon	1
Albania	1
Algeria	1

Official language of preference	Number of Members
English	5864
French	184

Racial identity (optional)	Number of Members
Not collected	6048

G. Data Notes

'Multiple and/or unspecified jurisdiction' applicants include IA unknown and IA multiple jurisdictions, AIT, AECEO, Afeseo. Regarding the collection of gender-related information on the College's application and related forms, the question reads: I identify my gender as: 1. Female 2. Male 3. If neither term above applies to you, please check this box The reported data for the "X" category is based on individuals who chose that neither term applies to them.

H. Application Decisions

The table below summarizes the outcome of registration decisions finalized in 2023. Some applications may have been received in the previous year.

Jurisdiction of initial training	Successful	Unsuccessful	Withdrawn
Ontario	5079	14	132
Other provinces and territories	16	29	82
United States	1	29	82
Other International	32	82	41
Multiple Jurisdictions	131	50	18

I. New Registrants

During the 2023 reporting year, College of EARLY CHILDHOOD EDUCATORS registered a total of 6048 new registrants. The breakdown of new registrants by class of registration is provided below.

Class of registration	Total new registrants by class	Number of internationally educated registrants
Full / General/ Independent Practice	5415	41

J. Data Notes

The College has only one class of registration: General. However, for some members, the College applies various TCLs (Terms, Conditions, and Limitations) on their certificate of registration (especially to restrict practice with specific age groups).

K. Reviews and Appeals

Applicants for registration may appeal a registration decision. An **internal review or appeal** involves formal reconsideration of a registration decision further to an application and submissions by the applicant.

Jurisdiction of initial training	Number of internal reviews and appeals processed	Number of decisions changed following internal review or appeal
Other International	3	0

An **external review or appeal** involves review of a registration decision by an external appeal tribunal or court, such as the Health Professions Review and Appeal Board or Divisional Court.

Jurisdiction of initial training	Number of applicants who sought external review or appeal	Number of decisions changed following external review or appeal
Other International	0	0

Issues raised in reviews and appeals can point to challenges in the registration process. The table below summarizes top issues or reasons that applicants raised during these appeal proceedings.

Issue or reason raised	Number of appeals
1. Not meeting educational requirements	3

Internationally trained applicants face additional challenges in the registration process. The table below summarizes top reasons for not registering internationally trained individuals.

Reason for not registering	Number of internationally trained applicants
1. Not meeting the education requirement	177
2. Incomplete documentation	62
3. Not meeting the language fluency requirement	2

L. Data Notes

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8. Changes Related to New Legislative and Regulatory Requirements

By Ontario law, regulated occupations must provide registration practices that are transparent, objective, impartial and fair. Non-health occupations are governed by the *Fair Access to Regulated Professions and Compulsory Trades Act, 2006 (FARPACKTA)*, while health professions are governed by the *Regulated Health Professions Act, 2011 (RHPA)*.

In 2021, both statutes were amended to incorporate substantive provisions to:

- A.** Eliminate the use of Canadian experience requirements except under prescribed circumstances.
- B.** Streamline language proficiency testing requirements.
- C.** Provide for the continuity of registration processes during emergency situations.
- D.** Set registration time limits. (FARPACKTA only)

College of EARLY CHILDHOOD EDUCATORS has made the following changes to comply with these new legal obligations:

A. Canadian Experience

Change required: No changes required

College of EARLY CHILDHOOD EDUCATORS has taken the following measures to comply with legislative requirements on eliminating Canadian experience requirements unless an exemption is granted or an alternative is identified that meets criteria prescribed in regulations (non-health regulators) or the exceptions in legislation are met (regulated health colleges).

The College does not have a Canadian experience requirement.

B. Language Proficiency Testing

Change required: Yes

College of EARLY CHILDHOOD EDUCATORS has taken the following measures to comply with recent legislative changes requiring that regulators accept language proficiency testing results derived from any of the tests accepted for immigration purposes to satisfy their language proficiency requirements:

Refer to Q [Assessment of qualifications, including competency-based assessments and examinations] for further information on updates to the College’s Language Fluency policy.

College of EARLY CHILDHOOD EDUCATORS offers applicants the following options to demonstrate language proficiency.

- IELTS (General)
- CELPIP (General)
- TEF Canada
- TCF Canada
- Other language proficiency tests
- Education in English or French

C. Emergency Registration

Change required: Yes

College of EARLY CHILDHOOD EDUCATORS has taken the following measures to comply with requirements to establish an emergency class (health colleges) or develop an emergency registration plan (non-health regulators).

Refer to Q: [Emergency registration plans] for further information on the College’s Temporary class of membership.

D. Registration timelines (FARPACTA Regulators only)

Profession: Early Childhood Educator

i. Domestic Labour Mobility Applicants

9.1 (4) of FARPACTA prescribes that regulators must make a registration decision within 30 business days from the time that they receive a complete application “and everything required by the regulated profession in respect of the application.”

College of EARLY CHILDHOOD EDUCATORS requires the following documentation before beginning to count the 30-day registration time-period. This would be the starting point of the registration process for the purpose the data summarized below.

- Completed application form
- Letter of standing / good character
- Criminal record check
- Payment of fee

For domestic labour mobility applications received between January 1, 2023 and November 30, 2023, registration timelines and outcomes are summarized below:

Registration decisions	30 days or less	More than 30 days
Full registration granted	118	0
Alternative registration granted	0	0
No registration granted	10	0

ii. Internationally Trained Individuals

Sections 5 and 6 of Ontario Regulation 261/22 made under FARPACTA establish two-time standards for ITIs:

- **A six-month time limit** for a regulator to make a registration decision following receipt of everything that it requires in respect of an application for registration. (This time limit must be met in 90% of all cases.)
- **A 12-month standard** for the regulator to report on its ability to register ITIs, who are eligible for registration without condition, from the earlier of the date that:
 - (a) the regulated profession receives everything it requires in respect of the individual's application for registration, or
 - (b) any third-party that assesses the individual's qualification on behalf of the regulated profession, receives everything it requires for this purpose.

Section 6 of the regulation further stipulates that the regulator's annual Fair Registration Practices Report shall include data on a regulator's compliance with the six-month

standard, and its ability to meet the 12-month standard and, where the regulator has been unable to meet this one-year standard, the steps that the regulator is taking to meet this target.

College of EARLY CHILDHOOD EDUCATORS requires the following documentation before beginning to count the six-month registration time-period for internationally educated individuals.

- Completed application form
- Credential assessment report
- Letter of standing / good character
- Payment of fee
- Other (please specify) A language fluency is required if the applicant did not complete education taught in English or French.

Measures undertaken to date to comply with new registration time limits for internationally trained individuals are as follows:

Increased staffing capacity

The College has increased the number of Registration staff, including bilingual staff, to increase the speed of application processing and meet the new reporting obligations. The College has also increased staffing of the Registration management team and enhanced training so that multiple managers are able to review and submit applications for Registrar approval. This allows manager review of applications to occur multiple times on a weekly basis and enhances the flow of application approvals on a regular and more rapid basis.

Internal tracking of registration trends

The College maintains an internal record of monthly trends in registration, including applications numbers, and application decisions, to monitor the processing of applications and identify early on any areas which would benefit from improvement.

Staff training that support efficiency

Excel Training for Registration Staff

Staff training regarding changes to the Language Fluency Policy to include additional testing options by which applicants can meet registration requirement.

Through such trainings, the College provided staff with updated knowledge, expertise and skillsets necessary to avoid processing delays and to process applications efficiently as the College updated its policies and procedures to adapt to a changing regulatory environment.

Please note that new legal time limits came into effect as of July 1, 2023. Because of longer time periods for internationally educated applicants, regulators will only be required to report publicly on achieving these requirements in the 2024 Fair Registration Practices Report.

Glossary of terms

Applicant: An individual who has applied for membership in a regulated profession or compulsory trade, with the associated rights to practice their profession / trade or use a professional title.

Domestic labour mobility: Applications subject to the Canadian Free Trade Agreement, which stipulates that a certificate issued by one province or territory should be recognized by all others unless there is an exception due to public health, safety and security reasons.

Internationally educated / trained: An individual whose initial professional education was not from a Canadian educational institution, or who is applying for trade certification based on experience gained outside Canada. This category includes individuals with education / training in the US and other countries. It also includes individuals who completed their initial professional education outside Canada and later addressed gaps with courses or a bridging program based in Canada.

Jurisdiction of initial training: For professions, the jurisdiction in which an applicant obtained their initial professional education used in full or partial fulfilment of registration requirements. For trades, the jurisdiction of initial trade experience listed on a Trades Equivalency Assessment (TEA) application.

Member: An individual who has satisfied the conditions for registration in their profession / trade and has been granted the right to practice and/or the right to use a professional designation or title. Members may hold a full license to engage in independent practice, or they may hold an alternate class of registration.

Racial identity: Voluntary self-report data of racial identity as a social description. Follows categories identified in the Ontario Anti-Racism Directorate Data <<https://www.ontario.ca/document/data-standards-identification-and-monitoring-systemic-racism>> .

Registration requirements: the entry-to-practice requirements that that an applicant must meet to be granted full membership in a regulated profession or trade, with the associated right to practice or right to use a professional title.

- **Academic requirement:** The formal education, or equivalent, that is required for licensing or certification in a particular regulated profession or trade.
- **Experience requirement:** The experiential training or work experience that is required for licensing or certification in a particular regulated profession or trade.
- **Language requirement:** The level of language proficiency that is required for licensing or certification in a particular regulated profession or trade, and the language proficiency tests accepted in fulfillment of this requirement.

Third party service provider: An external organization that assesses applicant qualifications on behalf of the regulator.