



Celebrating 15 Years of Public Protection and Practice Excellence



**Annual Report
2023 – 2024**



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Message from the Council Chair

“The work of the College toward proactive public protection and working in meaningful, innovative ways with others in the sector, is about ensuring that growth doesn’t compromise quality in the profession.”

Kristine Parsons RECE



Resilience, strength, diligence, leadership, community and collaboration: for me, these themes exemplify the hallmarks of our profession. I think of the passion and dedication of RECEs, who continue to demonstrate leadership and excellence in their work in spite of the systemic challenges in our sector. Through it all, RECEs remain steadfastly committed and work together for a common goal: the safety and well-being of children.

I am proud to serve as an educator and leader in this profession for over 34 years now, and I hold my RECE title and distinction with immense pride. Many of us have served as early learning educators prior to the existence of the College, but the College's establishment 15 years ago in 2008 paved the way for early childhood education to be recognized as a distinct profession.

In the first four months of the College opening its doors, more than 4,000 individuals applied to become members of the College. Today, I'm one of over 63,000 RECEs in the profession. I'm heartened to witness the growth of the sector and the College over the past 15 years. In this time, there has been much work done to champion the importance of early learning education and the tremendous value of RECEs, and to support their ongoing growth and practice excellence. The College has played an important role in this work.

In the 2023 – 2024 fiscal year, we undertook the second year of our ambitious new five-year Strategic Plan, which will guide us as we position ourselves for even more growth in the sector. The work of the College



toward proactive public protection and collaborative leadership and engagement is about ensuring that growth doesn't compromise quality in the profession. It is vital that we support and promote the value of qualified educators in order to enhance and maintain public trust. You'll find details on the College's achievements toward these goals in the pages ahead.

None of the important work the College is doing in the interest of children and families could happen without my collective of colleagues – my fellow Council members and College staff. They are people who care so deeply about RECEs and about keeping children safe. I am proud to work in collaboration with them in service of this profession, and I am continually informed and inspired by their passion, expertise, leadership and lived experiences.

Together, alongside all of you, we celebrate 15 years of collaboration, community, education and care.

Message from the Registrar and CEO



“The College had its busiest year ever, responding to record numbers of applications, renewals, CPL compliance issues and complaints. At the same time, we continued our progress towards our goals under the Strategic Plan.”

Beth Deazeley



In February, the College celebrated its 15th anniversary. Over those 15 years, real progress has been made to establish the central role of qualified educators in the delivery of high-quality early learning and care, and to support their professional development.

The College has grown steadily since its inception and this past year was no exception. We saw a higher-than-average volume of new registrant applications and similarly, a high volume of inquiries from educational institutions. The volume of incoming complaints was at a record high this year, but proactive work to streamline processes and efficiently manage low-risk complaints helped Council and staff address and close cases at a brisk pace.

And in our work supporting ongoing learning and practice excellence, the volume of work was also exceptionally high. This year, members were required to confirm completion of the Sexual Abuse Prevention Program. This program is critical to the protection of children, and I'm proud to report that 58,130 Registered Early Childhood Educators (RECEs) have now completed the program and are well-equipped to help prevent child sexual abuse. However, this required significant efforts by the College to engage with members who had not completed this essential requirement to support their compliance with the program. More information is provided later in this report.

Going forward, all new RECEs will be required to complete the Sexual Abuse Prevention Program as part of their CPL requirements in their first year of membership with the College, along with a brand new Expectations for Practice Module that is found on the College's new Learning Management System – two other important projects completed this year.

We continued engaging with sector partners and providing information to government regarding the workforce challenges related to implementation of the Canada Wide Early Learning and Child Care program, emphasizing the importance of retaining qualified professional educators to ensure high quality child care.

In the pages that follow, more details are provided on these projects and a wide variety of other achievements that kept the College busy this year. It has required incredible hard work and dedication by our Council and College staff and I'm very proud of everything we've been able to accomplish together.

About Us



Vision

Leadership in early learning and care by trusted, accountable professionals.

Mission

Serve and protect the public interest by regulating the profession of early childhood education.

Values

- Transparency and Accountability
- Integrity and Fairness
- Professionalism and Leadership
- Inclusion and Respect

Mandate

The College, with more than 63,000 registered members, regulates and governs the profession of early childhood education in the public interest.

Commitment to Anti-Racism

We are committed to embedding anti-racism into all of our work. We acknowledge this ongoing effort is necessary to fulfill our responsibility of regulating a diverse profession in the interest of all children and families in Ontario. Read our full [Statement of Commitment to Anti-Racism](#).

Code and Standards

The College's [Code of Ethics and Standards of Practice](#) (Code and Standards) sets out the professional knowledge, skills, values and expectations applicable to all Registered Early Childhood Educators regardless of their role or practice setting.

The Code and Standards reflect the high ethical and practice standards that the profession has set for itself and serve as the basis upon which RECEs are held accountable for their practice. They are critical to ensuring high quality early learning and child care environments.

Council and Committees



Chair

Kristine Parsons RECE

Vice Chair

Laura Urso RECE

Elected Members

Aliya Amin RECE

Ela Smith RECE

Jasmine Brar RECE

Jessica Christian RECE

Katie Begley RECE

Kim Cole RECE

Krista Johnson RECE

Lindsey Dann RECE

Millie Forbes RECE

Stacey Stevenson RECE

Richard Stronach RECE

Teresa Sulowski RECE

Publicly Appointed Members

Adesua Ezeokafor

Geneviève Breton

Leigh Duncan

Mary Broga

Michelle Eaton

Richard Fillion

Shernett Martin

Executive

Oversees strategic planning, policy development and College governance. Responsible for the performance of Council and committees and best practices in governance.

Key Focus: Monitors achievements under the Strategic Plan, ensures effective functioning of Council and encourages member engagement in governance.



Finance & Audit

Supports Council in fulfilling its duty to oversee the College's financial position, practices, controls and reporting, as well as financial risk management.

Key Focus: Ensures the integrity of financial reporting and the sustainability of the College's operations.

Registration

Advises Council on strategic policy direction related to the requirements for registration, assessment of qualifications and approval of education programs.

Key Focus: Develops policy options for entry to practice and standards for registration that reflect the evolving realities of the sector.

Standards of Practice

Advises Council on policy direction in relation to the profession's Code and Standards and the Continuous Professional Learning (CPL) Program. Oversees the development of member resources.

Key Focus: Produces resources related to the Code and Standards, oversees the CPL Program and explores concepts of leadership and professionalism.

Complaints

Considers complaints regarding the conduct of members of the College and determines the appropriate action to be taken, which may include referral to the Discipline or Fitness to Practise Committee.

Key Focus: Makes decisions in relation to complaints and mandatory employer reports.



Registration Appeals

Reviews registration applications at the request of applicants if the Registrar has proposed to refuse to issue a Certificate of Registration or to impose terms, conditions or limitations on a Certificate.

Key Focus: Ensures that individual appeal decisions are objective, fair and transparent.

Discipline

Conducts hearings in relation to allegations of professional misconduct or incompetence on the part of members of the College which have been referred by the Complaints Committee.

Key Focus: Discipline proceedings and decisions that are fair, timely and transparent.

Fitness to Practise

Conducts hearings in relation to allegations of incapacity which have been referred by the Complaints Committee in which a member may be unable to safely practise the profession due to a physical or mental condition.

Key Focus: Makes decisions which protect the public interest while respecting members' privacy and supporting a safe return to practice.



15 Years, 15 Milestones

September 2023 marked 15 years since the College began to accept applications to become Registered Early Childhood Educators (RECEs) – the only early childhood education professionals in Canada recognized as part of a self-regulating profession. Today, our membership numbers more than 63,000 professionals who foster the well-being and holistic development of children in their critical early years.

In those 15 years, significant strides have been made to establish and demonstrate the importance of high quality, professional early learning and care, and to support the ongoing learning and growth of RECEs as professional educators. In celebration of those 15 years, we reflect on 15 milestones along the way.

Sept.
2008

The College opened its doors for ECEs to apply for registration. Within four months, more than 4,000 individuals applied to become members of the profession.

Feb.
2009

Early Childhood Educators Act, 2007 (ECE Act) was fully proclaimed and the first elected Council assumed responsibility for oversight of the College.

Mar.
2009

Professional regulation processes were established. In cases of alleged professional misconduct and/or incompetence, these processes were put in place to protect the well-being of children and families while ensuring a fair process for members.

Mar.
2010

The online public register was launched. It provides access to information about members and former members, and is the only guaranteed way to confirm that an early childhood educator is a registered member of the College and is entitled to practise.

Sept.
2010

Full-day kindergarten began to be offered in schools across Ontario following changes to the *Education Act* in 2009. RECEs were recognized as an integral part of the educator teams in kindergarten classrooms.

Feb.
2011

The *Code of Ethics and Standards of Practice* was published. It sets out the professional knowledge, skills, values and expectations applicable to all RECEs and serves as the basis upon which RECEs are held accountable for their practice.

Jan.
2012

The College began issuing wall Certificates of Registration. These certificates can be displayed in an RECE's place of work, informing employers and parents alike that children are in the care of qualified professionals.

Jun.
2012

The first *Professional Advisory* was published on the use of the titles "early childhood educator (ECE)" or "registered early childhood educator (RECE)". The intent of this advisory is to prevent misuse of titles and to assist members of the College and the public with understanding legal and professional use of the titles and designations.

Jul.
2014

The College published its first *Practice Guideline: Continuous Professional Learning*. It was created to support RECE's ongoing learning and strengthen their practice by grounding it in self-reflection. The practice guideline supported the College's voluntary Continuous Professional Learning Program which was also launched in 2014.

Aug.
2015

The *Child Care Modernization Act* was passed, replacing the *Day Nurseries Act* with the new *Child Care and Early Years Act* and granting authority to the College to mandate continuous professional learning and to accredit programs in early childhood education.

Sept.
2016

The Continuous Professional Learning (CPL) Program launched. RECEs' commitment to ongoing learning through the CPL Program upholds their role as professionals and reflective, intentional learners who contribute to improving quality in early childhood education for children, families and communities.

Mar.
2018

The [CollegeTalk](#) blog was launched, offering RECEs a digital platform for the resources, College news and updates published in the *Connexions* member newsletter.

Mar.
2019

[My College Account](#) was launched, moving paper-based applications and renewals to a digital platform. My College Account allows applicants to apply for registration and members to have their CPL Program details at their fingertips.

Nov.
2020

The College made a public commitment to embed anti-racism into all of its work. The [Statement of Commitment to Anti-Racism](#) is consistent with the College's core values of integrity, fairness, inclusion and respect. It acknowledges that change is necessary to eliminate existing racial inequities and that education plays a critical role in driving this change.

Jul.
2022

In response to changes to the *Early Childhood Educators Act, 2007* (ECE Act), the College launched the mandatory [Sexual Abuse Prevention Program](#) as part of the revised CPL Program. The program supports RECEs' commitment to the personal safety, health, and well-being of all children; empowers them with proactive approaches to help prevent child sexual abuse; and helps reinforce the position of trust RECEs have with families and communities.

Strategic Priorities and Achievements

About the 2022 – 2027 Strategic Plan

This fiscal year was the second of the College's five-year Strategic Plan. This plan will continue to guide our work through to 2027, and aligns closely with the College's mission, vision, values and commitment to anti-racism.

The Strategic Plan is designed to help the College contribute to addressing the challenges in the early learning and child care sector, while maintaining and prioritizing the College's commitment to its public protection mandate. It includes two overarching goals, each divided into three specific objectives to guide the College's work.





Goal 1: Proactive Public Protection

- **Objective 1:**
Apply evidence-based innovation in regulation and governance
- **Objective 2:**
Equip and support practice excellence
- **Objective 3:**
Build a resilient and sustainable profession

Goal 2: Collaborative Leadership and Engagement

- **Objective 1:**
Embed equity, diversity and inclusion into all aspects of our work
- **Objective 2:**
Establish and maintain meaningful relationships with stakeholders, the profession and the public
- **Objective 3:**
Enable generation and sharing of high-quality data

Goal 1: Proactive Public Protection

As a modern regulator, we continue to evolve the focus of regulation to emphasize proactive intervention using data to identify areas of risk and prevent harm. As part of our duty to serve the public interest, we will work to help ensure that all families have access to qualified early childhood educators.

Objective 1:

Apply evidence-based innovation in regulation and governance



“In a year that saw a record high of new cases opened, the Professional Regulation team deftly managed this volume while also successfully closing 28% more lower-risk cases after providing supportive resources to members to help improve their practice. Families can be assured that the College’s work in public protection keeps members accountable to the high standards of the profession.”

Pauline Walters
Director, Professional Regulation

The College began publishing a series of articles in its bi-monthly member publication, *Connexions*, to [demystify the complaints process](#), helping RECEs to better understand how complaints are filed with the College, how they are managed by the Complaints Committee, the rights of an RECE in the process, and how they can navigate that process should a complaint be filed.

The College continues to update its processes as it grows and matures as a regulatory body. As part of the College’s ongoing enhancements to governance, changes were made to the Council elections process to help prepare RECEs for the time commitment and responsibilities involved in the important work of serving on Council. Changes were also made to enhance the efficiency of Council committee work by streamlining materials.

One big change this year was the College’s move from the large office space that was necessary for the organization when all staff worked in-office, to a smaller, shared space more suitable to the College’s transition to a flexible, primarily remote working environment. The new location will foster collaboration and sharing of best practices with the other regulators in the shared space, and more importantly, will allow for a more efficient allocation of the College’s resources towards its mandate of public protection.



“The ongoing work of the Corporate Services team ensured that the College’s most valuable resource – its staff – were equipped for success. Transitioning out of an in-person office to a remote-first work environment freed up necessary resources to support staff in their work toward public protection and supporting practice excellence. This included technology enhancements to College platforms, making it easier for members to interact with the College. We look forward to continuing this work into the coming years.”

Kimbalin Kelly
Chief Operating Officer

Objective 2: **Equip and support practice excellence**

The College developed a revised version of the Expectations for Practice Module, one of the educational requirements of the Continuous Professional Learning (CPL) Program for RECEs in their first year of membership. Informed by feedback from members and employers and data related to practice trends, the module was revised to include topics such as reflecting on beliefs and biases; supporting positive interactions with children; supervision of children; and building and maintaining professional relationships and boundaries. The module will launch in the 2024-2025 fiscal year on our new learning platform, which will enable new members to track their progress and the College to verify member completion of the module.

The College developed a member feedback survey on the Sexual Abuse Prevention Program, to better understand members' experience with the program and consider ways to enhance member education in the years to come.

The College also developed new professional resources to support RECEs on an ongoing basis, including a [Practice Guideline: Professional Boundaries](#) and an accompanying [Practice Note: Professional Relationships](#). These resources can be accessed and used by RECEs at any time, including as a part of their annual CPL Portfolio.

Also in support of members, the College continued its work remediating member resources to enhance accessibility.

To support ECE students, the College held two roundtables with post-secondary ECE program partners to understand the impact of the pandemic on practicum. These roundtables provided the College and post-secondary institutional partners the opportunity to collaboratively reflect on, and learn from, the creative and pragmatic solutions that had to be urgently deployed to ensure student engagement and support quality education. Meeting with post-secondary ECE program partners for information sharing and support is a regular part of the College's work.



“It was a very busy year for the Professional Practice team, as we worked to enhance the value of the College for members through ongoing professional learning and practice supports. From an updated Expectations for Practice Module and supporting member compliance with the Sexual Abuse Prevention Program, to the development of new resources on professional boundaries and relationships, we are proud to help position RECEs for success in their practice.”

Melanie Dixon RECE
Director, Professional Practice

Objective 3:

Build a resilient and sustainable profession



“It is remarkable to think that in just 15 years, the College has grown to an incredible 63,000 registrants. This year, our Registration department aptly managed yet another year of increased applications, renewals and inquiries, while taking on new projects to enhance entry to practice and building new and enhanced relationships with post-secondary institutional partners.”

Dr. Cynthia Abel,
Ed.D, RECE
Deputy Registrar and Director,
Registration

The College continued its work in supporting sector partners as they seek to better understand the challenges around workforce retention and recruitment related to implementation of the Canada Wide Early Learning and Child Care program, including ongoing discussions with government about the workforce strategy, and collaborating with research partners to gather important insights from RECEs that could inform new solutions.

The celebration of the College’s 15th anniversary included recognition of RECEs who joined the profession 15 years ago, with digital badges on members’ profiles on the College’s digital platform, My College Account. The College will continue to explore meaningful ways to recognize RECEs’ commitment to the profession in the coming years.

Interested in seeing if a member is in good standing with the College? Visit the [public register](#).

Spotlight on the Sexual Abuse Prevention Program



This year, the vast majority of members of the College were required to confirm completion of the mandatory Sexual Abuse Prevention Program as part of the Continuous Professional Learning (CPL) Program.

In December 2020, the Government of Ontario passed legislation requiring the College to develop and implement a sexual abuse prevention program. The program developed by the College specifically for RECEs supports their commitment to the personal safety, health, and well-being of all children; empowers them with proactive approaches to help prevent child sexual abuse; and helps reinforce the position of trust RECEs have with families and their communities. As part of the prevention program, the College produced a resource on racism and bias in reporting to child welfare.

Recognizing that participating in the program could be emotionally, mentally and physically distressing given the sensitive nature of the content, the College developed a resource to guide members in caring for themselves, and also offered regularly scheduled facilitated workshops to help RECEs understand topics such as trauma-informed care, trauma responses and coping with the impacts of trauma.

41,702

members completed the prevention program during the 2023-2024 fiscal year

13,196

members entered the non-compliance process for not completing the program

10,562

(91%) of non-compliant members had completed the program by fiscal year-end

342

members were suspended for non-compliance, representing 2.5% of those who entered the non-compliance process



RECEs who completed the program were asked to participate in a feedback survey. Over 80% of respondents indicated that they had gained new knowledge from elements of the program.

13,000+

calls and emails related to CPL were handled by the Professional Practice department

“Honestly, I found it all very helpful and informative so much so, that I approached our ED and HR to recommend using it to train other departments within our organization that aren’t under the CCEYA [Child Care and Early Years Act], Ministry of Education and such. We have youth programs and education hubs that could benefit from it.”

Over 97% of those who responded to the workshop feedback survey said they felt “very” or “somewhat” better prepared to care for themselves when completing the Sexual Abuse Prevention Program.

15

Trauma-informed care workshops offered in 2023–24

1,543

Workshop participants

“Informative, sensitive and aware. Greatly appreciate how calm and supportive the overall feeling of the workshop was.”

“The workshop was very helpful for those going to be doing the Sexual Abuse Prevention Program. Presenters shared lots of awesome information.”

Goal 2: Collaborative Leadership and Engagement

As a collaborative leader and stakeholder in the early learning and child care sector, we will work across boundaries to identify and address systemic challenges to support high-quality practice and access to care. We will enhance our effectiveness by nurturing meaningful relationships that support mutual learning and trust.

Objective 1: Embed equity, diversity and inclusion into all aspects of our work

This year, the College made strong progress in its efforts to embed equity, diversity and inclusion into all areas of its work, including policies, partnerships and outreach, the resources it develops to support RECEs in their practice, and the ways in which the College works with Council and staff.

The College developed a policy paper on diversity data, which will guide its thinking on the collection of data about the profession, and the ways in which that data informs us, and others in the sector, about equity, diversity and inclusion in the sector. The College also worked closely with the Indigenous Advanced Education and Skills Council (IAESC) to develop a harmonized process for the review of diploma programs in early childhood education program offered by Indigenous Post Secondary Institutes.

A new engagement strategy was developed to help recruit a diverse group of RECE Advisors. The College consults with this advisory group on the development of new College resources and other initiatives to support RECEs in their practice. Their advice helps ensure the College's work considers and includes perspectives and input that represent the diversity of the profession and the children and families of the province.

Finally, the College developed and published a new [Centering Equity](#) page on the website, where RECEs and others can find details of the College's commitment to anti-racism and easily access the College's resources and other content specific to supporting equity, diversity and inclusion in the practice of the profession.

Objective 2:

Establish and maintain meaningful relationships with stakeholders, the profession and the public



“This year, the Communications and Stakeholder Relations team focused on relationships.

Our work planning and reaching out to sector partners is helping to build stronger, more meaningful connections that will support our public protection work and foster growth and resiliency in the profession. Our continued emphasis on equity and accessibility ensures that our resources and communications meet the needs of our diverse profession and province.”

Betsy Hilton

Director, Communications and Stakeholder Relations

Under this objective, the College produced and began implementation of two key plans to guide its work.

A communications plan was developed to support the College’s evolution from mature regulator to modern regulator, with a view to building greater understanding of the College’s purpose and enhancing the ways in which the College communicates with members and the public. As part of this work, the College has undertaken a review of its website to identify areas for streamlining, improvement and update.

An engagement plan was developed to establish a framework for how the College can build and maintain meaningful relationships with various partners and interest holders in the sector. The plan’s objectives involve deepening the College’s understanding of its audiences, gathering feedback from interest holders and demystifying the role of the College. In support of the plan, the College identified appropriate technology to track and organize touchpoints with partners.

Objective 3:

Enable generation and sharing of high-quality data

This year, the College created a new department dedicated to data and research and brought on board a new Director of Data and Research. This expertise will guide efforts across the College to ethically collect, analyse and manage data in ways that are focused and aligned with its strategic goals and support the needs of sector partners. With that in mind, a data and research strategy was developed to facilitate and improve the sharing, analysis and reporting of data across the College. With the strategy as a guide, the decisions and actions of the College will continue to be informed by the best available evidence. Furthermore, the strategy, along with other resources, will guide the College in its data and research collaborations with sector partners, thereby helping address some of the most challenging issues in the profession.

With these resources in place, the development of the College's data and research capabilities will continue to grow over the next few years of the Strategic Plan.



“Digging deeper into data and research at the College will create opportunities to collaborate with researchers, sector partners and government to better understand challenges in the sector and know more about our professional educators. This knowledge can inform new solutions, and help create a sustainable and resilient profession. I’m excited to build out our capabilities to continue this important work.”

Hadi Karsoho, Ph.D.
Director, Data & Research

Public Protection

2023 – 2024 By the Numbers

514 Open cases as
at July 1, 2023

801 New cases
received

693 Cases closed

622 Open cases as
at June 30, 2024



Our mandate is to serve and protect the public. As part of this mandate, we address concerns of professional misconduct, incompetence and incapacity of members of the College through a formal complaints and discipline process.

Most common concerns

33%

Inappropriate supervision

Typically seen during transitions from one area or activity to another, and often caused by lack of communication during staffing changes and lack of situational awareness on the part of members.

31%

Inappropriate guidance

Typically seen in RECEs not knowing how to deal with difficult behaviours, exhibiting frustration and forcefully redirecting children's behaviour.

17%

Unprofessionalism

Typically involves failing to maintain confidentiality, practising while suspended and engaging in inappropriate interactions with children, parents, and colleagues, and occasional pending criminal charges.

11%

Other

May relate to a variety of different actions or behaviours such as failing to maintain ratio or keeping records as required, mishandling of finances and/or fraud and failing to maintain standards.

5%

Failing to report

Concerns about an RECE failing to meet their ethical and legal obligations to report child abuse and neglect, the suspicions of harm or the risk of harm to children.

1%

Incapacity Concerns

Concerns that an RECE may be suffering from a physical or mental condition (including substance use disorders) that affects their ability to practise safely.

0.7%

Discrimination

Making remarks or engaging in behaviours that are racist, discriminatory or fail to support inclusive learning environments.

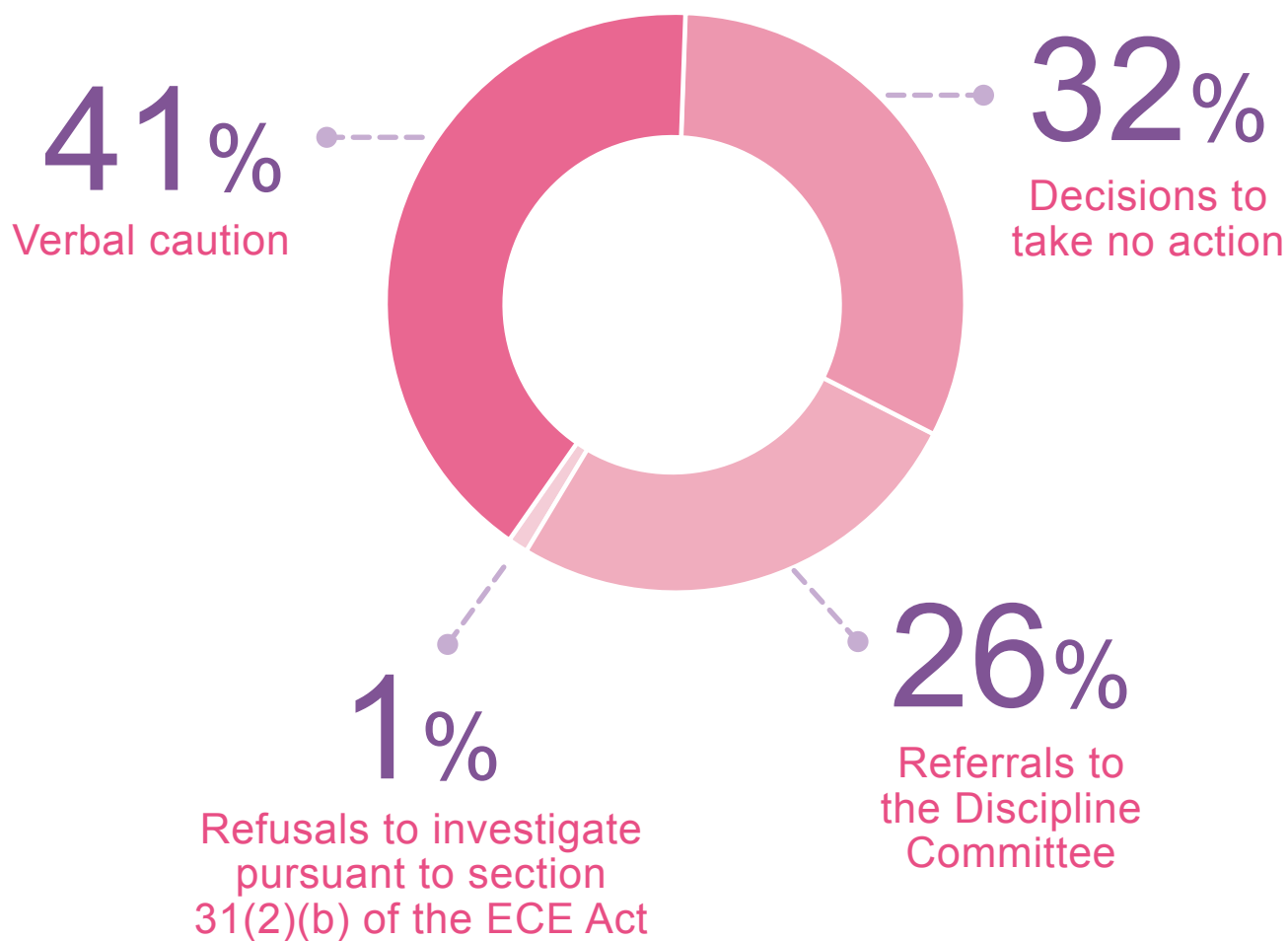
0.4%

Sexual Misconduct / Abuse

Allegations of misconduct and/or abuse of a sexual nature.

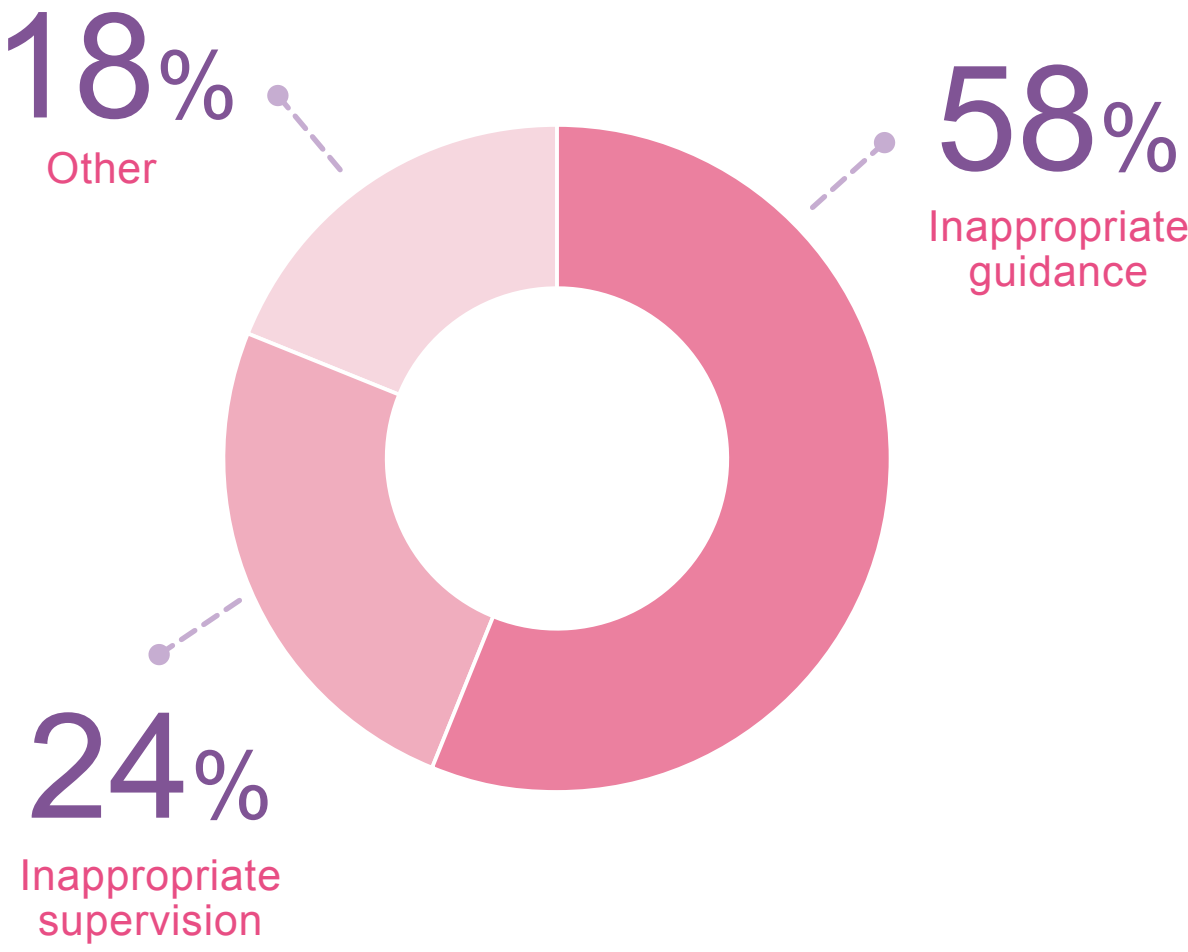
Complaints Committee

In 2023-24, the Complaints Committee completed **204** cases with the following outcomes:



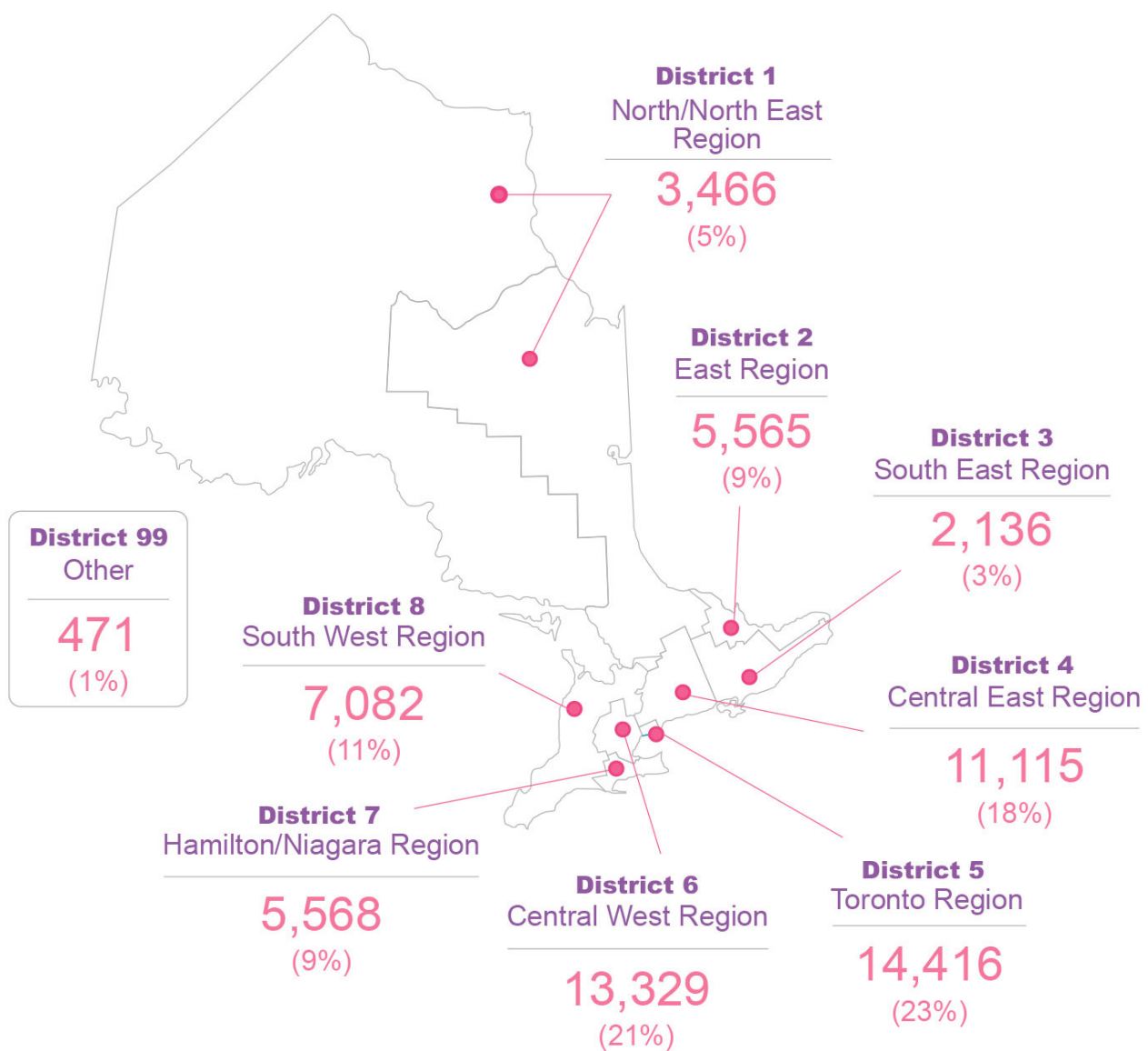
Discipline Committee

In 2023-2024, the Discipline Committee held hearings in **34 cases** in relation to the following allegations of professional misconduct by RECES:



Membership Data

Geographical distribution of members



Total membership in good standing

63,148

Membership by gender

61,755

Identify as female

1,311

Identify as male

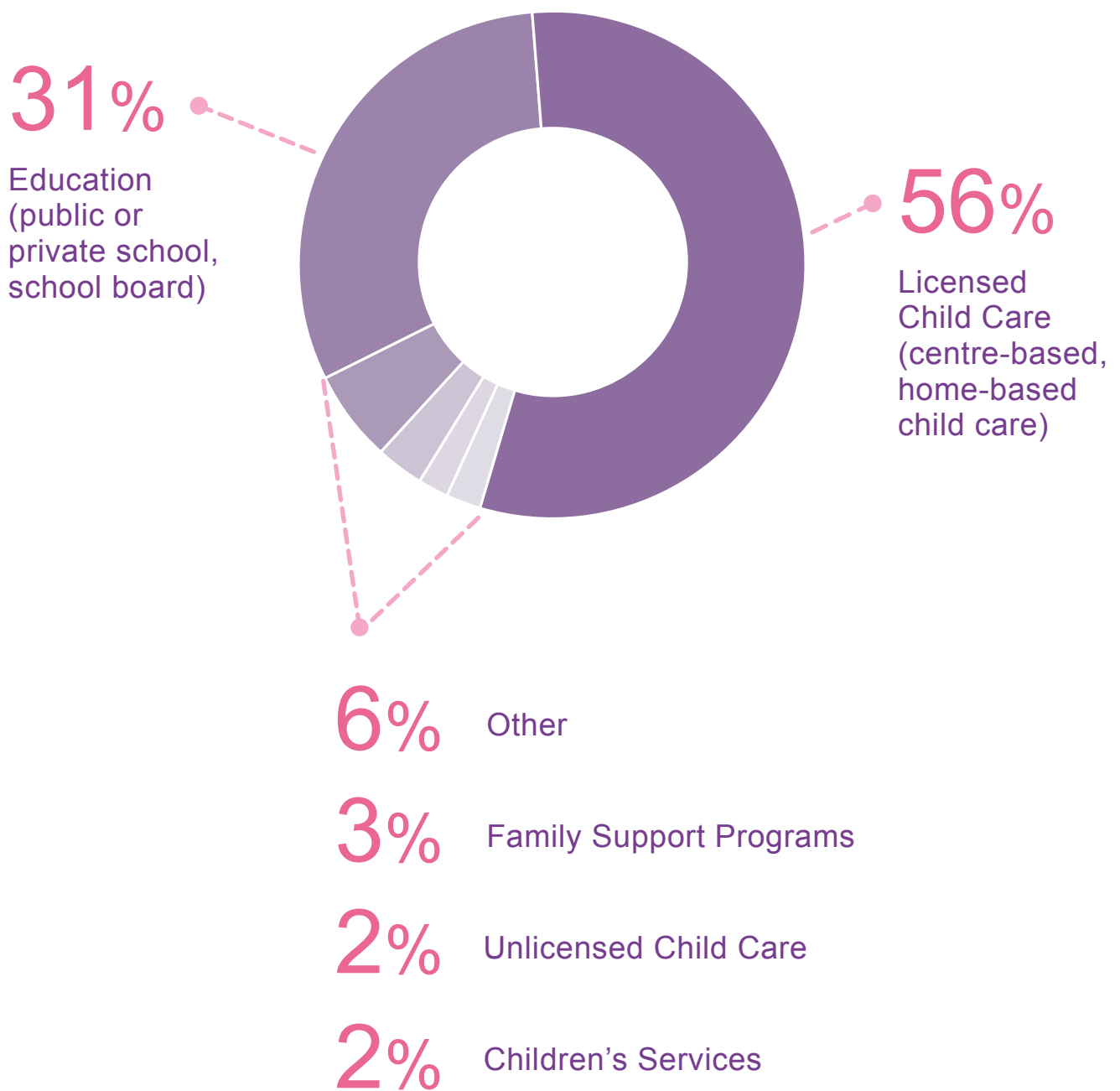
82

Indicate that neither
term applies

Membership by age group

18-24	8%
25-34	29%
35-44	26%
45-54	22%
55-64	13%
65+	2%

Membership by employment setting





Appendix: Audited Financial Statements

COLLEGE OF EARLY CHILDHOOD EDUCATORS

FINANCIAL STATEMENTS

JUNE 30, 2024

Independent Auditor's Report

To the Council of the College of Early Childhood Educators

Opinion

We have audited the financial statements of the College of Early Childhood Educators (the "College"), which comprise the statement of financial position as at June 30, 2024, and the statements of operations, changes in net assets and cash flows for the year then ended, and notes to the financial statements, including a summary of significant accounting policies.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the College as at June 30, 2024, and the results of its operations and its cash flows for the year then ended in accordance with Canadian accounting standards for not-for-profit organizations.

Basis for Opinion

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are independent of the College in accordance with the ethical requirements that are relevant to our audit of the financial statements in Canada, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Other Information

Management is responsible for the other information. The other information comprises the information, other than the financial statements and our auditor's report thereon, in the annual report.

Our opinion on the financial statements does not cover the other information and we will not express any form of assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information identified above and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated.

The annual report is expected to be made available to us after the date of our auditor's report. If, based on the work we will perform on this other information, we conclude that there is a material misstatement of this other information, we are required to report that fact to those charged with governance.

Responsibilities of Management and Those Charged with Governance for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with Canadian accounting standards for not-for-profit organizations, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the ability of the College to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the College or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the financial reporting process of the College.

Independent Auditor's Report (continued)

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of the financial statements.

As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the internal control of the College.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the ability of the College to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the College to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

We also provide those charged with governance with a statement that we have complied with relevant ethical requirements regarding independence, and to communicate with them all relationships and other matters that may reasonably be thought to bear on our independence, and where applicable, related safeguards.



Toronto, Ontario
November 7, 2024

Chartered Professional Accountants
Licensed Public Accountants

COLLEGE OF EARLY CHILDHOOD EDUCATORS

Statement of Financial Position

June 30	2024 \$	2023 \$
ASSETS		
Current assets		
Cash and cash equivalents (note 3)	1,155,028	861,732
Investments (note 4)	9,254,604	10,107,671
Prepaid expenses	266,928	352,408
	10,676,560	11,321,811
Capital assets (note 5)	268,200	405,906
	10,944,760	11,727,717
LIABILITIES		
Current liabilities		
Accounts payable and accrued liabilities (note 7)	1,026,053	1,018,812
Deferred revenue	5,566,428	5,287,292
	6,592,481	6,306,104
NET ASSETS		
Invested in capital assets	268,200	405,906
Internally restricted		
Professional regulation (note 8)	375,000	375,000
IT systems and program development (note 9)	700,000	700,000
Office transition (note 10)	-	375,000
Unrestricted	3,009,079	3,565,707
	4,352,279	5,421,613
	10,944,760	11,727,717

The accompanying notes are an integral part of these financial statements

Approved on behalf of Council:

Chair  RECE

Vice Chair  RECE

COLLEGE OF EARLY CHILDHOOD EDUCATORS

Statement of Operations

Year ended June 30	2024 \$	2023 \$
Revenues		
Registration and application fees	10,673,069	10,187,193
Investment income	505,670	322,908
	<u>11,178,739</u>	<u>10,510,101</u>
Expenses		
Personnel	8,264,672	7,661,113
Information technology	1,271,837	1,081,398
Professional regulation	700,309	62,711
Rent	557,627	764,193
Consulting	383,606	493,575
Bank and merchant service fees	244,676	228,418
Office and general	233,664	251,480
Amortization	164,583	187,144
Communication and stakeholder relations	107,131	31,233
Council and committees	86,022	43,923
Professional fees	56,288	52,334
	<u>12,070,415</u>	<u>10,857,522</u>
Excess of expenses over revenues before the following	(891,676)	(347,421)
Office transition (note 10)	<u>(177,658)</u>	-
Excess of expenses over revenues for year	<u>(1,069,334)</u>	<u>(347,421)</u>

The accompanying notes are an integral part of these financial statements

COLLEGE OF EARLY CHILDHOOD EDUCATORS

Statement of Changes in Net Assets

Year ended June 30

	Invested in capital assets \$	Internally restricted for professional regulation \$	Internally restricted for IT systems and program development \$	Internally restricted for office transition \$	Unrestricted \$	Total 2024 \$
Balance, beginning of year	405,906	375,000	700,000	375,000	3,565,707	5,421,613
Excess of expenses over revenues for year (note 10)	-	-	-	(177,658)	(891,676)	(1,069,334)
Purchase of capital assets	74,953	-	-	-	(74,953)	-
Amortization of capital assets	(164,583)	-	-	-	164,583	-
Disposal of capital assets (note 5)	(48,076)	-	-	-	48,076	-
Internally imposed restriction (note 10)	-	-	-	(197,342)	197,342	-
Balance, end of year	<u>268,200</u>	<u>375,000</u>	<u>700,000</u>	<u>-</u>	<u>3,009,079</u>	<u>4,352,279</u>

The accompanying notes are an integral part of these financial statements

COLLEGE OF EARLY CHILDHOOD EDUCATORS

Statement of Changes in Net Assets

Year ended June 30

	Invested in capital assets \$	Internally restricted for professional regulation \$	Internally restricted for IT systems and program development \$	Internally restricted for office transition \$	Unrestricted \$	Total 2023 \$
Balance, beginning of year	419,726	750,000	700,000	-	3,899,308	5,769,034
Excess of expenses over revenues for year	-	-	-	-	(347,421)	(347,421)
Purchase of capital assets	173,324	-	-	-	(173,324)	-
Amortization of capital assets	(187,144)	-	-	-	187,144	-
Internally imposed restriction (notes 8 and 10)	-	(375,000)	-	375,000	-	-
Balance, end of year	405,906	375,000	700,000	375,000	3,565,707	5,421,613

The accompanying notes are an integral part of these financial statements

COLLEGE OF EARLY CHILDHOOD EDUCATORS

Statement of Cash Flows

Year ended June 30	2024 \$	2023 \$
Cash flows from operating activities		
Excess of expenses over revenues for year	(1,069,334)	(347,421)
Adjustments to determine net cash provided by (used in) operating activities		
Amortization	164,583	187,144
Interest capitalized on investments	(187,342)	(133,947)
Receipt of prior year interest capitalized on investments	133,947	35,504
Loss on disposal of capital assets	44,351	-
	(913,795)	(258,720)
Change in non-cash working capital items		
Decrease (increase) in prepaid expenses	85,480	(123,914)
Increase (decrease) in accounts payable and accrued liabilities	7,241	(307,367)
Increase in deferred revenue	279,136	97,607
	(541,938)	(592,394)
Cash flows from investing activities		
Purchase of investments	(9,067,262)	(9,973,724)
Proceeds on disposal of investments	9,973,724	10,606,880
Purchase of capital assets	(74,953)	(173,324)
Proceeds on disposal of capital assets	3,725	-
	835,234	459,832
Net change in cash and cash equivalents	293,296	(132,562)
Cash and cash equivalents, beginning of year	861,732	994,294
Cash and cash equivalents, end of year	1,155,028	861,732

The accompanying notes are an integral part of these financial statements

COLLEGE OF EARLY CHILDHOOD EDUCATORS

Notes to Financial Statements

June 30, 2024

Nature and description of the organization

The College of Early Childhood Educators (the "College") was incorporated as a non-share capital corporation under the Early Childhood Educators Act, 2007 ("ECEA").

As the regulator and governing body of the early childhood educator profession in Ontario, the College's major function is to administer the ECEA, in the public interest.

The College is a not-for-profit organization, as described in Section 149(1)(l) of the Income Tax Act, and therefore is not subject to income taxes.

1. Significant accounting policies

These financial statements have been prepared in accordance with Canadian accounting standards for not-for-profit organizations and include the following significant accounting policies:

(a) Revenue recognition

Registration fees

The registration year of each member commences with their initial registration date. Registration fees are recognized as revenue in the fiscal year to which they relate. Registration fees received in advance of the fiscal year to which they relate are recorded as deferred revenue.

Application fees

Application fees are recognized as revenue upon the completion of application assessments. Application fees received in advance of the completion of application assessments are recorded as deferred revenue.

Investment income

Investment income comprises interest from cash and cash equivalents and investments and is recognized on an accrual basis.

(b) Cash and cash equivalents

Cash and cash equivalents consist of cash and term deposits which are readily convertible into cash, are not subject to significant risk of changes in value and have a maturity date of three months or less from the date of acquisition.

(c) Investments

Investments consist of term deposits with maturity dates greater than three months from date of acquisition. Investments that mature within twelve months from the year-end date are classified as current.

COLLEGE OF EARLY CHILDHOOD EDUCATORS

Notes to Financial Statements (continued)

June 30, 2024

1. Significant accounting policies (continued)

(d) Capital assets

The costs of capital assets are capitalized upon meeting the criteria for recognition as a capital asset, with the exception of expenditures on internally generated intangible assets during the development phase, which are expensed as incurred. The cost of a capital asset comprises its purchase price and any directly attributable cost of preparing the asset for its intended use.

Capital assets are measured at cost less accumulated amortization and accumulated impairment losses.

Amortization is provided for, upon commencement of the utilization of the assets, using the straight-line method at rates designed to amortize the cost of the capital assets over their estimated useful lives of 4 to 5 years.

A capital asset is tested for impairment whenever events or changes in circumstances indicate that its carrying amount may not be recoverable. If any potential impairment is identified, the amount of the impairment is quantified by comparing the carrying value of the capital asset to its fair value. Any impairment of the capital asset is recognized in income in the year in which the impairment occurs.

An impairment loss is not reversed if the fair value of the capital asset subsequently increases.

(e) Financial instruments

Measurement of financial assets and liabilities

The College initially measures its financial assets and financial liabilities at fair value adjusted by the amount of transaction costs directly attributable to the instrument.

The College subsequently measures all of its financial assets and financial liabilities at amortized cost.

Amortized cost is the amount at which a financial asset or financial liability is measured at initial recognition minus principal repayments, plus or minus the cumulative amortization of any difference between that initial amount and the maturity amount, and minus any reduction for impairment.

Financial assets measured at amortized cost include cash and cash equivalents and investments.

Financial liabilities measured at amortized cost include accounts payable and accrued liabilities.

COLLEGE OF EARLY CHILDHOOD EDUCATORS

Notes to Financial Statements (continued)

June 30, 2024

1. Significant accounting policies (continued)

(e) Financial instruments (continued)

Impairment

At the end of each year, the College assesses whether there are any indications that a financial asset measured at amortized cost may be impaired. Objective evidence of impairment includes observable data that comes to the attention of the College, including but not limited to the following events: significant financial difficulty of the issuer; a breach of contract, such as a default or delinquency in interest or principal payments; and bankruptcy or other financial reorganization proceedings.

When there is an indication of impairment, the College determines whether a significant adverse change has occurred during the year in the expected timing or amount of future cash flows from the financial asset.

When the College identifies a significant adverse change in the expected timing or amount of future cash flows from a financial asset, it reduces the carrying amount of the financial asset to the greater of the following:

- the present value of the cash flows expected to be generated by holding the financial asset discounted using a current market rate of interest appropriate to the financial asset; and
- the amount that could be realized by selling the financial asset at the statement of financial position date.

Any impairment of the financial asset is recognized in income in the year in which the impairment occurs.

When the extent of impairment of a previously written-down financial asset decreases and the decrease can be related to an event occurring after the impairment was recognized, the previously recognized impairment loss is reversed to the extent of the improvement, but not in excess of the impairment loss. The amount of the reversal is recognized in income in the year the reversal occurs.

(f) Management estimates

The preparation of financial statements in conformity with Canadian accounting standards for not-for-profit organizations requires management to make judgments, estimates and assumptions that affect the application of accounting policies and the reported amounts of assets and liabilities and the disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the current year. Actual results may differ from these estimates, the impact of which would be recognized in future years.

Estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognized in the year in which the estimates are revised and in any future years affected.

COLLEGE OF EARLY CHILDHOOD EDUCATORS

Notes to Financial Statements (continued)

June 30, 2024

2. Financial instrument risk management

The College is exposed to various risks through its financial instruments. The following analysis provides a measure of the College's risk exposure and concentrations.

The financial instruments of the College and the nature of the risks to which those instruments may be subject, are as follows:

Financial instrument	Risks				
	Credit	Liquidity	Market risk		
Currency			Interest rate	Other price	
Cash and cash equivalents	X			X	
Investments	X			X	
Accounts payable and accrued liabilities		X			

Credit risk

The College is exposed to credit risk resulting from the possibility that parties may default on their financial obligations, or if there is a concentration of transactions carried out with the same party, or if there is a concentration of financial obligations which have similar economic characteristics that could be similarly affected by changes in economic conditions, such that the College could incur a financial loss.

The maximum exposure of the College to credit risk is as follows:

	2024	2023
	\$	\$
Cash and cash equivalents	1,155,028	861,732
Investments	9,254,604	10,107,671
	<u>10,409,632</u>	<u>10,969,403</u>

The College reduces its exposure to the credit risk of cash and cash equivalents and investments by maintaining balances with a Schedule 1 Canadian financial institution.

Liquidity risk

Liquidity risk is the risk that the College will not be able to meet a demand for cash or fund its obligations as they come due.

The liquidity of the College is monitored by management to ensure sufficient cash is available to meet liabilities as they become due and is supplemented, if necessary, by the demand operating facility as detailed in note 6.

Market risk

Market risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market prices. Market risk is comprised of currency risk, interest rate risk and other price risk.

COLLEGE OF EARLY CHILDHOOD EDUCATORS

Notes to Financial Statements (continued)

June 30, 2024

2. Financial instrument risk management (continued)

Currency risk

Currency risk refers to the risk that the fair value of financial instruments or future cash flows associated with the instruments will fluctuate due to changes in foreign exchange rates.

The College is not exposed to currency risk.

Interest rate risk

Interest rate risk refers to the risk that the fair value of financial instruments or future cash flows associated with the instruments will fluctuate due to changes in market interest rates.

Other price risk

Other price risk refers to the risk that the fair value of financial instruments or future cash flows associated with the instruments will fluctuate because of changes in market prices (other than those arising from currency risk or interest rate risk), whether those changes are caused by factors specific to the individual instrument or its issuer or factors affecting all similar instruments traded in the market.

The College is not exposed to other price risk.

Changes in risk

There have been no significant changes in the risk profile of the financial instruments of the College from that of the prior year.

3. Cash and cash equivalents

	2024	2023
	\$	\$
Cash	501,529	662,857
Term deposits	653,499	198,875
	<u>1,155,028</u>	<u>861,732</u>

The term deposits have effective interest rates ranging from 5.04% to 5.29% (2023 - 5.20% to 5.24%) and maturity dates ranging from July 2024 to August 2024 (2023 - August 2023 to September 2023).

4. Investments

Investments consist of term deposits with interest rates ranging from 4.85% to 5.63% (2023 - 2.62% to 5.39%) and maturity dates ranging from July 2024 to March 2025 (2023 - July 2023 to May 2024).

COLLEGE OF EARLY CHILDHOOD EDUCATORS

Notes to Financial Statements (continued)

June 30, 2024

5. Capital assets

	Cost \$	Accumulated Amortization \$	2024 Net \$
Computer equipment and software	1,048,946	780,746	268,200
	Cost \$	Accumulated Amortization \$	2023 Net \$
Furniture and fixtures	430,816	388,808	42,008
Computer equipment and software	973,993	660,668	313,325
Leasehold improvements	1,130,813	1,080,240	50,573
	2,535,622	2,129,716	405,906

In the current year, furniture and fixtures and leasehold improvements with a net book value of \$48,076 (cost of \$1,561,629 and accumulated amortization of \$1,513,553) were disposed of for proceeds of \$3,725 resulting in a loss on disposal of \$44,351, which is included in office transition in the statement of operations and described in note 10.

There were no disposals in the prior year.

6. Demand operating facility

The College has available a revolving demand operating facility up to a maximum of \$1,000,000. The facility bears interest at prime plus 0.50% and is secured by a general security agreement and an assignment of fire and business insurance.

The facility was not drawn upon at either June 30, 2024 or June 30, 2023.

7. Accounts payable and accrued liabilities

	2024 \$	2023 \$
Trade payables and accrued liabilities	744,770	846,921
Accrued liabilities - professional regulation	281,283	171,891
	1,026,053	1,018,812

COLLEGE OF EARLY CHILDHOOD EDUCATORS

Notes to Financial Statements (continued)

June 30, 2024

8. Net assets internally restricted for professional regulation

The College makes best efforts to anticipate the costs associated with professional regulation matters based on past experience and current caseload. However, in the event that the College incurs costs beyond the normal scope of such matters, the Council of the College has internally restricted net assets to address these matters.

In the prior year, the College approved a transfer of \$375,000 from net assets internally restricted for professional regulation to unrestricted net assets.

The internal restriction is subject to the direction of the Council upon the recommendation of the Finance and Audit Committee.

9. Net assets internally restricted for IT systems and program development

The Council of the College has internally restricted net assets in consideration of IT systems development and program development supporting the public interest.

The internal restriction is subject to the direction of the Council upon the recommendation of the Finance and Audit Committee.

10. Net assets internally restricted for office transition

During the current year, the office premises lease of the College expired and the College transitioned to a shared office premises model with another organization. This resulted in office transition expenses in the amount of \$177,658 being incurred. The office transition expenses are comprised of moving expenses and the loss on disposal of capital assets, as described in note 5.

The Council of the College approved the utilization of \$177,658 from net assets internally restricted for office transition and the transfer of the residual net assets internally restricted for office transition, in the amount of \$197,342, to unrestricted net assets.

In the prior year, the Council of the College internally restricted net assets, in the amount of \$375,000, in consideration of the office transition plan of the College.

11. Commitment

The College has entered into an agreement to license CRM application software, expiring September 2026. The approximate annual commitments are as follows:

	<u>\$</u>
2025	95,000
2026	95,000
2027	<u>24,000</u>
	<u>214,000</u>

HILBORN

LISTENERS. THINKERS. DOERS.



Annual Report

2023 – 2024



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If you require an accessible format or communications support, please contact us at 1 888 961-8558 / communications@college-ece.ca

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