

2024 Fair Registration Practices Report

Prepared for the Office of the Fairness Commissioner (OFC)

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Step 1: Organization Information

Please tell us the name of your organization and your main point of contact for any follow-up questions.

Organization name	College of Early Childhood Educators
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Regulator Contacts

Please identify one or more contacts for any questions regarding the contents of this form.

Please note that the contacts you enter here will not be given access to change the contents of this form, however they may be contacted for future follow-up questions.

First Name	Last Name	Email	Job Title
Kaitlin	Peters	kaitlinp@college-ece.ca	Policy Analyst
Cynthia	Abel	cynthiaa@college-ece.ca	Deputy Registrar & Director, Registration

Registration requirements

For each profession or trade your organization regulates, please fill out their registration requirements and add a brief description for each requirement listed:

Profession/ Trade Name	
Academic requirements	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 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, 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 assesses equivalency using the 2018 Early Childhood Education Program Standard approved by the Ontario Ministry of Colleges & Universities.
Language requirements	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.”
Experience requirements	The College has no experience requirements.
Additional information on licensing requirements (optional)	N/A

Third party assessments

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

Organization name	Function (drop down menu)

Please describe how your organization oversees the work of third-party service providers to ensure fair and timely assessments. (optional)

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.

2000 characters max

Step 2 of 6

Step 2: Accomplishments, risks and mitigations

Accomplishments

Please list your organization's top accomplishments during the reporting period that relate to fair registration practices.

Accomplishments

The College signed an updated Memorandum of Understanding (MoU) with WES. This new MoU establishes that WES will provide reports in accordance with pre-determined timelines and adhere to privacy and confidentiality requirements. In this way, the new MoU enhances the obligations WES has towards the College and applicants. The MoU is renewed on an annual basis, allowing the College and WES to regularly incorporate any new requirements and obligations to ensure mutual accountability. The College requested WES develop a landing page for WES's website which directs applicants to the College's registration information, including required documentation. This facilitates access to information by applicants because applicants are no longer required to navigate WES' external website. In addition to the ongoing communication the College has with WES on

an ad hoc basis, a new mandatory annual meeting has been established to formalize information sharing between WES and the College.

- In 2024, the College conducted a series of outreach activities to support the registration of domestic and international applicants.
- This includes:
 - A meeting with Northumberland County and the Shapiro Foundation to discuss the recruitment of graduates from an international ECE program.
 - An online information session regarding eligibility and admission requirements for unqualified staff to apply for a bridge program designed in consultation with the College.
 - A meeting with Centre Francophone, a francophone settlement organization, to set up webinar in 2025 to provide their clients with information regarding registration requirements with the College.
 - A meeting with Oshki-Wenjack, an Indigenous institute, to provide an online information session to students about the College's registration requirements.
 - A meeting with the Manitoba Ministry of Education and Early Childhood Learning regarding updating their competency requirements and certification levels to align Ontario's and Manitoba's certification levels.
- 12 presentations aimed at prospective future applicants, including post-secondary students and a newcomer group. A total of over 350 individuals attended across the 12 sessions.
- Quarterly meetings with other provincial and territorial counterparts that are facilitated by the College to exchange information and learn about best practices, receive updates from other jurisdictions as they arise, and discuss issues and trends in international applications and programs.
- Informational flyers from the College were sent to early childhood education students attending OCAATs and approved programs to prepare future applicants prior to their application to register with the College.

The College has continued to upgrade its member and applicant management system to reduce system performance issues during high volume times. Actions that we have taken include:

- Transitioned to a cloud-friendly, advanced online form builder and data management platform that is fully integrated with the College's database. This transition away from the previous form builder will allow our system to handle a higher volume of applications with improved system efficiency, as well as increase our in-house capabilities of providing form updates to reduce the time and resources required.

- Increased the amount of the application processing workflow that can be done exclusively in the management system to allow for quicker processing times, more efficient reviews, and better consolidated data gathering.
- Started the integration of application-related forms into our digital system which allows a better user-experience for the applicant.
- Continued maintenance on the system to prepare it for a migration to a newer cloud-based version in 2026

Additionally, the College launched a new searchable Frequently Asked Questions (FAQ) page on the College’s website. This feature allows us to collect valuable data on how users engage with the FAQs, enabling us to continually refine and improve them to better serve applicants.

Risks

Please list the top risks that impacted your organization’s ability to achieve better registration outcomes for applicants during the reporting period. Please also indicate the measures you have taken to mitigate the impacts of these risks.

Risk	Mitigating Measure
<p>Unpredictable interactions with applicants. Applicants are not always responsive in a timely matter, including when providing necessary documentation or in communication with staff, which leads to delays in the assessment process. Some of these delays are due to applicants, especially international applicants, having trouble 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>In addition to providing clarity in correspondence to applicants with respect to timelines and necessary documentation, the College also utilizes its Policy Regarding the Consideration of Alternative Documents to overcome barriers for applicants unable to obtain needed documentation. This policy permits applicants to request that the College consider alternatives to the routinely utilized supporting documents through World Education Services (WES). 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 and incomplete applications. The College is occasionally required to investigate suspected fraudulent applications that contain fraudulent documents or information from applicants. The number of fraudulent applications has increased over the last few years. In other cases, applicants knowingly submit incomplete applications due to pressure from employers requiring all staff be registered with the College. In both cases, this has resulted in staff spending significant amounts of time reviewing documentation and supporting applicants who are not viable candidates for registration.</p>	<p>To mitigate the risk of the College registering unqualified applicants, the 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. The College is also engaging in inter-jurisdictional information-sharing regarding fraudulent applications to seek joint solutions.</p> <p>To mitigate the risk of the College spending significant time reviewing other types of nonviable applications, the College is conducting phone screenings with potential applicants to gather information on the applicant's qualifications and to provide clarity on requirements and deadlines. The College is also enforcing adherence to our assessment timelines to close non-viable applications earlier in the process.</p>
<p>The College's obligation to respond to and ensure compliance with ongoing changes to obligations under FARPACTA and the related increase in administrative compliance reporting is a significant risk to the timeliness of registration processes. As the College is forced to divert staff and financial and IT resources to ensure compliance with new compliance reporting requirements, the College has less capacity to support fair and efficient application reviews. The emphasis on reporting based on timelines negatively affects the College's ability to engage meaningfully with applicants and provide tailored solutions to support better registration outcomes.</p>	<p>The College is in ongoing communication with the OFC regarding options for reporting to reduce the impact of compliance administration on the fair and efficient processing of registration applications.</p>

(2000 character max)

Step 3 of 6

Step 3: Changes to registration practices

Please indicate if your organization has introduced any changes from January 1 to December 31 of the reporting year that impacts registration processes. If so, briefly describe the change and anticipated impact on applicants, either positive or negative. Where applicable, note steps that you are taking to mitigate any adverse impacts.

Where relevant, provide links to further information.

Registration requirements and practices

Registration process	Yes No	Description
Registration requirements either through regulation, by-law or policy	Yes	<p>Language fluency</p> <p>Council approved revisions to the Language Fluency Policy to be consistent with Immigration, Refugees and Citizenship Canada in January 2024. 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 (DELFL) 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 rigor, or level of fluency. In total, the College accepts five English tests and four French tests.</p> <p>In addition to a language fluency test, applicants continue to have two other pathways for satisfying the language fluency requirement, including: 1) Completion of post-secondary education in English or French, or 2) Completion of postsecondary</p>

		<p>education involving a specialization in Indigenous studies in Canada.</p> <p>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.</p>
New or consolidated class of certificates or licenses	No	
Assessment of qualifications, including competency-based assessments and examinations	No	
Documentation requirements for registration	Yes	<p>The application of the College's <i>Consideration of Alternative Documents Policy</i>, which allows the Registrar to consider alternative documents for assessment in the event that the official / original documents are not available, was broadened. The scope of the policy originally allowed for alternative documents in place of original transcripts from educational institutions. In broadening the application of the policy, the College will consider alternative documents for any document that is required as part of the application process. As a result, the College can better support applicants who may be unable to access original documents and offer an assessment in a timely fashion.</p>

Timelines for registration, decisions and/or responses	No	
Registration and/or assessment fees	Yes	<p>The College adjusted its annual registration/membership fee by \$15 annually effective October 1, 2024. This is the first fee increase since 2018 and only the second increase since the College was established 15 years ago, which is unusual for a regulator of our size.</p> <p>The College's membership fee is based on the cost of operating the College and number of registered members. Today, our membership numbers more than 64,000 professionals.</p> <p>There were no changes to application fees. The College does not charge additional fees for individual equivalency assessments.</p>
Changes to internal review or appeal process	No	
Access by applicants to their records	No	

Training, policy and applicant supports

Registration process	Yes No	Description
Training and resources for staff who deal with registration issues	Yes	<p>Training</p> <p>Staff who deal with registration issues received the following training: Ongoing assessor training regarding policy changes and other process updates; bi-weekly collaborative assessment staff meetings to ensure a consistent approach to application assessments; monthly Registration department meetings to discuss operational and policy changes that may affect the work of staff; and refresher training for returning staff</p>

	<p>to ensure they are aware of policy and process updates.</p> <p>The assessment team responsible for overseeing individual assessment applications, including those from internationally-trained applicants, participated in a variety of training and refresher sessions throughout the year. Each team member attended five or more sessions, covering a broad range of topics such as policy review, process training, writing techniques, data analysis, and training on the technology platforms used in the assessment process. Additionally, the training included cross-training on procedures to plan for time off and manage influxes in applications and registration-related processes. These sessions were designed to ensure that all members were up-to-date with the latest developments and best practices in their field, while also maintaining flexibility to address changing workloads.</p> <p>The College also offers a French-language learning program for eligible staff, aimed at enhancing existing French skills and boosting confidence. The program's goal is to help more staff attain bilingual status, ensuring a core group of bilingual employees across various roles. This enables the College to effectively support French-language applicants and foster an inclusive environment.</p> <p>Finally, Council members and staff attending Council received training to support the development of fair and equitable registration policy development. These trainings pertained to the importance of good governance, the role of the Indigenous Advanced Education and Skills Council in accrediting Indigenous Institutes, the role of the Ontario Fairness Commission, and a statistical overview of the early learning workforce provided by researchers associated with the Knowing Our Numbers project hosted in collaboration with the Atkinson Centre out of University of Toronto. Members of the Registration Appeals Committee and attending staff received trainings dedicated to understanding the registration process and to the registration appeals committees' process and procedure.</p>
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		<p>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; ensure fair and impartial interactions with applicants as part of the College’s commitment to anti-racism and anti-bias; remain 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 ensure staff are well versed in utilizing process improvements for efficiency and efficacy, resulting in faster processing of applications.</p> <p>Resources</p> <p>The College has a list of resources available to staff to support fair, equitable, and efficient decision-making. These resources include an operations manual, membership management system training slide decks, and a Learning Loft that provides resources related to software, operational best practices, and anti-racism and equity. The College also purchased a license for an advanced translation software to support staff who review documents for internationally trained individual applicants. This tool supports a more efficient, accurate, and fair review of applicants’ files.</p>
<p>Resources or training to support applicants to move through the licensing process</p>	<p>Yes</p>	<p>Resources for applicants</p> <p>In 2024, the College conducted a series of outreach activities to support the registration of domestic graduates and international applicants.</p> <p>This includes:</p> <ul style="list-style-type: none"> • A meeting with Northumberland County and the Shapiro Foundation (a charitable organization) to discuss the recruitment of graduates from an international ECE program. • An online information session regarding eligibility and admission requirements for unqualified staff to apply for a bridge program designed in consultation with the College that

		<p>meets the education requirement for registration with the College</p> <ul style="list-style-type: none"> • A meeting with Centre Francophone, a francophone settlement organization, that assists immigrants from francophone countries. Centre Francophone is interested in setting up a webinar to provide their clients with information regarding registration requirements with the College. With the College's support, the webinar is scheduled for 2025. • A meeting with Oshki-Wenjack, an Indigenous institute, to provide an online information session to students about the College's registration requirements. • 12 presentations aimed at prospective future applicants. These sessions were conducted virtually and targeted both post-secondary students and a newcomer group. A total of over 350 individuals attended across the 12 sessions. Each presentation covered registration with the College, ethical and professional standards, continuous professional learning, protected titles, and professional regulation. • Informational flyers from the College were sent to early childhood education students attending OCAATs and approved programs, with information links to registration requirements for the College. This allowed the College to engage with and prepare future applicants prior to their application to register with the College. <p>In addition to these outreach activities, the College also engages in a phone screening process with applicants to gather information on the applicant's qualifications and to provide clarity on requirements and deadlines. The College also posts application guides online that includes an FAQ to provide answers to commonly asked questions.</p> <p>Finally, staff also conduct sessions with program coordinators and some registrar staff for approved programs and OCAATs about the importance of</p>
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		<p>efficiently providing complete individual transcripts to the College upon graduates' request in support of their applications. The College also promoted the submission of certified graduate class lists as an alternative to providing individual transcripts.</p>
<p>Anti-racism and inclusion-based policies and practices</p>	<p>Yes</p>	<p>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, including:</p> <p>Training and Resources for Staff and Committee Members:</p> <p>Registration staff who make assessment and registration decisions receive regular training on diversity, equity, and inclusion (DEI), including: A training in Black History Month featuring Thandiwe McCarthy, Author, Poet and Community Advocate; a training on the Chemical Valley Project as part of the College's support for the National Day of Truth and Reconciliation; a training for Research and Assessment Officers, Professional Practice and Communications related to ReconciliACTION.</p> <p>Staff also 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.</p> <p>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 the Rights of the</p>

	<p>Child, which emphasized children’s right to culturally inclusive early childhood education. Council Committee members received trainings on the role of the Indigenous Advanced Education and Skills Council in accrediting Indigenous Institutes and a statistical overview of the diversity of the early learning workforce provided by researchers associated with the Knowing Our Numbers project hosted in collaboration with the Atkinson Centre out of the University of Toronto.</p> <p>The College also continues to utilize a reference tool and targeted equity-related discussion questions to help Registration Committee members center equity during Registration Committee meetings. These tools support the College’s commitment to anti-racism by helping committee members apply 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. Registration Committee also completed a survey advising College staff on how to best center equity within committee meetings and receive follow-up trainings from staff on how to use the equity tools in meetings during discussion and when making decisions.</p> <p>Data Collection</p> <p>The College currently collects data on applicants and members who choose to self -identify as Francophone, Indigenous Heritage, or both. As of November 30, 2024, the College saw 3.3 per cent of members self-identify as Francophone, 1.3 per cent self-identify as Indigenous Heritage.</p> <p>The College’s Data and Research department is planning towards collecting more granular EDI data on the College’s membership, including, but not limited to, race, ethnicity, gender, and sexuality information. In support of this, the College has consulted with other regulators collecting EDI data to determine best practices to support the implementation and establishment of an EDI demographic data plan for the</p>
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		<p>College. The College has also hired a Senior Data Analyst who is providing enhanced technical and research support towards this project.</p> <p>The College continues to partner with researchers to collect higher quality data on the workforce, especially as this related to equity. This includes the Atkinson Centre, which is disseminating a survey to collect robust information, including demographic information about the childcare workforce, as part of the Knowing Our Numbers project.</p> <p>The College will continue to share data from these projects with partners 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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System partners

Registration process	Yes No	Description
Steps to increase accountability of third-party service provider(s)	Yes	<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 provides fair and efficient outcomes for applicants.</p> <p>The College signed an updated Memorandum of Understanding (MoU) with WES. This new MoU establishes that WES will provide reports in accordance with pre-determined timelines and adhere to privacy and confidentiality requirements. In this way, the new MoU enhances the obligations WES has towards the College and applicants. The MoU is renewed on an annual basis, allowing the College and WES to regularly incorporate any new requirements and obligations to ensure mutual accountability. The College also facilitated the development a landing</p>

		<p>page for WES’s website which directs applicants to the College’s registration information, including required documentation. As a result, applicants are no longer required to navigate WES’ external website.</p> <p>In addition to the ongoing communication the College has with WES on an ad hoc basis, a new mandatory annual meeting has been established to formalize information sharing between WES and the College. 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.</p> <p>Beyond this, the College will continue to monitor how long it takes -to provide the requested documentation, including receipt of the WES ICAP report ordered by applicants. The College achieves this by regularly communicating with internationally educated and trained applicants. This helps the College identify when an applicant is encountering difficulty having their credential reports sent from WES to the College.</p>
<p>Accreditation of educational programs</p>	<p>Yes</p>	<p>Under the <i>Approval of Education Programs Policy</i>, the College has the authority to approve post-secondary programs that meet the education requirement for registration. The College re-approved the Bachelor of Early Learning and Community Development offered by Algonquin College of Applied Arts and Technology and the Bachelor and approved the diploma in Early Childhood Education offered by Anderson College.</p> <p>The College also established a Memorandum of Understanding with The Indigenous Advanced Education and Skills Council (IAESC) as part of the process of establishing a joint process to approve Indigenous Institutes offering a diploma in Early</p>

		<p>Childhood Education. Once an institution receives joint-approval, graduates of these programs will be deemed to automatically meet the education requirement for registration without additional assessment of their education qualifications.</p> <p>Finally, the College established a new Memorandum of Understanding with the Ministry of Colleges and Universities to respect the flow of information between the College and the Superintendent of Career Colleges. The Memorandum of Understanding (MOU) establishes a framework for sharing non-personal information between the College and the Superintendent of Career Colleges under the Ministry of Colleges and Universities (MCU). The collaboration ensures regulatory oversight of vocational programs offered by career colleges, aligning the standards and compliance processes of both parties while protecting sensitive data. It also outlines coordination responsibilities, principles of cooperation, and mechanisms for dispute resolution.</p>
Mutual recognition agreements	No	

Responsiveness to changes in the regulatory environment

Registration process	Yes No	Description
Emergency registration plans	Yes	<p>The College continues to engage with the Ministry of Education regarding best practices to support the emergency registration of eligible applicants as part of the College's workforce development strategy. Recall that 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 <i>Early Childhood Educators Act, 2007</i> 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</p>

		<p>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.</p> <p>The College has also worked with post-secondary partners to develop bridging programs to support the upskilling of unqualified staff working in the early learning sector. Refer to question [Steps to address labour shortages in the profession or trade] for more information.</p>
<p>Technological or digital improvements</p>	<p>Yes</p>	<p>The College has continued to upgrade its member and applicant database to reduce system performance issues during high volume times. Actions that we have taken include:</p> <ul style="list-style-type: none"> • Transitioned to a cloud-friendly, advanced online form builder and data management platform that is fully integrated with the College’s database. This transition away from the previous form builder will allow our system to handle a higher volume of applications with improved system efficiency, as well as increase our in-house capabilities of form updates to reduce the time and resources required. • Increased the amount of the application processing workflow that can be done exclusively in the database to allow for quicker processing times, more efficient reviews, and better consolidated data gathering. • Started the integration of application-related forms into our digital system which allows a better user-experience for the applicant. • Continued maintenance on the system to prepare it for a migration to a newer version in 2026 • Additionally, the College launched a new searchable Frequently Asked Questions (FAQ) page on the College’s website. This feature allows us to collect valuable data on how users engage

		with the FAQs, enabling us to continually refine and improve them to better serve applicants.
Steps to address labour shortages in the profession or trade	Yes	<p>The College is supporting the creation of alternative pathways to registration as one strategy to address the labour shortage in the sector.</p> <p>To support the upskilling of unqualified staff, the College is working with post-secondary programs and employer partners to support the creation of bridging programs. These programs are designed to fill education and practicum gaps for unqualified staff with prior related education and experience. Students who complete the bridging program will be eligible to register with the College as Registered Early Childhood Educators.</p> <p>The College collaborated with an OCAAT to develop a bridging program aimed at unqualified staff, particularly those trained internationally, who had educational gaps preventing them from meeting the registration requirements. The College worked closely with these interest holders to assess educational qualifications and determine whether participants' backgrounds aligned with the program's objectives. Numerous meetings were held to ensure the development and implementation of the program was well-supported.</p> <p>This experience, as well as ongoing discussions with other post-secondary institutions interested in providing a bridge program, has provided the College with valuable insights into the development, sustainability, and viability of bridging programs as a strategy to address workforce shortages. This information will inform future policy development and amendments.</p> <p>Data Collection and Sharing</p> <p>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. Notably:</p> <p>The College continues to partner with faculty from the University of Toronto who are studying the factors and</p>

	<p>conditions that would attract child care workers who have resigned back to the sector.</p> <p>With the support of Children’s Service Divisions across Ontario, the College also continues to partner with the Atkinson Centre to support the second phase of the Knowing Our Numbers (KON) project. The first phase of 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 second phase involves establishing a permanent database that can be used by municipalities and researchers to inform workforce planning strategy.</p> <p>Finally, the College is developing a data collection strategy that will result in the collection and analysis of more robust EDI data on the child care workforce to support the attraction and retention of a diverse workforce. In 2024, the College conducted an environmental scan of how other regulators were collecting data related to Indigeneity, gender, race, ethnicity, sexuality, and disability. The College has also consulted with other regulators to identify best practices related to collecting EDI data from membership.</p> <p>The College will continue to share the data from these projects with sector partners 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>
Other	<p>The College continues to facilitate and host 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 and trends in international applications and programs. These</p>

		<p>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.</p> <p>In addition to quarterly meetings, the College also participates in two listservs with other provincial and territorial counterparts and with other regulators in Ontario. This ensures an open line of communication with relevant counterparts pertaining to sectoral and regulatory concerns of interest to the College.</p> <p>Finally, the College also engaged in information sharing with other regulators at key events. Notably,</p> <ul style="list-style-type: none"> • College staff showcased how they have collaborated with the Ontario Ministry of Education and the Hamilton-Wentworth District School Board to address labour market pressures at the OFC webinar entitled <i>The New Public Interest Obligation to Consult on Ensuring Adequate Numbers of Skilled Professionals</i>. • College staff participated in panel discussions and facilitated breakout rooms for discussion sessions pertaining to the future of international mobility at the CLEAR 2024 International Symposium.
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Step 4 of 6

Step 4: Membership and application data

Please complete this section for each profession or trade regulated by your organization.

The OFC is collecting the following quantitative information 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.

1. For each profession your organization represents, please fill out the following Membership & Application profiles.

Note: If you don't see a profession(s) / trade(s) listed here, please go back to step 1 and fill out 'Registration Requirements' for at least 1 profession / trade.

A. Membership Profiles

A.0. Before continuing, please indicate the total number of members as of the end of the reporting year.

64335

A.1. For each class of license/registration, please indicate the total number of members and internationally educated members as of the end of the reporting year.

Class of License	Total Number of Members	Total Number of Internationally Educated Members
Full / General/ Independent Practice	64311	250
Provisional/Limited License/Certificate	24	11
64335	64074	261

2. For each gender identity collected, please indicate the total number of members as of the end of the reporting year.

Gender	Number of Members
Male	1452
Female	62793
X (includes trans, non-binary, and two-spirit people)	90
Other / not collected	0

A.3. For each jurisdiction of initial training collected, please indicate the total number of members as of the end of the reporting year.

Jurisdiction of Initial Training	Number of Members
Ontario	62052
Other provinces and territories	278
United States	38
Other International	223
Multiple Jurisdictions	1744
Other/not collected	0

A.4. For each country of initial training collected, please indicate the total number of members as of the end of the reporting year.

Country of Initial Training	Number of Members
India	44
United Kingdom/Great Britain	33
Hong Kong	23
Australia	14
Jamaica	11
Philippines	7
Serbia	6
Ireland	6
France	5
South Korea	5
China	4
Colombia	4
Pakistan	4
Brazil	4
Japan	4
Lebanon	4
Malaysia	4
Venezuela	3
Israel	3
Ecuador	3
New Zealand	3
Greece	2
Peru	2
Portugal	2

Egypt	2
Nigeria	1
Bulgaria	1
Chile	1
Costa Rica	1
Czech Republic	1
Denmark	1
Ghana	1
Guyana	1
Mexico	1
Moldova	1
Norway	1
Palestine	1
Poland	1
Romania	1
Sudan	1
South Africa	1
Sri Lanka	1
Switzerland	1
Syrian Arab Republic	1
Ukraine	1
Uruguay	1

A.5. For each official language of preference, please indicate the total number of members as of the end of the reporting year.

Official language of preference	Number of Members
English	61969
French	2366

A.6. For each racial identity collected, please indicate the total number of members as of the end of the reporting year.

Racial identity	Number of Members
Black	
East / Southeast Asian	
Indigenous	
Latin American	

Middle Eastern	
South Asian	
White	
Other	
Not collected	

A.7. Please provide any additional comments you may have to explain the data provided in the above tables: (optional)

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.

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.

B. Applications Profiles

B.0. Before continuing, please indicate the total number of applicants who filed an application between January 1 and December 31 of the reporting year:

6778

Please indicate the number of applicants who filed an application between January 1 and December 31 of the reporting year, in each applicable category below.

Note: For questions B.1 - B.5, the calculated total must equal the total number of applicants entered above, except for optional data entry questions.

B.1. For each gender identity collected, please indicate the total number of applicants between January 1 and December 31 of the reporting year.

Gender	Total Number of Applicants
Male	393
Female	6362
X (includes trans, non-binary, and two-spirit people)	23
Other / not collected	0

B.2. For each jurisdiction of initial training, please indicate the total number of applicants between January 1 and December 31 of the reporting year.

Jurisdiction of Initial Training	Total Number of Applicants	In progress at end of reporting year
Ontario	6,163	293
Other provinces and territories	141	50
United States	15	8
Other International	271	137
Multiple Jurisdictions	188	62
Other/not collected		

B.3. For each country of initial training collected, please indicate the total number of applicants between January 1 and December 31 of the reporting year.

Jurisdiction of Initial Training	Total Number of Applicants
India	67
Hong Kong	44
Philippines	19
United Kingdom	15
Jamaica	10
Pakistan	10
Australia	8
Brazil	8
Nigeria	7
Colombia	6
South Korea	5
Turkey	5
Lebanon	4
Ghana	3
Ireland	3
Mexico	3
Poland	3
Ukraine	3
Bangladesh	2
Egypt	2
Greece	2
Jordan	2
Korea	2
Mauritius	2
New Zealand	2
Peru	2
Sri Lanka	2
Albania	1
Antigua and Barbuda	1
Bhutan	1
Chile	1
Costa Rica	1
Cyprus	1
Ecuador	1
Finland	1
Georgia, Trinidad & Tobago	1
Germany	1
Guyana	1

Iran	1
Israel	1
Kazakhstan, Russia	1
Kenya	1
Nepal	1
Palestine	1
Portugal	1
Serbia and Montenegro	1
Singapore	1
South Africa	1
Spain	1
Sudan	1
Switzerland	1
Trinidad and Tobago	1
Uganda	1
United Arab Emirates	1

B.4. For each official language of preference, please indicate the total number of applicants between January 1 and December 31 of the reporting year.

Official language of preference	Total Number of Applicants
English	6562
French	216

B.5. For each racial identity collected, please indicate the total number of applicants between January 1 and December 31 of the reporting year.

Racial identity	Total Number of Applicants
Black	n/a
East / Southeast Asian	n/a
Indigenous	n/a
Latin American	n/a
Middle Eastern	n/a
South Asian	n/a
White	n/a
Other	n/a
Not collected	n/a

B.6. Please provide any additional comments you may have to explain the data provided in tables B.1 to B.5: (optional)

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.

B.7. In relation to application decisions rendered during the reporting year, please indicate the following for each jurisdiction of initial training:

Jurisdiction of Initial Training	Successful	Unsuccessful	Withdrawn
Ontario	5756	43	64
Other provinces and territories	5	27	59
United States	0	4	3
Other International	7	81	56
Multiple Jurisdictions	82	15	29
Other/not collected			

Key definitions (tool tips / hover over definitions provided in Portal)

Successful: Applicants granted full or alternative class of registration.

Unsuccessful: Applicants rejected or sent Notice of Refusal.

Withdrawn: Applications withdrawn by applicant or set as closed or inactive by regulator.

B.8. For applicants registered in the reporting year, please provide the breakdown by class of license, certification or registration:

Class of License-Registration for New Registrants	Total Number of New Registrants	Number of New Registrants Internationally Educated
Full / General/ Independent Practice	5850	10

B.9. Please provide any additional comments you may have to explain the data provided in tables B.7 to B.8: (optional)

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B.10. State the number of (1) reviews, (2) appeals, and (3) registration decisions changed that your organization processed in the reporting year (January 1 - December 31, 2023)

Jurisdiction of initial training	Number of internal reviews and appeals processed	Number of decisions changed following internal review or appeal	Number of applicants who sought external review or appeal	Number of decisions changed following external review or appeal
Ontario	1	0	0	0
Other provinces and territories	4	0	0	0
United States	0	0	0	0
Other International	3	0	0	0
Multiple Jurisdictions	0	0	0	0
Other/not collected	0	0	0	0

Key definitions (tool tips / hover over definitions provided in Portal)

Internal reviews and appeals: Formal reconsideration of a registration decision, further to a written request and submission by the applicant.

External reviews and appeals: Review of a registration decision by an external tribunal or court, such as the Health Professions Appeal and Review Board, or Divisional Court.

B.11. List the top three issues or reasons that applicants raised during these appeal proceedings.

Frequency	Issue or reason raised in appeal proceeding	Total Number of Appeals
1 – Most Frequent	Not meeting educational requirements	8
2 – Second Most Frequent		
3 – Third Most Frequent		

B.12. List the top three reasons for not issuing a license/certification to internationally trained individuals.

Frequency	Reason for not issuing a license/certification	Total Number of Applicants
1 – Most Frequent	Not meeting the education requirement	141
2 – Second Most Frequent	Incomplete Documentation	36
3 – Third Most Frequent	Not meeting the language fluency requirement	17

B.13. Please provide any additional comments you may have to clarify the data in tables B.10 to B.12 (optional)

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2. Do you collect Race-based data?

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

If yes – How do you use this data?

If no - Description of any plans to collect and analyze this data in future (optional)

Refer to questions [Anti-racism and inclusion-based policies and practices] and [Steps to address labour shortages in the profession or trade] for more information.

3. Do you collect other Identity-based data?

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

If yes – How do you use this data?

The College collects information on Francophone and/or Indigenous Heritage demographics for applicants. Note that the College is refining the language used in reference to Indigenous heritage and is working with community partners to do so.

The College will use this data to support our policy development and planning to support equity and inclusion for applicants and members. The College will also be able to share the data from these projects 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.

If no - Description of any plans to collect and analyze this data in future (optional)

4. Please indicate the languages in which you make available application materials and information about your application process.

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

Former Step 5: Changes related to new legislative and regulatory requirements.

This section has been removed. No reporting requirements under this heading for 2024.

Step 5 of 5 (formerly Step 6)

Step 5: Registration Timelines (FARPACTA Regulators only).

Complete this section for each profession or trade regulated by your organization.

FARPACTA Profession/Trade	

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.”

1. Please specify below the documentation that you require before you begin to count the 30-day registration time-period. This would be the starting point of the registration process for the purpose of Q2:

- Completed application form
- Examination results
- Letter of standing / good character
- Criminal record check
- Other (please specify)

Payment of fee.

(1000 character max)

- 2. For domestic labour mobility applications received between January 1, 2024 and November 30 of the reporting year, please provide the number of applicants who received a registration decision according to the following time frames.** (Please note the end date of November 30 is to allow for a 30-day time period for communicating decisions before the end of the calendar year.)

Registration decisions:

Decision	30 days or less	More than 30 days
	Total Number of Applicants	Total Number of Applicants
Full registration granted	79	0
Alternate registration granted		
No registration granted	14	0

Internationally Trained Individuals

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

A 6-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:

- b) the regulated profession receives everything it requires in respect of the individual's application for the registration, or:
- b) any third-party that assess 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.

3. Please specify below the documentation that your organization requires before you begin to count the 6-month registration time-period for internationally educated individuals:

- Completed application form
- Credential assessment report
- Competency-based assessment results
- Examination results check
- Letter of standing / good character
- Other (please specify)

Payment of applicable fee, and proof of language fluency. Course outlines are required to complete the equivalency assessment. If the course of study did not include a practicum, validation of related work experience is also required.

(1000 character max)

4. For applications from internationally trained individuals received between July 1, 2023, and June 30, 2024, please provide the number of applicants who received a registration decision according to the following time frames. (Please note the end date of June 30 is to allow for a 6-month time period for communicating decisions before the end of the calendar year.)

Registration decisions	6 months or less	More than 6 months
Full registration granted	14	3*
Alternative registration granted**	3	1*
No registration granted***	191	0

*Gaps – to explain the Gaps approach

**GS_Subject to TCL

***refused, PTR, closed

End text box – referring to question – gaps and

Alternative reg granted – we imposed a condition on their certificate re: age group (stick in question 6)

5. Please provide the average time in weeks to communicate a registration decision following receipt of everything required in respect of an application for registration

8.5 weeks

6. For regulators where a third-party service provider is the first point of contact for applicants: Please report on your ability to meet the twelve-month standard, as described above. If your organization provides applicants with a process map outlining the steps in the registration process and the time required to complete each step, please provide a link to this resource.

NOTE: In reference to question [4. **For applications from internationally trained individuals received between July 1, 2023, and June 30, 2024, please provide the number of applicants who received a registration decision according to the following time frames.** (Please note the end date of June 30 is to allow for a 6-month time period for communicating decisions before the end of the calendar year.)]

Regarding the 3 applicants that were granted full registration in more than six months, these applicants were required to complete additional education requirements to fill gaps in their education program to meet the College's full registration requirements.

Regarding the 3 applicants that were granted alternative registration in six months or less and the one application that was granted alternative registration in more than six months [in regard to Q 4], the College grants alternative registration when an applicant is given a Terms, Conditions, and Limitations which is related to a practice limitation with a specific age group. Some applicants may need to complete additional education requirements to fill gaps in their education program to meet the College's requirements to be eligible for a TCL, which explains any delays in processing.

Applicants had one year to complete all course requirements.

No registration was granted to 191 applicants whose applications were refused for not meeting registration requirements or were closed because applicants did not meet deadlines to submit required documentation.