Fair Registration Practices Report

Early Childhood Educators (2018)

The answers seen below were submitted to the OFC by the regulated professions.

This Fair Registration Practices Report was produced as required by:

- the Fair Access to Regulated Professions and Compulsory Trades Act (FARPACTA) s. 20 and 23(1), for regulated professions named in Schedule 1 of FARPACTA
- the Health Professions Procedural Code set out in Schedule 2 of the Regulated Health Professions Act (RHPA) s. 22.7 (1) and 22.9(1), for health colleges.

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1. Qualitative Information

a) Requirements for registration, including acceptable alternatives

i. Describe any improvements / changes implemented in the last year.

The specific requirements for registration remained the same as in previous years. However, changes were made to policies and/or procedures for some requirements. Those changes are addressed in response to question 1(f).

ii. Describe the impact of the improvements / changes on applicants.

With respect to changes in policies and/or procedures related to requirements for registration, see the response to question 1(f).

iii. Describe the impact of the improvements / changes on your organization.

With respect to changes in policies and/or procedures related to requirements for registration, see the response in question 1(f).

b) Assessment of qualifications

i. Describe any improvements / changes implemented in the last year.

No changes this year

ii. Describe the impact of the improvements / changes on applicants.

No changes this year

iii. Describe the impact of the improvements / changes on your organization.

No changes this year

c) Provision of timely decisions, responses, and reasons

i. Describe any improvements / changes implemented in the last year.

No changes this year

ii. Describe the impact of the improvements / changes on applicants.

No changes this year

iii. Describe the impact of the improvements / changes on your organization.

No changes this year

d) Fees

i. Describe any improvements / changes implemented in the last year.

On September 1, 2018, the College raised its annual registration fee for the first time since it opened in 2008. The registration fee increased from $150 to $160.The registration fee is a successful applicant's membership fee for the first year of their registration; applicants who are unsuccessful or who withdraw their application from consideration are reimbursed this registration fee.

ii. Describe the impact of the improvements / changes on applicants.

No significant impacts to applicants arose. The fee increase applied equally to all applicants (both foreign and Canadian-trained) and current members.

iii. Describe the impact of the improvements / changes on your organization.

The nominal increase to the registration fees assists the College in recovering operational costs associated with the College's regulatory mandate for registration, which includes improvements to registration policies and processes.

e) Timelines

i. Describe any improvements / changes implemented in the last year.

No changes this year

ii. Describe the impact of the improvements / changes on applicants.

No changes this year

iii. Describe the impact of the improvements / changes on your organization.

No changes this year

f) Policies, procedures and/or processes, including by-laws

i. Describe any improvements / changes implemented in the last year.

Approval of Education Programs Policy

- The College implemented the policy (as reported in the 2017 Fair Registration Practices Report) in 2018 and completed a review of the programs on the approved education programs list.
- As part of best practices, staff conducted a 'lessons learned' exercise. Based on this feedback, the College's Council, in October 2018, amended the policy to provide additional clarity regarding criteria and the approval process.

Process for Addressing Gaps in Education and Training:

- The College developed a process to assist eligible applicants to address the gaps in their education in order to meet the education requirement for registration. This process was implemented in July 2018.

Revision of the Individual Assessment of Educational Qualifications Form:

- The College revised the Individual Assessment of Educational Qualifications Form to align with the changes that were implemented on the General Application Form as outlined in the 2017 Fair Registration Practices Report. This included improving the clarity of the language, structure and format of the forms, in response to feedback from applicants.

Amendments to Committees By-law:

- In June 2018, the College's Council approved amendments to the Committees By-law to increase the maximum composition of the Registration Committee to ten persons. Previously, the Registration Committee could be composed of up to six persons.
- In October 2018, the College's Council made further amendments to the Committees By-Law which allowed members of the College to join a roster for certain committees, including the Registration Appeals Committee.

With respect to changes to the Fees By-law, see the response to question 1(d).

ii. Describe the impact of the improvements / changes on applicants.

Approval of Education Programs Policy:

- The amendments to the policy provided additional clarity for post-secondary institutions about the criteria and process for approving programs. There were no impacts to applicants.

With respect to the process for Addressing Gaps in Education and Training:

- Applicants who are assessed as not meeting the education requirement may be eligible to place their application assessment on "hold" while they pursued additional studies. Previously, applicants who did not meet the education requirement would be issued a Proposal to Refuse a Certificate of Registration. They would have to determine what courses to satisfy the requirement and then re-apply to the College and undergo another assessment. If their additional coursework did not satisfy the education requirement, they would be issued another Proposal to Refuse a Certificate of Registration.
- Applicants who participate in the Gaps in Education and Training process develop a plan for completing additional education, and submit it for approval by the Registrar. By engaging in this process, applicants receive feedback regarding the suitability of their proposed coursework before undertaking it.
- Three applicants qualified for this process; it is too early in the implementation to determine the full impacts of this process as qualified applicants have not yet completed additional coursework.

With respect to the revision of the Individual Assessment of Educational Qualifications Form:

- As discussed in the 2017 Fair Registration Practices Report, the use of plain language and explicit instructions provide applicants with more clarity and accessibility of information regarding how to complete the form.
- As noted with changes to the General Application Form in the 2017 Fair Registration Practices Report, the application form includes a new request for the submission of Proof of Professional Standing Form from other regulatory (licensure) organizations in order to address questions in the Professional Regulation (Licensure) section. This form was implemented in 2017 on the General Application form and was phased in with the

revision to the Individual Assessment of Educational Qualifications form at the start of 2018.

Amendments to the Committees By-law:

- The changes support administrative efficiencies for committees, and allow for a broader and more diverse group of individuals to serve on the Registration Committee and on panels of the Registration Appeals Committee.

With respect to the Fees By-law, see the response to question 1(d).

iii. Describe the impact of the improvements / changes on your organization.

Approval of Education Programs Policy:

- The amendments to the policy provide additional clarity for post-secondary institutions and strengthen the College's oversight of approved programs.

With respect to the process for Addressing Gaps in Education and Training:

- It is too early to comment on the impact for the College as participating applicants are still completing additional coursework.

With respect to the revision of the Individual Assessment of Educational Qualifications Form:

- As noted in the 2017 Fair Registration Practices Report, the College can rely on a more streamlined and clear process for obtaining information for assessing applicant information in a fair, objective, impartial and transparent manner.

Amendments to the Committees By-law:

- Increasing the number of individuals who can serve on the Registration Committee allows for greater assurance that quorum is met and meetings can be held.
- Allowing members to join the roster for the Registration Appeals Committee allows for increased diversity on the panel.

With respect to the Fees By-law, see the response to question 1(d).

g) Resources for applicants

i. Describe any improvements / changes implemented in the last year.

The following changes were made to the College's website, including the section for applicants:

- FAQs on the reconsideration and appeal process were revised to provide additional guidance to applicants.

ii. Describe the impact of the improvements / changes on applicants.

With the revised Request for Review by the Registration Appeals Committee FAQs, the College improved the clarity of information provided to applicants, allowing applicants to better understand the options available to them.

iii. Describe the impact of the improvements / changes on your organization.

No operational impact to the organization.

h) Review or appeal processes

i. Describe any improvements / changes implemented in the last year.

No changes this year

ii. Describe the impact of the improvements / changes on applicants.

No changes this year

iii. Describe the impact of the improvements / changes on your organization.

No changes this year

i) Access to applicant records

i. Describe any improvements / changes implemented in the last year.

No changes this year

ii. Describe the impact of the improvements / changes on applicants.

No changes this year

iii. Describe the impact of the improvements / changes on your organization.

No changes this year

j) Training and resources for registration staff, Council, and committee members

i. Describe any improvements / changes implemented in the last year.

Consistent with previous years, Council, committee members, and staff participated in numerous training opportunities and networks throughout the year. Below is a list of the training opportunities provided in 2018, specifically.

Training for Registration Committee and Registration Appeals Committee:

- Legislation related to registration and the registration appeals process
- Fair registration principles and practices
- College policies
- Practice Readiness Initiative
- Regulatory membership structures
- Labour mobility
- Conflicts of interest/bias
- Human rights issues
- Decision writing

Training for Council:

- Evaluating Regulatory Performance – provided by Deanna L. Williams, Dundee Consulting Group Ltd.
- Current Trends and Best Practices in Regulatory Governance – provided by Deanna L. Williams, Dundee Consulting Group Ltd.
- Society of Ontario Adjudicators and Regulators (SOAR) Ethics Webinar: Spotting the Adjudicative Blindspot: Managing Bias, Stereotypes and Assumptions in the Adjudication Context –provided by Osgoode Professional Development, Osgoode Hall Law School.
- Council on Licensure, Enforcement and Regulation (CLEAR) Annual Education Conference 2018

- Board Member Training: Advanced Concepts in Regulatory Governance –CLEAR

Training for staff:

- Society of Ontario Adjudicators and Regulators (SOAR) Ethics Webinar: Spotting the Adjudicative Blindspot: Managing Bias, Stereotypes and Assumptions in the Adjudication Context –provided by Osgoode Professional Development, Osgoode Hall Law School.
- Canadian Network of Agencies for Regulation (CNAR) Annual Conference 2018
- Providing Exceptional Customer Service – Osborne Consulting
- True Colors - The Soft Skills Expert Inc.
- Ontario College of Teachers (OCT) Conference 2018: Inspiring Public Confidence
- Unconscious Bias for Management and Staff – provided by the Canadian Centre for Diversity and Inclusion
- Council on Licensure, Enforcement and Regulation (CLEAR) Annual Education Conference 2018
- CLEAR Regional Symposium 2018: Measuring and Reporting Regulatory Performance
- Shifting the Focus: Emphasizing Soft Skills in Continuing Competence Assessments – CLEAR
- Critical and Emerging Issues in School Law for K-12 Education Professionals – Osgoode Professional Development, Osgoode Hall Law School
- Professionalism issues in appearing before Administrative Boards and Tribunals – provided by the Law Society of Ontario
- Professionalism and Practice Management Issues in Administrative Law – provided by the Law Society of Ontario
- Promoting Impartiality and Mitigating Potential Bias in Registration Practices – provided by College Registration staff
- Professional Writing and Documentation Workshop – provided by College Professional Regulation staff

ii. Describe the impact of the improvements / changes on applicants.

Through such training the College:

- Maintains its focus on providing objective, transparent, fair, and impartial registration practices for applicants, within the context of its mandate to protect the public interest, and commitment to continued improvement of policies and procedures.
- Ensures clear and professional communications with applicants and members, as facilitated by staff learning in customer service workshops.
- Remains current on changes in the regulatory environment by drawing on the knowledge and opportunities provided to continue to inspire public confidence in the College.

iii. Describe the impact of the improvements / changes on your organization.

Continuous learning and training ensures the College and its staff understand current issues that may impact an applicant's experience during the application process.

Through the various training sessions, the College is better able to stay current on regulatory trends, the developments in the public sector, and changes in the early childhood education sector and broader community.

k) Mutual recognition agreements

i. Describe any improvements / changes implemented in the last year.

No changes this year

ii. Describe the impact of the improvements / changes on applicants.

No changes this year

iii. Describe the impact of the improvements / changes on your organization.

No changes this year

I) Other (include as many items as applicable)

i. Describe any improvements / changes implemented in the last year.

Review of Registration Department organizational structure and work flow:

- The Registration Department implemented an integrated "case management" approach for both applicant and membership files. New staff roles were developed to support the new workflow and case management

The College's 2018-2021 Strategic Plan:

- The College's Council approved the 2018-2021 Strategic Plan, which includes two priority areas for entry-to-practice:
  - Practice readiness: Criteria for entry to the profession support new members in practising competently, safely, and ethically.
  - Membership structure: The College's membership structure reflects the realities of practice in the sector.

  For each priority area, the plan identifies the main activities to be undertaken to achieve objectives. Work on those activities started as soon as Council approved the new plan in the spring of 2018.

Feasibility study on bridge training programs:

- In the winter of 2018, the College was awarded a one-time grant from the former Ministry of Citizenship and Immigration to conduct a feasibility study to determine the need for a bridge training program for internationally educated individuals for entry into the regulated profession of early childhood education in Ontario. A consultant with expertise in the registration of internationally educated professionals was contracted to support project activities.

ii. Describe the impact of the improvements / changes on applicants.

Review of College organizational structure and work flow:

- Applicants benefit from a more streamlined process for applications.

With respect to the entry-to-practice priority areas under the College's 2018-2021 Strategic Plan:

- Practice readiness and membership structure initiatives: Research on policy options continued throughout 2018. There are no impacts to applicants at this time.

Feasibility study on bridge training programs:

- As a research project, there were no impacts to applicants. The College is in the process of reviewing the findings and determining next steps.

iii. Describe the impact of the improvements / changes on your organization.

Review of College organizational structure and work flow:

- The new "case management" approach and development of new roles in the Registration Department allowed the College to better monitor volume and work flow.

With respect to the entry-to-practice priority areas under the College's 2018-2021 Strategic Plan:

- Practice readiness and membership structure initiatives: Because work on these initiatives is at the research and policy options development stages, there are no changes or impacts to the College at this time.

Feasibility study of a bridge training program:

- As a research project that explored the feasibility of developing a bridge training program for internationally educated early childhood educators, there were no immediate impacts or changes to the College arising from the study. Potential next steps for the future are under consideration and discussion.

Describe any registration-related improvements/changes to your enabling legislation and/or regulations in the last year

No changes this year

2. Quantitative Information

a) Languages

Indicate the languages in which application information materials were available in the reporting year.

Language	Yes/No
English	Yes
French	Yes

Other (please specify)

Additional comments:

b) Gender of applicants

Indicate the number of applicants in each category as applicable.

Gender	Number of Applicants
Male	129
Female	4695
None of the above	5

Additional comments:

The reported data is based on the applications received in 2018.

In regards to 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 in the "None of the above" row is based on the number of applicants who chose that neither term applies to them.

c) Gender of members

Indicate the number of members in each category as applicable. Select the option that best corresponds to the terminology used by your organization.

Gender	Number of Members
Male	973
Female	52784
None of the above	15

Additional comments:

The reported data is based on the number of members in "good standing" with the College as of December 31, 2018.

In regards to gender on the College's membership renewal 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 in the "None of the above" row is based on the number of applicants who chose that neither term applies to them.

d) Jurisdiction where applicants obtained their initial education

Indicate the number of applicants by the jurisdiction where they obtained their initial education[1] in the profession or trade.

Ontario	Other Canadian Provinces	USA	Other International	Unknown	Total
4482	70	16	Australia 2 Bangladesh 1 Belgium 1 Benin 1 Brazil 2 Colombia 2 Egypt 1 France 1 Ghana 1 Greece 3 Guyana 1 Hungary 1 India 22 Iran 2 Ireland 3 Israel 1 Jamaica 2 Lebanon 1 Mauritius 1 Mexico 1	190	**4829**

Ontario	Other Canadian Provinces	USA	Other International		Unknown	Total
			New Zealand	2		
			Nigeria	1		
			Pakistan	6		
			Palestinian Territory, Occupied	1		
			Peru	2		
			Philippines	3		
			Syrian Arab Republic	2		
			Turkey	1		
			U.K.	1		
			Uruguay	1		
			Venezuela	1		
			Total	71		

[1] Recognizing that applicants may receive their education in multiple jurisdictions, for the purpose of this question, include only the jurisdiction in which an entry-level degree, diploma or other certification required to practice the profession or trade was obtained.

Additional comments:

The reported data is based on the applications received in 2018.

The reported data for the "Unknown" 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 credential held; underlying training for these applicants is not evaluated by the College. As well, the College had a higher than normal volume of incomplete applications where the applicant did not provide proof of their educational qualifications and therefore, the College was unable to identify the jurisdiction in which they received their initial education.

e) Jurisdiction where applicants who became registered members obtained their initial education

Indicate the number of applicants who became registered members in the reporting year by the jurisdiction where they obtained their initial education[1] in the profession or trade.

Ontario	Other Canadian Provinces	USA	Other International		Unknown	Total
4121	35	1	Australia	2	76	**4236**
			Philippines	1		
			Total	3		

[1] Recognizing that applicants may receive their education in multiple jurisdictions, for the purpose of this question, include only the jurisdiction in which an entry-level degree, diploma or other certification required to practice the profession or trade was obtained.

Additional comments:

Applicants who became registered members in 2018 may have applied to the College in 2018 or in a previous year.

The reported data for the "Unknown" 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 credential held; underlying training for these applicants is not evaluated by the College.

f) Jurisdiction where members were initially trained

Indicate the total number of registered members by jurisdiction where they obtained their initial education[1] in the profession or trade.

Ontario	Other Canadian Provinces	USA	Other International	Unknown	Total
51469	371	23	Australia 10 Belarus 2 Brazil 4 Chile 3 China 5 Colombia 2 Czech Republic 1 Denmark 1 Ecuador 2 Egypt 1 France 7 Guyana 3 Hong Kong 2 India 17 Iran 1 Ireland 2 Israel 3 Jamaica 5 Japan 2 Kenya 1 Lebanon 4 Mexico 2 Moldova, Republic Of 1 New Zealand 3 Nigeria 1 Norway 1 Pakistan 2 Palestinian Territory, Occupied 1 Peru 3 Philippines 5 Poland 2 Portugal 3 Romania 1 Serbia 6 S. Africa 2 Korea, Republic Of 5	1750	**53772**

Ontario	Other Canadian Provinces	USA	Other International		Unknown	Total
			Syrian Arab Republic	1		
			Taiwan, Province Of China	1		
			Ukraine	1		
			U.K.	34		
			Uruguay	1		
			Venezuela	5		
			Total	159		

[1] Recognizing that applicants may receive their education in multiple jurisdictions, for the purpose of this question, include only the jurisdiction in which an entry-level degree, diploma or other certification required to practice the profession or trade was obtained.

Additional comments:

The reported data is based on the total number of members the College considered to be in "good standing" at December 31, 2018.

The reported data for the "Unknown" 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 credential held; underlying training for these applicants is not evaluated by the College.

g) Applications processed

Indicate the number of applications your organization processed in the reporting year:

Jurisdiction where applicants were initially trained in the profession (before they were granted use of the protected title or professional designation in Ontario)

from January 1st to December 31st of the reporting year	Ontario	Other Canadian Provinces	USA	Other International	Unknown	Total
New applications received	4482	70	16	71	190	4829
Applicants actively pursuing licensing (applicants who had some contact with your organization in the reporting year)	5191	82	18	76	217	5584
Inactive applicants (applicants who had no contact with your organization in the reporting year)	44	34	7	28	0	113
Applicants who met all requirements and were authorized to become members but did not become members	0	0	0	0	0	0
Applicants who became FULLY registered members	4130	35	1	3	67	4236
Applicants who were authorized to receive an alternative class of licence[3] but were not issued a licence	0	0	0	0	0	0
Applicants who were issued an alternative class of licence[3]	0	0	0	0	0	0

from January 1st to December 31st of the reporting year	Ontario	Other Canadian Provinces	USA	Other International	Unknown	Total

[1] An alternative class of licence enables its holder to practice with limitations, but additional requirements must be met in order for the member to be fully licensed.

Additional comments:

The reported data for the "Unknown" 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 credential held; underlying training for these applicants is not evaluated by the College. As well, the College had a higher than normal volume of incomplete applications where the applicant did not provide proof of their educational qualifications and therefore, the College was unable to identify the jurisdiction in which they received their initial education.

While "0" is reported for "Applicants who were authorized to receive an alternative class of licence but were not issued a licence" and "Applicants who were issued an alternative class of licence", these two fields are in fact not applicable to the College.

h) Classes of certificate/license

Inidcate and provide a description of the classes of certificate/license offered by your organization.

You must specify and describe at least one class of certificate/license (on line a) in order for this step to be complete.

#	Certification	Description
		Description (a)
a)	General Class	The General Class is prescribed as the class of registration with the College (as per s.2 of O. Reg. 221/08)

Additional comments:

i) Reviews and appeals processed

State the number of reviews and appeals your organization processed in the reporting year (use only whole numbers; do not enter commas or decimals).

Jurisdiction where applicants were initially trained in the profession (before they were granted use of the protected title or professional designation in Ontario)

from January 1st to December 31st of the reporting year	Ontario	Other Canadian Provinces	USA	Other International	Unknown	Total
Applications that were subject to an internal review or that were referred to a statutory committee of your governing council, such as a Registration Committee	13	0	0	10	0	**23**
Applicants who initiated an appeal of a registration decision	9	2	1	6	0	**18**
Appeals heard	9	1	2	6	0	**18**
Registration decisions changed following an appeal	0	0	0	0	0	**0**

from January 1st to December 31st of the reporting year	Ontario	Other Canadian Provinces	USA	Other International	Unknown	Total

Additional comments:

- The data reported for applicants that were subject to an internal review refers to the number of applicants who submitted a Request for Reconsideration of their application in 2018.
- The data reported for appeals heard refers to the number of files that went before the Registration Appeals Committee in 2018.

j) Paid staff

In the table below, enter the number of paid staff employed by your organization in the categories shown, on December 31 of the reporting year.

When providing information for each of the categories in this section, you may want to use decimals if you count your staff using half units. For example, one full-time employee and one part-time employee might be equivalent to 1.5 employees.

You can enter decimals to the tenths position only. For example, you can enter 1.5 or 7.5 but not 1.55 or 7.52.

Category	Staff
Total staff employed by the regulatory body	59
Staff involved in appeals process	2
Staff involved in registration process	24

Additional comments:

The reported data is based on the number of individuals involved in a particular process. It is not based on the amount or proportion of staff time allotted to the process.

3. Submission

I hereby certify that:

Name of individual with authority to sign on behalf of the organization:
Beth Deazeley

Title:
Registrar & CEO

Date:
2019/02/19