

- A3 the Federal Government provide funds representing 50% of the cost of an expanded program of geared-to-income, subsidized licensed child care.
- A4 a Federal/Provincial/Territorial Task Force be established to develop national standards for licensed child care. These standards should conform to levels advocated by experts in the field of child development and should be adequately monitored and enforced.
- A5 the Federal, Provincial and Territorial Governments establish a national child care system that is
- a) universally accessible, regardless of income level, region, or work status;
 - b) comprehensive, providing a range of child care options to recognize the different needs of families, children and communities; and
 - c) high quality, meeting the standards advocated by child development experts.
- A6 businesses, through such measures as tax write-offs for operating costs, be encouraged to provide space, and capital renovation costs, for workplace child care for preschool children, with priority given to the children of employees. These incentives should be available in a maximum amount per space created, up to a ceiling.
- A7 places of worship recognized as a tax-exempt registered charity under the *Income Tax Act*, through capital renovation grants from the Federal, Provincial and Territorial Governments, be encouraged to provide space and assistance for licensed child care centres, particularly those serving infants and preschool children.
- A8 Provincial and Territorial Governments encourage Boards of Education to develop community-run, non-profit co-operative child care centres in schools. Boards of Education should be provided with a variety of incentives, including capital renovation funding, developmental grants, and the absorption of utility and maintenance costs within existing school budgets.
- A9 Provincial and Territorial Ministries of Education be encouraged to provide both junior and senior kindergarten.

In view of the urgent situation, the Sub-Committee feels that the federal government should implement immediately those recommendations that can be easily implemented, and that the remaining initiatives should be implemented as soon as possible, but in any case by the year 2000.

3. Intervention in the Schools and Community Support

Many witnesses stressed the problems encountered by poor children in school—poor concentration resulting from hunger, stigmatization due to wearing the “wrong” clothes or being left behind on class outings, and high drop-out rates. It was felt that the school outcome of many of these children could be improved through a variety of programs.