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# 2011 TD Summer Reading Club

## Final Report of Program Statistics

### For Library and Archives Canada

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The TDSRC is made possible thanks to the joint initiative between TD Bank Financial Group (TDBFG), Library and Archives Canada (LAC) and the Toronto Public Library (TPL).

# Executive Summary / Key Findings

## Objectives and Methodology

LAC's interest in conducting this study is to provide TD Bank Financial Group with accurate information about the success of the TD Summer Reading Club (TDSRC).

As libraries are organized differently in each province and territory, LAC had to identify a common denominator to respond to the evaluation. For most regions, the library systems were identified as the online evaluation respondents. A library system refers to either the main branch of a library with many library branches, an individual library, or a regional library system with many affiliated libraries. In some cases the evaluation respondents were the individual libraries. Such an example is the Toronto Public Library whose system includes over 90 library branches. Each branch within the Toronto Public Library was sent a link to complete their own evaluation form.

In some regions, the individual library branches were asked to provide the necessary information regarding the program to their library system using the Statistics and Evaluation Form found on the reading club website and in the Staff Manual. The library systems then compiled the data and filled out a unique online Statistics and Evaluation Form on the TD Summer Reading Club, using Harris/Decima's online evaluation tool.

This year, Harris/Decima sent out 598 email invitations in both official languages to public libraries (systems) within the eleven participating provinces and territories, explaining the process of evaluating the program. In total, 554 evaluations were collected between October 1<sup>st</sup> and November 10<sup>th</sup>, 2011, yielding a submission rate of 93% and a response rate of 92%.

Throughout this report, the results from the 2011 TDSRC program are being compared with those obtained in previous years, beginning in 2005 and continuing through 2010.

## Research Results

The research highlights include the following:

### Statistics on Participation

Within the eleven participating provinces and territories, 598 library systems participated in the TDSRC program during the summer of 2011. Within these 598 systems, a total of 1,976 branches (localities) participated in the program.

In total, 283,973 reading kits were distributed across Canada by the participating libraries, as well as 100,893 posters. The number of TDSRC materials handed out to children, teachers, daycare providers, parents and other caregivers totals 384,866.

An estimated 281,586 children registered for the TDSRC 2011 program. As was seen last year, girls comprised 155,985, or 55% of the participants, while the 125,601 boys represented 45% of the participants. The table below shows the age distribution of the girls and boys that participated in this year's program.

Age	Girls (N=155,985)	Boys (N=125,601)
Between 0 and 5 years old	27%	30%
Between 6 and 8 years old	38%	40%
Between 9 and 12 years old	32%	28%
13 years old or more	3%	2%

### Program Statistics

A total of 34,052 programs and activities were organized around this year's club theme entitled *Splash! Celebrate Summer*. Total attendance at these programs and activities amounted to 576,784 children, which translates to an approximate average of 17 children per activity.

Overall, 39% of library systems ran their summer reading club exclusively as a drop-in program, whereas only 13% of the systems ran theirs solely as a reading club. Almost four in ten (37%) of the systems ran the summer reading club both as a drop-in and as a club. Another 11% did not indicate using either approach.

In total, 72% of the library systems used stickers as incentives for children to read more books. Within these systems, 63%, or 149,036 children, reached the target of collecting all nine stickers.

Among the library systems that collected these statistics, each child on average reported on 3.2 books and spent 5.5 hours reading.

On average, each child read approximately 8.2 books, which calculates to a total of 2,309,975 books read as part of the summer reading club<sup>1</sup>.

### **Promotion of the Program**

Almost two-thirds (64%) of the library systems indicate that their library staff made visits to schools and daycares to promote the summer reading club. In total, 8,863 visits were made to schools and daycares, and 506,352 children were reached by these means.

Roughly 90,000 participants (32%) first heard of the TDSRC program through staff promotion in the branch, while about 71,600 (25%) first heard via a presentation at a school or daycare. Another 58,200 (21%) were participants from last year.

### **Overall Satisfaction**

Satisfaction was exceptionally high across the libraries. Almost all (94%) libraries are “very satisfied” or “satisfied” with the theme and another 93% with the quality of the logbook and the visual representation of the theme in the materials. At least nine in ten were also satisfied with the program poster (91%) and the relevance of the content in the logbook (90%). Overall satisfaction with the website was up by one point over last year, from 83% to 84%.

### **Comments and Suggestions**

The most common indicator of reading successes from the reading club is the children getting ‘hooked’ and interested in reading (33%). Other major indicators were increased reading habits (22%) and that the children were proud of their accomplishments (20%).

Children reading more frequently was most often mentioned as a positive outcome of the program by parents, caregivers and/or teachers (30%). More than a quarter of libraries reported parental enthusiasm and appreciation (26%) and the same number stated that children enjoy the program and theme. Another common testimonial mentioned the improved reading skills of the children who participated (23%). Another 16% of libraries reported that the program helps the children in their transition back to school.

A number of different themes were proposed for future programs, the most popular ones involving other cultures or countries (33%), fantasy/adventure (27%) or something related to animals, whether it be animals in general, or more specifically, pets, bugs or insects (22%).

Of those participants who suggested as way to improve the gathering of statistics (36% of respondents overall had suggestions), the most commonly mentioned was that the forms/reports should be provided earlier in the year (28%).

Finally, when asked for overall suggestions, a number of systems commented on the excellence and success of the program (37%, up from 30% last year). The most common suggestion for the TDSRC program in 2012 is to improve the materials used (22%), followed by having more age-appropriate themes (11%),

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<sup>1</sup> Total number of books reported on and total hours read has not been extrapolated due to the low numbers of systems that provided this information.

provide a better variety of materials (10%), sending the materials earlier (10%, down from 16% last year) and improving/updating the website (9%).

The following tables summarize some of the key statistics collected.

Measure	Total
Reading kits distributed	283,973
Children who registered for TDSRC	281,586
TDSRC materials handed out (kits and individual posters)	384,866
Programs or activities organized around club theme	34,052
Attendance at programs and activities	576,784
Books read	2,309,975
Average number of hours read per child	5.5
Average number of books reported on per child	8.2
Visits made to schools/daycares	8,863
Children reached by school visits	506,352
Drop-Ins versus Clubs	Total
Drop-in	39%
Club	13%
Drop-in and club	37%
Neither/don't know	11%
Stickers	Total
Used stickers as incentives	72%
Total number of children who collected all 9 stickers	149,036



# Résumé/Faits saillants

## Objectifs et méthodologie

L'objectif du sondage chapeauté par Bibliothèque et Archives Canada (BAC) est d'évaluer le succès du Club de lecture d'été de la Banque TD (CLÉ TD) pour en informer le Groupe Financier Banque TD.

Puisque les bibliothèques fonctionnent différemment selon la province et le territoire, BAC devait d'abord définir un dénominateur commun pour qu'elles puissent toutes répondre à l'évaluation. Dans la plupart des régions, les réseaux de bibliothèques ont été choisis pour répondre à l'évaluation en ligne. Un réseau de bibliothèques désigne la succursale principale d'une bibliothèque possédant des succursales, une bibliothèque autonome ou un réseau régional de bibliothèques ayant des bibliothèques affiliées. Dans certains cas, les répondants étaient des bibliothèques autonomes. La Bibliothèque publique de Toronto, dont le réseau compte plus de 90 succursales, en est un bon exemple. Un lien a été envoyé à toutes les succursales de la Bibliothèque publique de Toronto afin qu'elles remplissent leur propre formulaire d'évaluation.

Dans certaines régions, chacune des succursales des bibliothèques devait fournir les données nécessaires à propos du programme au réseau dont elle fait partie en remplissant le Formulaire d'évaluation et de statistiques qui se trouvait sur le site Web du Club de lecture et dans le guide d'animation. Les réseaux de bibliothèques ont ensuite compilé ces données et soumis un seul Formulaire d'évaluation et de statistiques du Club de lecture d'été de la Banque TD au moyen de l'outil d'évaluation en ligne de Harris/Décima.

Cette année, Harris/Décima a invité 598 bibliothèques publiques (réseaux) dans les onze provinces et territoires participants. Le courriel d'invitation, rédigé en français et en anglais, expliquait le processus d'évaluation du programme. En tout, 554 évaluations ont été remplies du 1<sup>er</sup> octobre au 10 novembre 2011, soit un taux de soumission de 93 % et un taux de réponse de 92 %.

Dans ce rapport, les résultats du programme CLÉ TD 2011 sont comparés à ceux obtenus chaque année depuis le début du programme en 2005.

## Résultats

Les points saillants de la recherche sont notamment les suivants :

### Statistiques de participation

Dans les onze provinces et territoires participants, 598 réseaux de bibliothèques ont participé au programme CLÉ TD au cours de l'été 2011. Parmi ces 598 réseaux, 1 976 succursales (localités) ont participé au programme.

Les bibliothèques participantes ont distribué en tout 283 973 trousse de lecture et 100 893 affiches partout au Canada. Ce sont donc 384 866 articles (trousse et affiches) qui ont été remis aux enfants, aux enseignants, aux éducateurs en garderie, aux parents et aux autres accompagnateurs dans le cadre du programme CLÉ TD 2011.

Environ 281 586 enfants se sont inscrits au programme CLÉ TD 2011. Tout comme l'année dernière, le programme comptait 55 % de filles, soit 155 985 participantes, et 45 % de garçons, soit 125 601 participants. Le tableau ci-dessous démontre la distribution par groupe d'âge des filles et des garçons qui ont participé au programme cette année.

Âge	Filles (N=155 985)	Garçons (N=125 601)
De 0 à 5 ans	27%	30%
De 6 à 8 ans	38%	40%
De 9 à 12 ans	32%	28%
13 ans et plus	3%	2%

### Statistiques sur le programme

En tout, 34 052 programmes et activités ont été organisés cette année autour du thème *Splouff! Mouille-toi!* 576 784 enfants ont participé à ces activités et programmes, soit une moyenne de 17 enfants par activité.

Globalement, 39 % des réseaux de bibliothèques ont fonctionné exclusivement selon le principe de la porte ouverte, alors que seulement 13 % des réseaux de bibliothèques ont fonctionné uniquement selon le principe du club de lecture. Près de quatre réseaux sur dix (37 %) ont fonctionné en combinant le principe de la porte ouverte et du club de lecture. Finalement, environ 11 % des réseaux n'ont pas indiqué l'approche privilégiée.

En tout, 72 % des réseaux de bibliothèques ont eu recours aux autocollants pour encourager les enfants à lire davantage. Dans ces réseaux, 63 % des participants, soit 149 036 enfants, ont réussi à collectionner les 9 autocollants.

Au sein des réseaux de bibliothèques qui ont compilé des statistiques à cet égard, les enfants ont en moyenne produit des comptes rendus de lecture pour 3,2 livres et ont lu pendant 5,5 heures.

En moyenne, chaque enfant a lu environ 8,2 livres, ce qui donne un total de 2 309 975 livres lus dans le cadre du club de lecture d'été<sup>2</sup>.

### **Promotion du programme**

Près des deux tiers (64 %) des réseaux de bibliothèques ont indiqué que les employés de leur bibliothèque s'étaient rendus dans les écoles et dans les garderies pour faire la promotion du club de lecture d'été. En tout, ils ont fait 8 863 visites dans les écoles et les garderies et ainsi rejoint 506 352 enfants.

Environ 90 000 participants (32 %) ont appris l'existence du programme CLÉ TD par l'entremise du personnel des succursales, alors qu'environ 71 600 participants (25 %) en ont d'abord entendu parler à l'école ou à la garderie. 58 200 participants (21 %) avaient déjà participé au programme l'an dernier.

### **Satisfaction générale**

Le niveau de satisfaction est exceptionnellement élevé dans toutes les bibliothèques. En effet, presque toutes les bibliothèques (94 %) sont « très satisfaites » ou « satisfaites » du thème, et 93 % d'entre elles sont satisfaites de la qualité du livret d'activités et de la représentation graphique du thème dans la documentation. Au moins neuf bibliothèques sur dix sont également satisfaites de l'affiche du programme (91 %) et de la pertinence du contenu du livret d'activités (90 %). La satisfaction générale à l'égard du site Web a grimpé d'un point de pourcentage par rapport à l'an dernier et est passée de 83 % à 84 %.

### **Commentaires et suggestions**

Les enfants qui deviennent « accros » et s'intéressent à la lecture (33 %) sont l'indicateur qui revient le plus souvent pour mesurer la réussite du club de lecture. Les autres grands indicateurs sont le développement des habitudes de lecture (22 %) et la fierté des enfants à l'égard de ce qu'ils ont accompli (20 %).

Les parents, les accompagnateurs et les enseignants mentionnent le plus fréquemment (30 %) comme résultat positif le fait que les enfants lisent plus souvent. Plus du quart des bibliothèques signalent l'enthousiasme et l'appréciation des parents (26 %) et le même pourcentage d'entre elles affirment que les enfants aiment le programme et le thème. Un autre témoignage courant touche l'amélioration des habiletés de lecture des enfants qui ont participé au programme (23 %). Par ailleurs, 16 % des bibliothèques rapportent que le programme aide les enfants à faire la transition vers de retour en classe.

De nombreux thèmes différents sont suggérés pour les années à venir. Les plus populaires sont ceux qui touchent les autres cultures ou les autres pays (33 %), la fantaisie et l'aventure (27 %) ou les thèmes en lien avec les animaux, que ce soit les animaux en général ou plus précisément les animaux de compagnie, les bestioles ou les insectes (22 %).

Parmi les participants qui ont suggéré des moyens d'améliorer la collecte des statistiques (36 % de l'ensemble des répondants), la suggestion la plus courante est de fournir les formulaires ou les rapports plus tôt dans l'année (28 %).

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<sup>2</sup> Le total des comptes rendus de lecture et celui des heures consacrées à la lecture n'ont pas été extrapolés en raison du faible nombre de réseaux qui ont fourni ces renseignements.

Finalement, lorsqu'ils doivent formuler des suggestions d'ordre général, un grand nombre de réseaux font état de l'excellence et de la réussite du programme (37 %, soit une hausse par rapport au 30 % enregistré l'an dernier). La suggestion qui revient le plus souvent pour le programme CLÉ TD 2012 est d'améliorer le matériel utilisé (22 %). Les autres suggestions sont de choisir des thèmes plus adaptés à l'âge des participants (11 %), d'avoir plus de variété dans le matériel (10 %), d'expédier le matériel plus tôt (10 %, soit une baisse par rapport au 16 % enregistré l'an dernier) et d'améliorer ou de mettre à jour le site Web (9 %).

Les tableaux suivants résument les principales statistiques recueillies.

Facteurs évalués	Total
Trousses de lecture distribuées	283 973
Enfants inscrits au CLÉ TD	281 586
Matériels CLÉ TD distribués (trousses et affiches individuelles)	384 866
Programmes ou activités organisés autour du thème du club	34 052
Participation aux programmes et aux activités	576 784
Livres lus	2 309 975
Moyenne d'heures de lecture par enfant	5,5
Moyenne de comptes rendus de lecture par enfant	8,2
Visites faites dans les écoles et les garderies	8 863
Enfants rejoints par des visites effectuées à leur école	506 352
Porte ouverte et clubs de lecture	Total
Porte ouverte	39 %
Clubs de lecture	13 %
Les deux	37 %
Ni l'un ni l'autre/Ne sait pas	11 %
Autocollants	Total
Utilisation des autocollants comme incitatif	72 %
Enfants qui ont collectionné les 9 autocollants	149 036

## Background and Objectives



The 2011 TD Summer Reading Club (TDSRC) was offered in eleven provinces and territories across the country through the support of TD Bank Financial Group<sup>3</sup>. Beginning in Toronto in 1994, the program expanded across Ontario in 2001 and was widely available across Canada under the auspices of Library and Archives Canada as of summer 2004. The TDSRC focuses on young Canadians, promoting the fun of reading and encouraging them to visit their local library over the summer months. The program gives children a structured reading environment and rewards personal achievements.

Led by the Toronto Public Library, a team of librarians from Toronto, Ottawa, Quebec City and Montreal created the bilingual material for this program. Public libraries were encouraged to contact local schools in May to drop off bookmark-size invitations and request that they be distributed with the children's report cards. Reading kits were provided to children beginning the program in late June or early July, which included a poster, stickers and a logbook. In some cases, libraries only provided the posters to children.

<sup>3</sup> The provinces of New Brunswick and British Columbia did not participate in the program and are not included in this report.

# Methodology

According to the data collected and the information provided by the provincial library services and associations coordinating the program regionally, 1,817 public library localities, supplied their statistics from the 2011 TD Summer Reading Club program<sup>4</sup>. As a provision for receiving the free program kits, each library was asked to collect and evaluate statistical information related to the program. So that libraries would know what information to collect over the summer, a version of the evaluation form was included on the reading club website and in the TDSRC staff manual.

As in previous years in which the program was run, LAC assumed responsibility for analyzing these statistics, and teamed with Harris/Decima to collect the requisite information. Since libraries are organized differently in each province and territory, LAC had to identify a common denominator to respond to the evaluation. The library systems were identified as the online evaluation respondents<sup>5</sup>.

LAC provided Harris/Decima with the evaluation form in both official languages, which Harris/Decima then programmed and hosted on its secure on-line server. LAC also provided Harris/Decima with a database containing the most recent contact information available for the participating systems. This database had been compiled based on contact information provided to LAC by each provincial/territorial coordinator.

Each contact in this database was sent an email invitation by Harris/Decima (on behalf of LAC), containing a unique password-encrypted hyperlink to the online evaluation. The unique URL was provided to ensure that only one form could be completed per system (i.e. no duplicate entries would be possible) and as a means of tracking which systems had submitted results. The library systems compiled the data from their library branches and subsequently completed the online form, using the hyperlink provided to them in the email invitation.

During the data collection period, Harris/Decima provided LAC with updates on which systems had not yet accessed the online form. LAC relayed this information to provincial/territorial coordinators, who then followed up with these systems to encourage participation. This year, a total of 1,819 of the 1,976 participating libraries reported data, and their evaluations were collected between October 1<sup>st</sup> and November 10<sup>th</sup>, 2011, yielding a 92% response rate.

The numbers presented in this report are based on a weighting system that represents the estimated 1,976 participating branches and not just the 1,819 that provided statistics for their respective systems. The weighting scheme takes into account all of the individual libraries within a given province or territory and weighting the available data to represent the missing libraries.

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<sup>4</sup> A library system may have many branches, but this number refers to the total number of individual libraries, regardless of whether they are part of a larger system or not.

<sup>5</sup> In some cases, as with the Toronto Public Library, individual links were sent to the library branches, rather than to the system itself.

The final weights used in each region are presented below:

**Figure 1.0 Overall Weighting Scheme Used**

	(A)	(B)	(C)	(D)
Regions	# of Libraries Reporting	# of Libraries Participating	% of Libraries Reporting	Weight Used
Alberta	248	268	92.5%	1.081
BPQ	94	112	83.9%	1.191
Manitoba	79	82	96.3%	1.038
Newfoundland	86	88	97.7%	1.023
NOLS	85	104	81.7%	1.224
NWT	3	3	100.0%	1.000
Nova Scotia	99	99	100.0%	1.000
Nunavut	1	1	100.0%	1.000
PEI	25	25	100.0%	1.000
RBQ	176	228	77.2%	1.295
Saskatchewan	230	243	94.7%	1.057
SOLS	589	619	95.2%	1.051
TPL	97	97	100.0%	1.000
Yukon	7	7	100.0%	1.000
	1819	1976	92%	

In each province, a total of individual participating libraries was compared to the total number of those who reported their statistics to Harris/Decima. For each province or territory, a weight was calculated and applied to the whole territory so that the libraries which have participated, but did not report their statistics are included in the totals. For example, Manitoba had a total of 82 libraries participate in the Summer Reading Club in 2011, but statistics were available for only 79 of them (96.3%). This means that the responses from those 79 libraries are multiplied by 1.038 in order to represent the 3 missing systems.

To help the reader reference the appropriate question in the questionnaire, the question number(s) have been added at the bottom of each graph. As well, given that some questions in the evaluation are required to be answered by a subset of respondents, the base of respondents asked the particular question(s) is also included at the bottom of each graph.

# National Program Statistics

## Submission Rate & Response Rate

The 598 participating library systems (including some participants at the branch level) were asked to tally the results of participants in the summer reading club for their own library as well as any subsidiary branches. The submission rate refers to how many of the libraries systems that were sent an email actually responded and entered data for the system they were responsible for. Of the 598 participating library systems, 554 submitted their results, representing an overall submission rate of 92.6%. The figure below depicts the submission rate by region.

**Figure 2.1 Submission Rate by Region**

	(A)	(B)	(C)
Regions	Total Invitations for Evaluation	Total Responded to Evaluation	Evaluation Submission Rate
<b>Atlantic</b>	<b>122</b>	<b>120</b>	<b>98%</b>
Newfoundland & Labrador	88	86	98%
Nova Scotia	9	9	100%
PEI	25	25	100%
<b>Québec</b>	<b>56</b>	<b>43</b>	<b>77%</b>
BPQ	42	31	74%
Réseau BIBLIO	14	12	86%
<b>Ontario</b>	<b>342</b>	<b>316</b>	<b>92%</b>
SOLS	172	160	93%
OLS-North	73	59	81%
Toronto	97	97	100%
<b>West</b>	<b>67</b>	<b>64</b>	<b>96%</b>
Manitoba	41	38	93%
Saskatchewan	10	10	100%
Alberta	16	16	100%
<b>Territories</b>	<b>11</b>	<b>11</b>	<b>100%</b>
Yukon	7	7	100%
Northwest Territories	3	3	100%
Nunavut	1	1	100%
<b>Totals</b>	<b>598</b>	<b>554</b>	<b>93%</b>

**Source:** Column A provided by Library and Archives Canada. Column B represents data collected by Harris/Decima. **NOTE:** Regarding both the BPQ (Bibliothèques Publiques du Québec) and the RBQ (Réseau BIBLIO du Québec), some systems were sent a single invitation for their whole system, while in others, individual member libraries were sent invitations. For weighting and response rate, only the overall number of libraries was considered, but for submission rate, individual invitations were considered.



The response rate refers to the total number of libraries whose data are represented in the responses received. When working out the overall response rate, the only consideration is the total number of libraries that are reporting, without considering systems. The result is a more accurate overall picture of how many of the libraries that participated in the TD Summer Reading Club are actually represented in the data. The figure below depicts the response rate by region. With 1,819 of the total 1,976 libraries being represented, the overall response rate was 92%.

**Figure 2.2 Response Rate by Region**

	(A)	(B)	(C)
Regions	Total Service Points Participaed	Total Service Points Responded	Evaluation Response Rate
<b>Atlantic</b>	<b>212</b>	<b>210</b>	<b>99%</b>
Newfoundland & Labrador	88	86	98%
Nova Scotia	99	99	100%
PEI	25	25	100%
<b>Québec</b>	<b>340</b>	<b>270</b>	<b>79%</b>
BPQ	112	94	84%
Réseau BIBLIO	228	176	77%
<b>Ontario</b>	<b>820</b>	<b>771</b>	<b>94%</b>
SOLS	619	589	95%
OLS-North	104	85	82%
Toronto	97	97	100%
<b>West</b>	<b>593</b>	<b>557</b>	<b>94%</b>
Manitoba	82	79	96%
Saskatchewan	243	230	95%
Alberta	268	248	93%
<b>Territories</b>	<b>11</b>	<b>11</b>	<b>100%</b>
Yukon	7	7	100%
Northwest Territories	3	3	100%
Nunavut	1	1	100%
<b>Totals</b>	<b>1976</b>	<b>1819</b>	<b>92%</b>

**Source:** Column A provided by Library and Archives Canada. Column B represents data collected by Harris/Decima. **NOTE:** Regarding both the the BPQ (Bibliothèques Publiques du Québec) and the RBQ (Réseau BIBLIO du Québec), some systems were sent a single invitation for their whole system, while in others, individual member libraries were sent invitations. For weighting and response rate, only the overall number of libraries was considered, but for submission rate, individual invitations were considered.

# Statistics on Registration

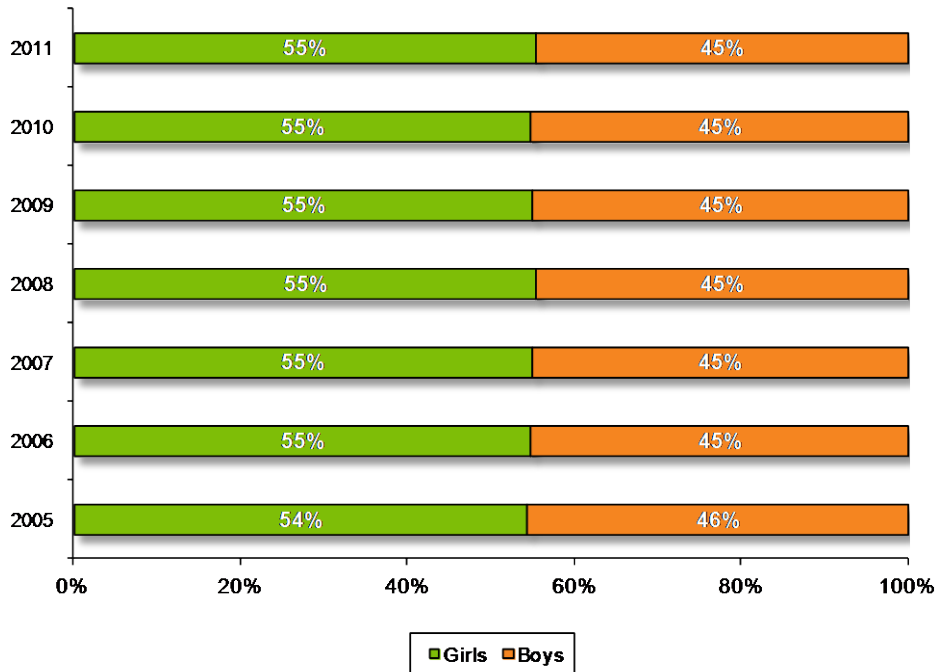
## Number of Children

The first section of the Statistics and Evaluation Form asked librarians to indicate the total number of children registered for the TDSRC 2011 program. This reflects only the number of children who registered on the sign-up sheet, with the intent to read books as part of the TD Summer Reading Club.

Across Canada, an estimated 281,586 children registered for the TDSRC 2011 program<sup>6</sup>. This is the highest number reported so far for the TD Summer Reading Club.

Girls comprise 155,985, or 55%, of the participants, while the 125,601 boys represent 45% of the participants, equal to the proportions in previous years.

**Figure 3. Percentage of Participating Children by Gender**



**Base:** 2011: All localities that submitted results (n=1,819). Data is weighted to reflect all localities that participated in the TDSRC program (n=1,976). 2010: All localities that submitted results (n=1,762). Data is weighted to reflect all localities that participated in the TDSRC program (n=1,992). 2009: All localities that submitted results (n=1,718). Data is weighted to reflect all localities that participated in the TDSRC program (n=1,962). 2008: All localities that submitted results (n=1,611). Data is weighted to reflect all localities that participated in the TDSRC program (n=1,798). 2007: All localities that submitted results (n=1,585). Data is weighted to reflect all localities that participated in the TDSRC program (n=1,706). 2006: All localities that submitted results (n=1,650). Data is weighted to reflect all localities that participated in the TDSRC program (n=1,951). 2005: All library systems that submitted results (n=372). Data is weighted to reflect all systems that participated in the TDSRC program (n=432).

**Source:** Q3-Q10. Total number of children who registered for the TDSRC 2011 program.

<sup>6</sup> Based on the 554 systems and/or branches that submitted their information, extrapolations have been made to represent all 1,976 participating branches.

The distribution by age group also remains consistent from year to year. Age distributions are also similar for boys and girls. As was the case in 2010, in 2011, 27% of girls fell in the 0-5 age group, 38% were aged 6-8, 32% were aged 9-12, and 3% were 13 years or older. The boys followed a similar distribution by age, with 30% aged 0-5, 40% aged 6-8, 28% aged 9-12, and 2% aged 13 and older. These numbers are virtually identical to those recorded in 2010.

The figure below shows results by age and gender from 2005 onward.

**Figure 3.1. Percentage of Registered Children by Age & Gender**

GIRLS	2011	2010	2009	2008	2007	2006	2005
0-5	27%	27%	24%	25%	23%	22%	22%
6-8	38%	38%	38%	38%	37%	38%	38%
9-12	32%	32%	34%	34%	36%	35%	36%
13+	3%	3%	4%	3%	4%	4%	4%

BOYS	2011	2010	2009	2008	2007	2006	2005
0-5	30%	30%	28%	28%	26%	26%	25%
6-8	40%	40%	40%	40%	40%	41%	40%
9-12	28%	27%	30%	30%	31%	31%	32%
13+	2%	2%	2%	2%	3%	3%	3%

**Base:** 2011: All localities that submitted results (n=1,819). Data is weighted to reflect all localities that participated in the TDSRC program (n=1,976). 2010: All localities that submitted results (n=1,762). Data is weighted to reflect all localities that participated in the TDSRC program (n=1,992). 2009: All localities that submitted results (n=1,718). Data is weighted to reflect all localities that participated in the TDSRC program (n=1,962). 2008: All localities that submitted results (n=1,611). Data is weighted to reflect all localities that participated in the TDSRC program (n=1,798). 2007: All localities that submitted results (n=1,585). Data is weighted to reflect all localities that participated in the TDSRC program (n=1,706). 2006: All localities that submitted results (n=1,650). Data is weighted to reflect all localities that participated in the TDSRC program (n=1,951). 2005: All library systems that submitted results (n=372). Data is weighted to reflect all systems that participated in the TDSRC program (n=432).

**Source:** Q3-Q10. Total number of children who registered for the TDSRC 2011 program.

The table below summarizes the number of children who participated in the 2011 program by province, and by network for Quebec and Ontario. The table features detailed numbers by both gender and age for each province.

**Figure 4. Number of Registered Children by Gender and Age By Region**

Region	BOYS				GIRLS				Province
	0-5	6-8	9-12	13+	0-5	6-8	9-12	13+	Totals
<b>Atlantic</b>	<b>2,093</b>	<b>3,088</b>	<b>2,200</b>	<b>282</b>	<b>2,322</b>	<b>3,798</b>	<b>3,568</b>	<b>558</b>	<b>17,909</b>
Nfld. & Lab.	572	488	276	28	621	632	487	44	3,148
Nova Scotia	1,316	2,363	1,786	247	1,447	2,858	2,839	492	13,348
PEI	205	237	138	7	254	308	242	22	1,413
<b>Quebec</b>	<b>2,361</b>	<b>4,756</b>	<b>4,508</b>	<b>317</b>	<b>2,720</b>	<b>5,804</b>	<b>6,155</b>	<b>770</b>	<b>27,391</b>
BPQ	1,551	3,217	3,135	242	1,808	3,976	4,302	450	18,681
Reseau Biblio	810	1,539	1,373	75	912	1,828	1,853	320	8,710
<b>Ontario</b>	<b>22,143</b>	<b>27,634</b>	<b>17,610</b>	<b>1,343</b>	<b>24,433</b>	<b>32,991</b>	<b>25,400</b>	<b>2,225</b>	<b>153,779</b>
SOLS	16,308	20,668	12,562	1,018	18,041	24,724	18,484	1,685	113,490
OLS-North	704	843	547	80	788	1,062	888	166	5,078
Toronto	5,131	6,123	4,501	245	5,604	7,205	6,028	374	35,211
<b>West</b>	<b>10,837</b>	<b>14,814</b>	<b>10,261</b>	<b>810</b>	<b>11,914</b>	<b>17,044</b>	<b>14,246</b>	<b>1,281</b>	<b>81,207</b>
Manitoba	1,545	2,087	1,285	83	1,635	2,336	1,862	164	10,997
Saskatchewan	2,754	3,791	2,593	124	3,074	4,426	3,540	225	20,527
Alberta	6,538	8,936	6,383	603	7,205	10,282	8,844	892	49,683
<b>Territories</b>	<b>152</b>	<b>231</b>	<b>150</b>	<b>11</b>	<b>189</b>	<b>295</b>	<b>242</b>	<b>30</b>	<b>1,300</b>
Yukon	32	40	23	2	41	49	35	2	224
NWT	3	34	20	0	6	42	38	12	155
Nunavut	117	157	107	9	142	204	169	16	921
<b>Age Totals:</b>	<b>37,586</b>	<b>50,523</b>	<b>34,729</b>	<b>2,763</b>	<b>41,578</b>	<b>59,932</b>	<b>49,611</b>	<b>4,864</b>	<b>281,586</b>

**Base:** All localities that submitted results (n=1,819). Data is weighted to reflect all localities that participated in the TDSRC program (n=1,976).

**Source:** Q3-Q10. Total number of children who registered for the TDSRC 2011.

Figure 5 on the following page summarizes the registration rate by age and region, based on 2006 census data.

Similar to previous years, 2011 reach was highest among 6 to 8 year old children in every province and territory, but particularly in the Saskatchewan (22.4%), and Nova Scotia (18.0%). Conversely, reach continues to be lowest for teenagers between 13 and 15 years old with a national average reach of 0.7%.

Nova Scotia (8.4%) and Saskatchewan (10.1%) had the greatest percentage of children overall register for the Summer Reading Club in the country, which is a similar trend as was seen last year. Traditionally, Quebec and the Territories have lower registration but in 2011, while Quebec registration remained low (2.0%), registration in the Territories jumped significantly, to 5.04%.

**Figure 5. Number of Participating Children**

	2006 CENSUS			2011 TD SRC REGISTRANTS			% PARTICIP. CHILDREN	% PARTICIP. CHILDREN	% PARTICIP. CHILDREN
	(A)	(B)	(C)	(D)	(E)	(F)	2011	2010	2009
Province / Territory	Total Children	Total Boys	Total Girls	Total Children	Total Boys	Total Girls	Total Children	Total Children	Total Children
<b>Newfoundland</b>	<b>85,025</b>	<b>43,525</b>	<b>41,475</b>	<b>3,148</b>	<b>1,364</b>	<b>1,784</b>	<b>3.70%</b>	<b>3.98%</b>	<b>3.42%</b>
0-5	27,745	14,150	13,580	1,193	572	621	4.30%	3.93%	3.03%
6-8	15,595	7,970	7,620	1,120	488	632	7.18%	7.80%	7.46%
9-12	22,515	11,545	10,965	763	276	487	3.39%	4.38%	3.75%
13-15	19,170	9,860	9,310	72	28	44	0.38%	0.50%	0.33%
<b>Nova Scotia</b>	<b>158,935</b>	<b>80,935</b>	<b>78,005</b>	<b>13,348</b>	<b>5,712</b>	<b>7,636</b>	<b>8.40%</b>	<b>7.55%</b>	<b>8.30%</b>
0-5	51,060	25,920	25,140	2,763	1,316	1,447	5.41%	4.70%	4.95%
6-8	28,975	14,755	14,220	5,221	2,363	2,858	18.02%	15.90%	17.41%
9-12	42,920	21,845	21,080	4,625	1,786	2,839	10.78%	10.08%	11.49%
13-15	35,980	18,415	17,565	739	247	492	2.05%	1.86%	1.93%
<b>PEI</b>	<b>26,010</b>	<b>13,280</b>	<b>12,720</b>	<b>1,413</b>	<b>587</b>	<b>826</b>	<b>5.43%</b>	<b>5.27%</b>	<b>4.84%</b>
0-5	8,160	4,145	4,000	459	205	254	5.63%	5.26%	4.62%
6-8	4,735	2,400	2,340	545	237	308	11.51%	12.73%	11.51%
9-12	7,135	3,675	3,455	380	138	242	5.33%	4.47%	4.44%
13-15	5,980	3,060	2,925	29	7	22	0.48%	0.33%	0.35%
<b>Québec</b>	<b>1,355,505</b>	<b>691,610</b>	<b>663,885</b>	<b>27,391</b>	<b>11,942</b>	<b>15,449</b>	<b>2.02%</b>	<b>2.00%</b>	<b>2.20%</b>
0-5	450,900	230,350	220,555	5,081	2,361	2,720	1.13%	1.20%	1.15%
6-8	236,895	120,800	116,085	10,560	4,756	5,804	4.46%	4.31%	4.95%
9-12	365,365	186,330	179,035	10,663	4,508	6,155	2.92%	2.77%	3.30%
13-15	302,345	154,130	148,210	1,087	317	770	0.36%	0.44%	0.27%
<b>Ontario</b>	<b>2,382,035</b>	<b>1,221,915</b>	<b>1,160,135</b>	<b>153,779</b>	<b>68,730</b>	<b>85,049</b>	<b>6.46%</b>	<b>6.42%</b>	<b>6.77%</b>
0-5	807,900	413,910	394,000	46,576	22,143	24,433	5.77%	5.74%	5.66%
6-8	432,715	221,465	211,250	60,625	27,634	32,991	14.01%	13.89%	14.30%
9-12	635,940	327,180	308,760	43,010	17,610	25,400	6.76%	6.72%	7.73%
13-15	505,480	259,360	246,125	3,568	1,343	2,225	0.71%	0.75%	0.89%
<b>Manitoba</b>	<b>242,615</b>	<b>124,420</b>	<b>118,180</b>	<b>10,997</b>	<b>5,000</b>	<b>5,997</b>	<b>4.53%</b>	<b>3.94%</b>	<b>4.01%</b>
0-5	82,295	42,155	40,130	3,180	1,545	1,635	3.86%	3.26%	3.15%
6-8	44,375	22,960	21,420	4,423	2,087	2,336	9.97%	8.39%	8.39%
9-12	64,850	33,315	31,530	3,147	1,285	1,862	4.85%	4.48%	4.72%
13-15	51,095	25,990	25,100	247	83	164	0.48%	0.46%	0.68%
<b>Saskatchewan</b>	<b>202,880</b>	<b>103,820</b>	<b>99,070</b>	<b>20,527</b>	<b>9,262</b>	<b>11,265</b>	<b>10.12%</b>	<b>7.44%</b>	<b>8.65%</b>
0-5	69,195	35,355	33,845	5,828	2,754	3,074	8.42%	5.61%	6.36%
6-8	36,610	18,650	17,965	8,217	3,791	4,426	22.44%	17.07%	18.20%
9-12	53,200	27,240	25,955	6,133	2,593	3,540	11.53%	8.77%	11.08%
13-15	43,875	22,575	21,305	349	124	225	0.80%	0.69%	1.35%
<b>Alberta</b>	<b>678,900</b>	<b>348,065</b>	<b>330,845</b>	<b>49,683</b>	<b>22,460</b>	<b>27,223</b>	<b>7.32%</b>	<b>5.40%</b>	<b>5.42%</b>
0-5	242,230	124,065	118,160	13,743	6,538	7,205	5.67%	4.27%	3.69%
6-8	122,760	62,695	60,060	19,218	8,936	10,282	15.65%	11.68%	11.46%
9-12	174,545	89,915	84,645	15,227	6,383	8,844	8.72%	6.27%	6.77%
13-15	139,365	71,390	67,980	1,495	603	892	1.07%	0.72%	1.41%
<b>Yukon</b>	<b>6,210</b>	<b>3,205</b>	<b>3,010</b>	<b>224</b>	<b>97</b>	<b>127</b>	<b>3.61%</b>	<b>5.98%</b>	<b>9.94%</b>
0-5	2,115	1,090	1,020	73	32	41	3.45%	5.36%	7.66%
6-8	1,080	535	550	89	40	49	8.24%	14.03%	21.94%
9-12	1,605	805	800	58	23	35	3.61%	5.96%	12.34%
13-15	1,410	775	640	4	2	2	0.28%	0.75%	1.42%
<b>NWT/Nunavut</b>	<b>21,365</b>	<b>10,835</b>	<b>10,550</b>	<b>1,076</b>	<b>447</b>	<b>629</b>	<b>5.04%</b>	<b>1.83%</b>	<b>0.59%</b>
0-5	8,000	4,025	3,980	268	120	148	3.35%	1.46%	0.25%
6-8	3,765	1,915	1,860	437	191	246	11.61%	4.93%	1.22%
9-12	5,410	2,745	2,670	334	127	207	6.17%	1.39%	0.83%
13-15	4,190	2,150	2,040	37	9	28	0.88%	0.30%	0.38%

**Base:** 2011: All localities that submitted results (n=1,819). Data is weighted to reflect all localities that participated in the TDSRC program (n=1,976). 2010: All localities that submitted results (n=1,762). Data is weighted to reflect all localities that participated in the TDSRC program (n=1,992). 2009: All localities that submitted results (n=1,718). Data is weighted to reflect all localities that participated in the TDSRC program (n=1,962).

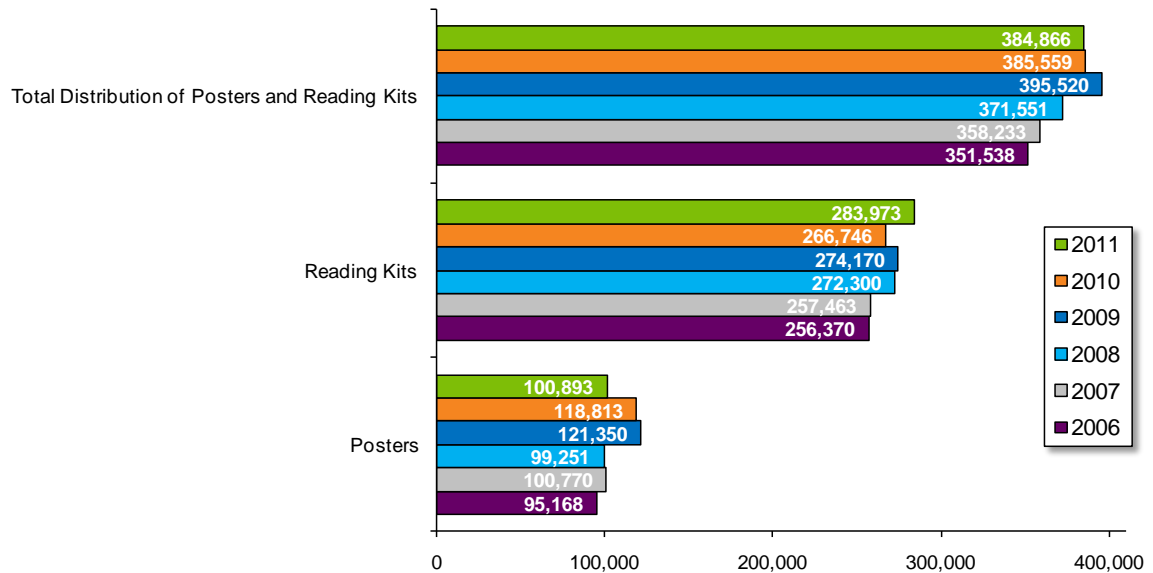
**Source:** Columns (A) through (C) provided by Statistics Canada Census 2006. Column (D) through (F) represents data collected by Harris/Decima.

## Reading Kits and Posters

The libraries were also asked to indicate the total number of reading kits and posters that were given out to children coming into the library, including those given to daycares and other agencies that came in to pick up reading kits or posters for their group. Anyone who came to a branch and asked for a full reading kit or poster was eligible to receive one. Registration for the TDSRC was not necessary and staff could choose how to distribute the material.

In total, 283,973 reading kits were distributed across Canada in 2011 among the participating libraries, the highest number since 2006. However, 100,893 posters were given out, which is lower than it had been in the two previous years. The number of TDSRC materials handed out to children, teachers, daycare providers, parents and other caregivers totaled 384,866, down only slightly from last year.

**Figure 6. Total Distribution of Reading Kits and Posters**



**Base:** 2011: All localities that submitted results (n=1,819). Data is weighted to reflect all localities that participated in the TDSRC program (n=1,976). 2010: All localities that submitted results (n=1,762). Data is weighted to reflect all localities that participated in the TDSRC program (n=1,992). 2009: All localities that submitted results (n=1,718). Data is weighted to reflect all localities that participated in the TDSRC program (n=1,962). 2008: All localities that submitted results (n=1,611). Data is weighted to reflect all localities that participated in the TDSRC program (n=1,798). 2007: All localities that submitted results (n=1,585). Data is weighted to reflect all localities that participated in the TDSRC program (n=1,706). 2006: All localities that submitted results (n=1,650). Data is weighted to reflect all localities that participated in the TDSRC program (n=1,951). 2005: All library systems that submitted results (n=372). Data is weighted to reflect all systems that participated in the TDSRC program (n=432).

**Source:** Q11. Total number of posters given out; Q12. Total number of reading kits given out.

## Program Statistics

### Programs and Activities Organized Around the Club Theme

To help gauge the success of the TDSRC, libraries were asked to indicate the total number of programs and activities organized around this year's club theme as well as their total attendance.

When reviewing these numbers, several points need to be kept in mind:

- Every child who registered for the reading club with the library is considered to have attended an activity;
- It is possible that a child did not register for the TDSRC, but attended one or more of the activities; and
- Attendance was calculated on a per activity basis. It is possible that a child attended more than one activity, and thus is represented more than once in total attendance.

A total of 34,052 organized programs and activities were scheduled in libraries across Canada over the months of July and August 2011<sup>7</sup>, from which a full 88% were organized inside libraries. Total attendance increased to 576,784 children, another increase over 2010. Approximately 17 children attended each activity.

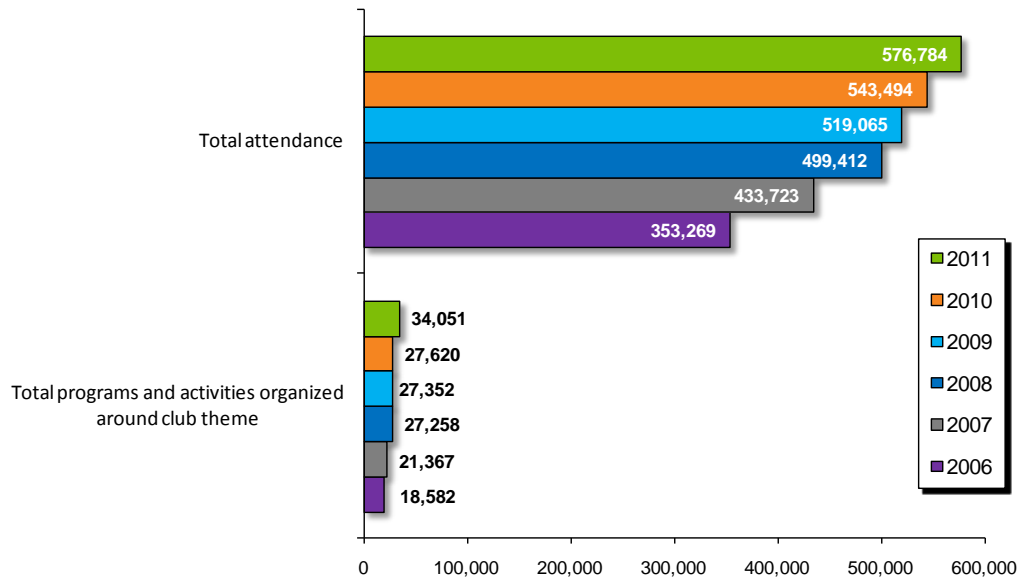
Figure 10 on the following page shows the total attendance of programs and activities organized this year compared to the results obtained in previous years.

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<sup>7</sup> Many libraries did not enter this data. In this case, the total participation totals are substituted for attendance, and the number of activities was estimated using a ratio derived from all of the other libraries/systems that reported both pieces of information. Further, if libraries entered a total attendance number lower than their total participation number, the attendance was increased to match the registration total.



**Figure 10. Organized Programs and Activities and Attendance**



**Average: 17 children per activity**

**Base:** 2011: All localities that submitted results (n=1,819). Data is weighted to reflect all localities that participated in the TDSRC program (n=1,976). 2010: All localities that submitted results (n=1,762). Data is weighted to reflect all localities that participated in the TDSRC program (n=1,992). 2009: All localities that submitted results (n=1,718). Data is weighted to reflect all localities that participated in the TDSRC program (n=1,962). 2008: All library systems that submitted results: Q15A&Q15B (n=536); Q16A&Q16B (n=592). 2007: All library systems that submitted results: Q15A&Q16A (n=434); Q15B&Q16B (n=419). 2006: All localities that submitted results: Q18 (n=1,449); Q19 (1,407). 2005: All library systems that submitted results: Q18 (n=343); Q19 (n=324).

**Source:** Q15A/Q16A. If recorded, total number of club programs/activities; Q15B/Q16B. If recorded, total attendance at programs/activities.

Figure 11 summarizes the total number of theme-related programs and activities, along with the total theme-related activity attendance. The average attendance to each activity is also shown by province and region.

**Figure 11. Organized Programs and Activities and Attendance by Region**

Region	2011							2010			2009		
	Theme-Related Activities	Total Attendance	Avg. Attendance per Activity	Total Attendance - Boys Activities	Total Attendance - Girls Activities	% of Activities Indoor	% of Activities Outdoor	Theme-Related Activities	Total Attendance	Avg. Attendance per Activity	Theme-Related Activities	Total Attendance	Avg. Attendance per Activity
<b>Atlantic</b>	<b>2,622</b>	<b>39,166</b>	<b>15</b>	<b>17,406</b>	<b>21,760</b>	<b>95%</b>	<b>5%</b>	<b>2,754</b>	<b>38,529</b>	<b>14</b>	<b>2,193</b>	<b>31,951</b>	<b>15</b>
Nfld. & Lab.	798	8,172	10	3,601	4,571	98%	2%	905	7,827	9	692	8,460	12
Nova Scotia	1,216	25,544	21	11,550	13,994	93%	7%	1,379	24,901	18	1,044	18,707	18
PEI	608	5,450	9	2,255	3,195	95%	5%	470	5,801	12	458	4,784	10
<b>Quebec</b>	<b>2,384</b>	<b>37,430</b>	<b>16</b>	<b>15,994</b>	<b>21,436</b>	<b>82%</b>	<b>18%</b>	<b>2,390</b>	<b>38,359</b>	<b>16</b>	<b>2,692</b>	<b>45,507</b>	<b>17</b>
B PQ	1,343	24,627	18	10,274	14,354	77%	23%	1,003	23,349	23	1,633	29,058	18
Reseau Biblio	1,041	12,803	12	5,720	7,082	89%	11%	1,386	15,009	11	1,059	16,449	16
<b>Ontario</b>	<b>18,558</b>	<b>311,730</b>	<b>17</b>	<b>138,612</b>	<b>173,118</b>	<b>92%</b>	<b>8%</b>	<b>14,331</b>	<b>329,102</b>	<b>23</b>	<b>14,645</b>	<b>328,959</b>	<b>22</b>
SOLS	15,731	235,587	15	105,602	129,984	91%	9%	12,127	262,034	22	11,923	259,675	22
OLS-North	1,323	18,223	14	6,526	11,697	97%	3%	881	11,389	13	1,174	20,450	17
Toronto	1,504	57,920	39	26,484	31,437	89%	11%	1,323	55,679	42	1,548	48,835	32
<b>West</b>	<b>10,194</b>	<b>185,904</b>	<b>18</b>	<b>83,322</b>	<b>102,582</b>	<b>80%</b>	<b>20%</b>	<b>8,006</b>	<b>136,427</b>	<b>17</b>	<b>7,756</b>	<b>111,634</b>	<b>14</b>
Manitoba	1,071	21,656	20	11,400	10,256	90%	10%	737	11,589	16	843	12,561	15
Saskatchewan	2,334	35,902	15	15,394	20,508	95%	5%	1,993	33,522	17	2,165	38,992	18
Alberta	6,789	128,346	19	56,528	71,818	74%	26%	5,276	91,316	17	4,748	60,082	13
<b>Territories</b>	<b>294</b>	<b>2,554</b>	<b>9</b>	<b>1,135</b>	<b>1,419</b>	<b>82%</b>	<b>18%</b>	<b>139</b>	<b>1,076</b>	<b>8</b>	<b>66</b>	<b>1,014</b>	<b>15</b>
Yukon	139	864	6	306	558	72%	28%	63	380	6	39	749	19
NWT	96	769	8	439	330	99%	1%	20	180	9	5	85	19
Nunavut	59	921	16	390	531	76%	24%	57	516	9	22	180	8
<b>Overall</b>	<b>34,052</b>	<b>576,784</b>	<b>17</b>	<b>256,469</b>	<b>320,315</b>	<b>88%</b>	<b>12%</b>	<b>27,620</b>	<b>543,494</b>	<b>20</b>	<b>27,352</b>	<b>519,065</b>	<b>19</b>

**Base: 2011:** All localities that submitted results (n=1,819). Data is weighted to reflect all localities that participated in the TDSRC program (n=1,976). **2010:** All localities that submitted results (n=1,762). Data is weighted to reflect all localities that participated in the TDSRC program (n=1,992). **2009:** All localities that submitted results (n=1,718). Data is weighted to reflect all localities that participated in the TDSRC program (n=1,962).

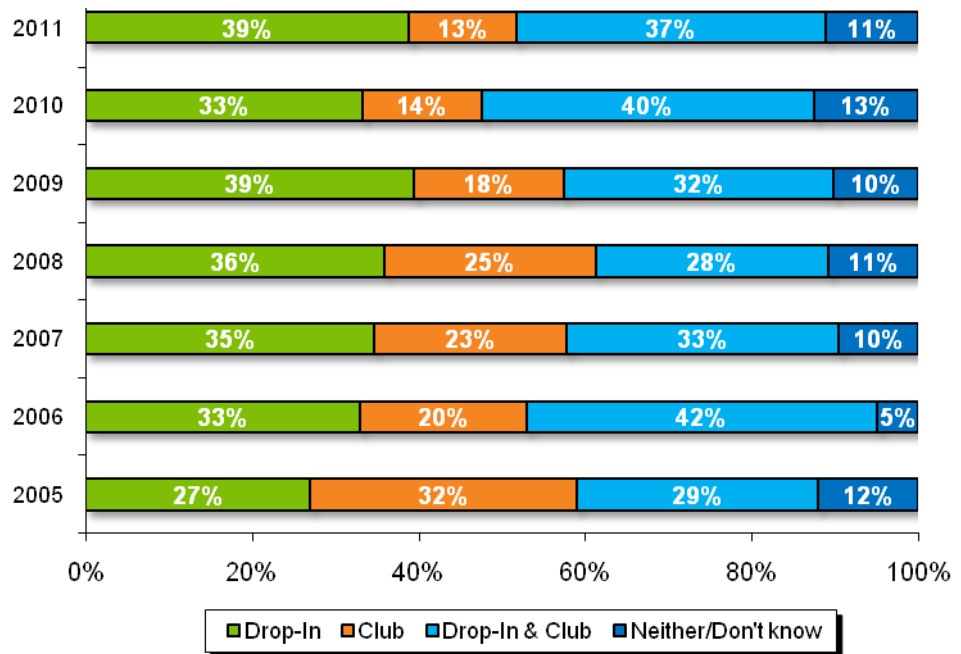
**Source:** Q15A/Q16A. If recorded, total number of club programs/activities; Q15B/Q16B. If recorded, total attendance at programs/activities. Q15C/Q16C. If recorded, total attendance at programs/activities for boys; Q15D/Q16D. If recorded, total attendance at programs/activities for girls.

## Drop-Ins versus Clubs

Libraries had the option to run the program as a drop-in program or as a club with distinct meeting times. Overall, 39% of library systems ran their summer reading club exclusively as a drop-in program, whereas 13% of the systems ran theirs solely as a reading club. In 2011, 37% of libraries ran the summer reading club both as a drop-in and as a club, a slight drop from 2010 but still higher than in 2009. 11% did not indicate using either approach.

The proportion of libraries running the program as just a club (13%) continues on a downward trend going back to 2005. 2011 had the lowest proportion of libraries running their program as just a club in any year where this data was collected.

**Figure 12. Percentage of Drop-ins and Clubs**



**Base:** 2011: All localities that submitted results (n=1,819). Data is weighted to reflect all localities that participated in the TDSRC program (n=1,976). 2010: All localities that submitted results (n=1,762). Data is weighted to reflect all localities that participated in the TDSRC program (n=1,992). 2009: All localities that submitted results (n=1,718). Data is weighted to reflect all localities that participated in the TDSRC program (n=1,962). 2008: All localities that submitted results (n=1,611). Data is weighted to reflect all localities that participated in the TDSRC program (n=1,798). 2007: All localities that submitted results (n=1,585). Data is weighted to reflect all localities that participated in the TDSRC program (n=1,706). 2006: All localities that submitted results (n=1,650). Data is weighted to reflect all localities that participated in the TDSRC program (n=1,951). 2005: All library systems that submitted results (n=372). Data is weighted to reflect all systems that participated in the TDSRC program (n=432).

**Source:** Q17. Did you run this as a drop-in program? / Q18. Did you run the program as a club? (e.g. with distinct meeting times).

Figure 13 summarizes the total percentage of libraries that ran the summer reading club as a drop-in only, a club only, or as both a drop-in and a club, by province and region. As in previous years, systems in Atlantic Canada were the most likely to run their program as a drop-in only (53%), whereas those in the West were the most likely to run their program as both a drop-in and a club (48%). Although the number of libraries reporting was small compared to other regions, the Territories were the most likely to run the program as only a club.

**Figure 13. Percentage of Drop-ins and Clubs by Province and Region**

Region	Drop-In Only	Club Only	Both Drop-In and Club	Neither Format
<b>Atlantic</b>	<b>53%</b>	<b>21%</b>	<b>23%</b>	<b>2%</b>
Nfld. & Lab.	36%	44%	16%	3%
Nova Scotia	80%	0%	18%	2%
PEI	12%	20%	68%	0%
<b>Quebec</b>	<b>37%</b>	<b>6%</b>	<b>32%</b>	<b>25%</b>
BPQ	60%	11%	20%	8%
Reseau Biblio	21%	3%	39%	38%
<b>Ontario</b>	<b>41%</b>	<b>18%</b>	<b>35%</b>	<b>6%</b>
SOLS	42%	15%	36%	7%
OLS-North	26%	41%	27%	6%
Toronto	55%	10%	33%	2%
<b>West</b>	<b>31%</b>	<b>6%</b>	<b>48%</b>	<b>15%</b>
Manitoba	55%	22%	23%	0%
Saskatchewan	46%	1%	37%	15%
Alberta	10%	6%	65%	20%
<b>Territories</b>	<b>27%</b>	<b>27%</b>	<b>45%</b>	<b>0%</b>
Yukon	43%	29%	29%	0%
NWT	0%	33%	67%	0%
Nunavut	0%	0%	100%	0%
<b>Overall</b>	<b>39%</b>	<b>13%</b>	<b>37%</b>	<b>11%</b>

**Base:** 2011: All localities that submitted results (n=1,819). Data is weighted to reflect all localities that participated in the TDSRC program (n=1,976).

**Source:** Q17. Did you run this as a drop-in program? / Q18. Did you run the program as a club? (e.g. with distinct meeting times).

## Program Successes

Depending on how libraries implemented the program, they tracked the impact of their program on reading habits and learning using a variety of metrics. These included:

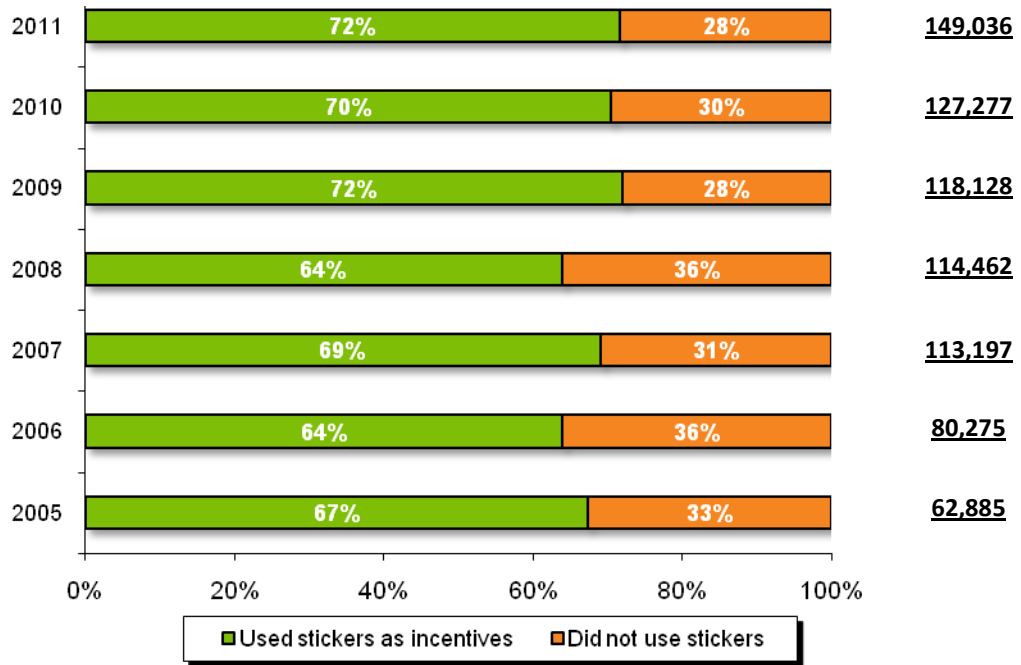
- Total number of children who collected all nine stickers;**
- Total number of books reported on;**
- Total number of books read; and**
- Total number of hours read.**

## Stickers Collected

Stickers were used by some of the libraries as incentives for children to read more books. The ultimate goal was to collect all nine stickers. In total, 72% of the library systems used stickers as incentives for children, a slight increase from 2010, but the same as 2009. Among these systems, approximately 149,036 children reached the target of collecting all nine stickers.

**Figure 14. Stickers Collected**

**Total number of children who collected 9 stickers**



**Base:** 2011: All localities that submitted results (n=1,819). Data is weighted to reflect all localities that participated in the TDSRC program (n=1,976). 2010: All localities that submitted results (n=1,762). Data is weighted to reflect all localities that participated in the TDSRC program (n=1,992). 2009: All localities that submitted results (n=1,718). Data is weighted to reflect all localities that participated in the TDSRC program (n=1,962). 2008: All localities that submitted results (n=1,611). Data is weighted to reflect all localities that participated in the TDSRC program (n=1,798). 2007: All localities that submitted results (n=1,585). Data is weighted to reflect all localities that participated in the TDSRC program (n=1,706). 2006: All localities that submitted results (n=1,650). Data is weighted to reflect all localities that participated in the TDSRC program (n=1,951). 2005: All library systems that submitted results (n=372). Data is weighted to reflect all systems that participated in the TDSRC program (n=432). **Source:** Q19. If recorded, total number of children who collected all nine stickers.

Figure 15 shows the percentage of library systems that used stickers as incentives for children to read more books, by province. Also shown are the proportion and number of children within these systems who collected all nine stickers. The 63% of children who collected all 9 stickers is a slight drop since 2010 but is still higher than in 2009 (54%).

**Figure 15. Stickers Collected by Province and Region**

Region	% of Libraries Used Stickers as Incentives	Total Children Within these systems	Total Children who Collected all 9 Stickers	2011 % of Children who Collected all 9 Stickers	2010 % of Children who Collected all 9 Stickers	2009 % of Children who Collected all 9 Stickers
<b>Atlantic</b>	<b>78%</b>	<b>15,394</b>	<b>8,152</b>	<b>53%</b>	<b>51%</b>	<b>50%</b>
Nfld. & Lab.	77%	1,977	1,503	76%	77%	75%
Nova Scotia	89%	12,306	6,251	51%	48%	47%
PEI	80%	1,111	398	36%	45%	48%
<b>Quebec</b>	<b>72%</b>	<b>24,593</b>	<b>18,197</b>	<b>74%</b>	<b>87%</b>	<b>45%</b>
BPQ	68%	16,317	13,174	81%	99%	44%
Reseau Biblio	83%	8,275	5,022	61%	58%	49%
<b>Ontario</b>	<b>74%</b>	<b>123,974</b>	<b>78,286</b>	<b>63%</b>	<b>66%</b>	<b>64%</b>
SOLS	70%	91,682	68,178	74%	75%	70%
OLS-North	64%	1,970	1,257	64%	50%	83%
Toronto	87%	30,322	8,851	29%	34%	33%
<b>West</b>	<b>60%</b>	<b>72,359</b>	<b>44,336</b>	<b>61%</b>	<b>57%</b>	<b>39%</b>
Manitoba	45%	3,450	3,101	90%	96%	88%
Saskatchewan	90%	19,782	16,386	83%	50%	68%
Alberta	75%	49,126	24,849	51%	41%	22%
<b>Territories</b>	<b>36%</b>	<b>183</b>	<b>65</b>	<b>36%</b>	<b>61%</b>	<b>32%</b>
Yukon	14%	28	4	14%	41%	32%
NWT	100%	155	61	39%	100%	12%
Nunavut	0%	0	0	0%	80%	88%
<b>Overall</b>	<b>72%</b>	<b>236,503</b>	<b>149,036</b>	<b>63%</b>	<b>65%</b>	<b>54%</b>

**Base: 2011:** All localities that submitted results (n=1,819). Data is weighted to reflect all localities that participated in the TDSRC program (n=1,976). **2010:** All localities that submitted results (n=1,762). Data is weighted to reflect all localities that participated in the TDSRC program (n=1,992). **2009:** All localities that submitted results (n=1,718). Data is weighted to reflect all localities that participated in the TDSRC program (n=1,962).

**Source:** Q19. If recorded, total number of children who collected all nine stickers.

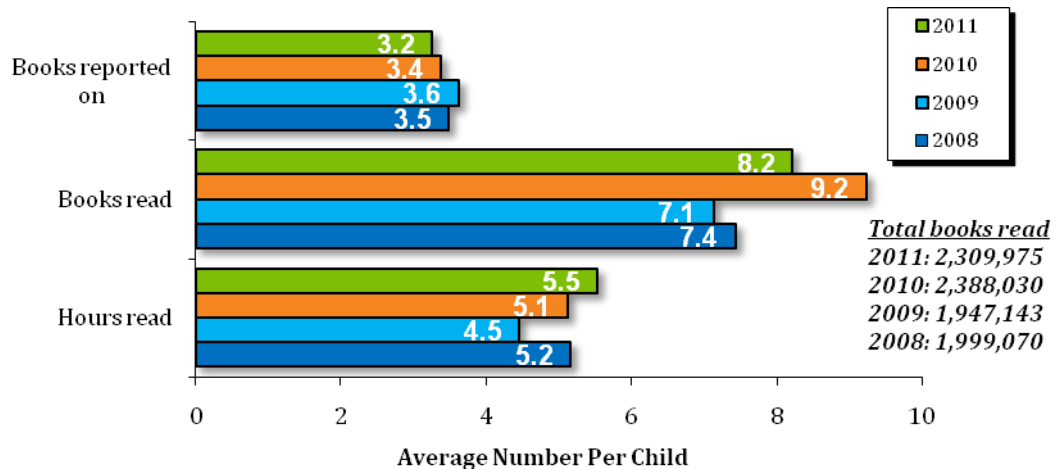
## Books Read and Reported on

Among the library systems that collected these statistics, each child on average:

- Reported on 3.2 books;
- Read 8.2 books;
- Spent 5.5 hours reading.

The average number of books read per child translates to a total of 2,309,975 books read as part of the summer reading club<sup>8</sup>. This is very similar to the number of books read in 2010, due largely to the increase in the number of registered participants given the average per child was actually lower than last year (8.2 vs. 9.2).

**Figure 16. Average Program Participation Levels of Children**



**Base:** 2011: All localities that submitted results (n=1,819). Data is weighted to reflect all localities that participated in the TDSRC program (n=1,976). 2010: All library systems that submitted results; Q20 (n=265); Q21 (n=305); Q22 (n=111). The total number of books read is weighted to reflect all localities that participated in the TDSRC program (n=1,992). 2009: All library systems that submitted results; Q20 (n=224); Q21 (n=262); Q22 (n=96). The total number of books read is weighted to reflect all localities that participated in the TDSRC program (n=1,962). 2008: All library systems that submitted results; Q20 (n=220); Q21 (n=272); Q22 (n=100). The total number of books read is weighted to reflect all localities that participated in the TDSRC program (n=1,798).

**Source:** Q20. If recorded, total number of books reported on; Q21. If recorded, total number of books read; Q22. If recorded, total number of hours read.

<sup>8</sup> Total number of books reported on and total hours read has not been extrapolated due to the low numbers of systems that provided this information.



The figure below depicts average number per child for the number of books reported on, the number of books read, and the number of hours read, by region. It also shows the total books read per region based on the national average of 8.2 books read per child. In general, the Atlantic region has a higher average of books read than other regions, a trend which continued in 2011.

**Figure 17. Average Program Participation Levels of Children by Region**

Region	Avg. Books Reported On per Child	Avg. Books Read per Child	Avg. Hours Read per Child	Total Books Read
<b>Atlantic</b>	<b>2.9</b>	<b>13.4</b>	<b>5.9</b>	<b>240,572</b>
Nfld. & Lab.	1.3	8.1	1.4	25,989
Nova Scotia	3.1	14.1	5.2	191,899
PEI	14.5	15.8	9.5	22,684
<b>Quebec</b>	<b>1.2</b>	<b>9.2</b>	<b>5.6</b>	<b>256,092</b>
BPQ	0.7	8.9	3.8	170,357
Reseau Biblio	2.1	9.7	8.0	85,734
<b>Ontario</b>	<b>4.0</b>	<b>8.0</b>	<b>4.9</b>	<b>1,183,444</b>
SOLS	4.8	8.6	5.4	994,026
OLS-North	1.7	5.3	4.2	27,297
Toronto	2.5	4.5	1.4	162,122
<b>West</b>	<b>2.6</b>	<b>6.4</b>	<b>5.7</b>	<b>627,164</b>
Manitoba	9.3	22.6	17.8	253,118
Saskatchewan	1.6	6.6	5.0	137,446
Alberta	1.6	4.7	5.2	236,600
<b>Territories</b>	<b>3.4</b>	<b>7.3</b>	<b>11.7</b>	<b>2,704</b>
Yukon	4.9	6.7	7.1	1,524
NWT	2.0	7.5	12.5	1,179
Nunavut	-	-	-	-
<b>Overall</b>	<b>3.2</b>	<b>8.2</b>	<b>5.5</b>	<b>2,309,975</b>

**Base:** 2011: All library systems that submitted results; Q20 (n=395); Q21 (n=314); Q22 (n=146). The total number of books read is weighted to reflect all localities that participated in the TDSRC program (n=1,976).

**Source:** Q20. If recorded, total number of books reported on; Q21. If recorded, total number of books read; Q22. If recorded, total number of hours read.

The figure below depicts the number of books read each year per region over the years which the program has been running across the country.

**Figure 18. Total Books Read Each Year**

Region	Total Books Read						
	2011	2010	2009	2008	2007	2006	2005
<b>Atlantic</b>	<b>240,572</b>	<b>205,458</b>	<b>217,328</b>	<b>116,429</b>	<b>204,426</b>	<b>167,286</b>	<b>283,041</b>
Nfld. & Lab.	25,989	29,570	30,126	27,526	18,372	38,385	42,262
Nova Scotia	191,899	151,533	174,259	88,903	179,426	119,944	222,179
PEI	22,684	24,355	12,943	-	6,628	8,957	18,600
<b>Quebec</b>	<b>256,092</b>	<b>307,738</b>	<b>202,063</b>	<b>252,813</b>	<b>181,492</b>	<b>160,609</b>	<b>141,886</b>
BPQ	170,357	242,798	161,518	193,345	150,140	148,214	114,732
Reseau Biblio	85,734	64,940	40,545	59,468	31,352	12,395	27,154
<b>Ontario</b>	<b>1,183,444</b>	<b>1,475,047</b>	<b>1,187,825</b>	<b>1,285,065</b>	<b>1,240,072</b>	<b>1,188,955</b>	<b>1,154,597</b>
SOLS	994,026	1,312,651	1,033,961	1,041,424	1,055,375	1,032,990	1,120,182
OLS-North	27,297	28,224	24,456	83,440	43,779	15,081	34,415
Toronto	162,122	134,172	129,408	160,201	140,918	140,884	-
<b>West</b>	<b>627,164</b>	<b>398,155</b>	<b>339,169</b>	<b>344,506</b>	<b>358,065</b>	<b>385,720</b>	<b>365,454</b>
Manitoba	253,118	116,110	107,517	82,591	100,849	100,979	113,621
Saskatchewan	137,446	111,509	113,851	113,804	153,821	149,896	182,534
Alberta	236,600	170,536	117,801	148,111	103,395	134,845	69,299
<b>Territories</b>	<b>2,704</b>	<b>1,633</b>	<b>757</b>	<b>258</b>	<b>69</b>	<b>2,152</b>	<b>1,830</b>
Yukon	1,524	-	-	-	-	1,621	1,552
NWT	1,179	244	250	258	41	238	278
Nunavut	-	1,389	507	-	28	293	-
<b>Overall</b>	<b>2,309,975</b>	<b>2,388,030</b>	<b>1,947,142</b>	<b>1,999,071</b>	<b>1,984,124</b>	<b>1,904,722</b>	<b>1,946,808</b>

**Base:** 2011: All library systems that submitted results; Q21 (n=314). 2010: All library systems that submitted results; Q21 (n=305). 2009: All library systems that submitted results; Q21 (n=262). 2008: All library systems that submitted results; Q21 (n=272). 2007: All library systems that submitted results; Q21 (n=256). 2006: All localities that submitted results; Q26 (n=768). 2005: All library systems that submitted results; Q26 (n=175).

**Source:** Q21. If recorded, total number of books read. **Note:** Nunavut did not submit any results for this question.

## Promotion of Program

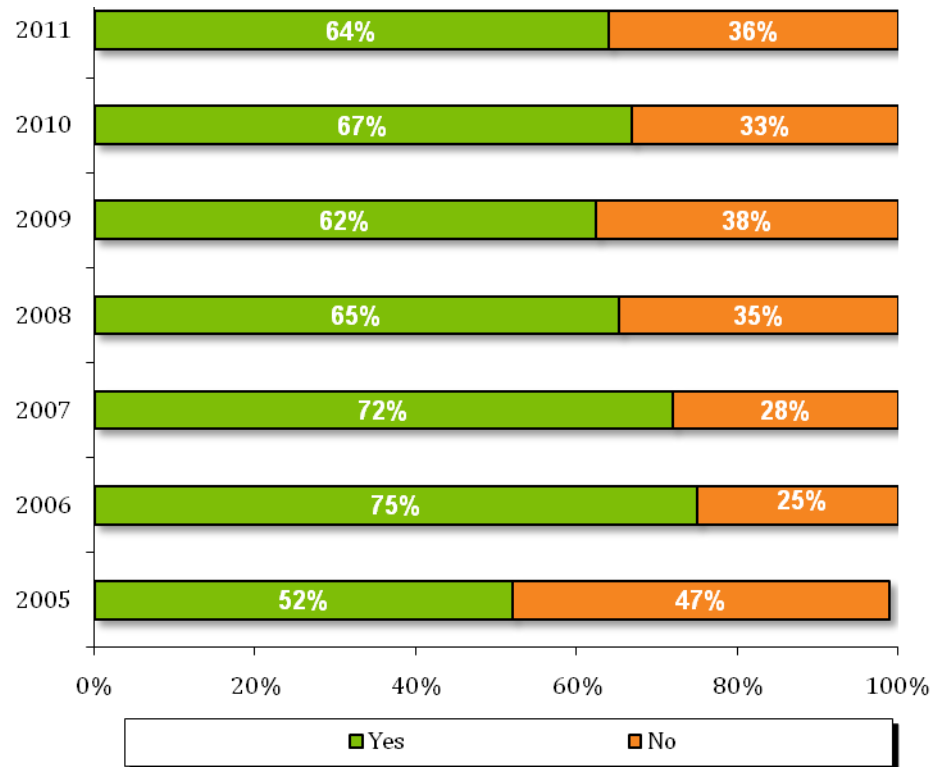
### School and Daycare Visits by Library Staff

Librarians were asked to indicate if anyone from their library branch made any visits to the local schools and daycares in order to promote the program.

Almost two thirds (64%) of the library systems indicate that their library staff had made visits to schools and daycares to promote the summer reading club, similar to the number reported in 2010, but still not at the high of 75% in 2006. Along with the slight decline in the percentage of libraries making visits overall the total of 8,863 visits were made to schools and daycares was lower than in 2010.

Although there were fewer visits made, the visits that were made were slightly more effective than in most other years, and as a result, the number of children reached with these visits was actually higher in 2011 reaching 506,352 children.

**Figure 19. School and Daycare Visits by Staff**



**Base:** 2011: All localities that submitted results (n=1,819). Data is weighted to reflect all localities that participated in the TDSRC program (n=1,976). 2010: All localities that submitted results (n=1,762). Data is weighted to reflect all localities that participated in the TDSRC program (n=1,992). 2009: All localities that submitted results (n=1,718). Data is weighted to reflect all localities that participated in the TDSRC program (n=1,962). 2008: All localities that submitted results (n=1,611). Data is weighted to reflect all localities that participated in the TDSRC program (n=1,798). 2007: All localities that submitted results (n=1,585). Data is weighted to reflect all localities that participated in the TDSRC program (n=1,706). 2006: All localities that submitted results (n=1,650).

Data is weighted to reflect all localities that participated in the TDSRC program (n=1,951). 2005: All library systems that submitted results (n=372). Data is weighted to reflect all systems that participated in the TDSRC program (n=432).

**Source:** Q24. School/daycare visits by library staff; Q25. If yes, total number of visits; Q26. If yes, total number of children reached.

The tables on the following pages summarize the percentage of library systems whose staff had made visits to schools and daycares, by province and region. Also shown is the total number of visits as well as the total number of children reached. The average “success” per visit is calculated, summarizing the total number of children reached based on the number of visits made. A national average of 51 children were reached per visit made to schools and daycares, a moderate increase over last year, but still below the high in 2008 (59 children per visit).

### Figures 20 and 21. School and Daycare Visits by Staff by Province and Region

Region	2011		2010		2009	
	School Visits % Yes	Total Visits	School Visits % Yes	Total Visits	School Visits % Yes	Total Visits
<b>Atlantic</b>	<b>64%</b>	<b>711</b>	<b>73%</b>	<b>479</b>	<b>60%</b>	<b>402</b>
Nfld. & Lab.	57%	168	63%	201	49%	89
Nova Scotia	66%	475	82%	227	65%	222
PEI	80%	68	84%	51	84%	91
<b>Quebec</b>	<b>43%</b>	<b>763</b>	<b>54%</b>	<b>977</b>	<b>43%</b>	<b>2,475</b>
BPQ	44%	530	56%	281	53%	2,227
Reseau Biblio	42%	233	53%	696	38%	248
<b>Ontario</b>	<b>72%</b>	<b>4,575</b>	<b>71%</b>	<b>5,276</b>	<b>74%</b>	<b>5,657</b>
SOLS	71%	3,380	69%	3,767	74%	3,853
NOLS	62%	167	69%	583	63%	775
Toronto	91%	1,027	84%	926	84%	1,029
<b>West</b>	<b>66%</b>	<b>2,783</b>	<b>65%</b>	<b>2,836</b>	<b>55%</b>	<b>1,776</b>
Manitoba	68%	360	80%	367	69%	399
Saskatchewan	53%	365	57%	325	50%	399
Alberta	78%	2,058	67%	2,144	55%	978
<b>Territories</b>	<b>45%</b>	<b>31</b>	<b>88%</b>	<b>38</b>	<b>71%</b>	<b>13</b>
Yukon	29%	2	75%	15	0%	-
NWT	67%	28	100%	12	50%	1
Nunavut	100%	1	100%	11	100%	12
<b>Overall</b>	<b>64%</b>	<b>8,863</b>	<b>67%</b>	<b>9,606</b>	<b>62%</b>	<b>10,322</b>

Region	2011		2010		2009	
	Total Children Reached by Visits	Avg. Reach per Visit	Total Children Reached by Visits	Avg. Reach per Visit	Total Children Reached by Visits	Avg. Reach per Visit
<b>Atlantic</b>	<b>53,598</b>	<b>75</b>	<b>45,094</b>	<b>94</b>	<b>42,536</b>	<b>106</b>
Nfld. & Lab.	6,303	38	8,887	44	4,409	49
Nova Scotia	40,642	86	30,424	134	32,193	145
PEI	6,653	97	5,783	113	5,934	65
<b>Quebec</b>	<b>37,705</b>	<b>49</b>	<b>44,701</b>	<b>46</b>	<b>54,371</b>	<b>22</b>
BPQ	25,915	49	16,781	60	44,483	20
Reseau Biblio	11,790	51	27,920	40	9,888	40
<b>Ontario</b>	<b>215,431</b>	<b>47</b>	<b>238,445</b>	<b>45</b>	<b>261,235</b>	<b>46</b>
SOLS	164,345	49	176,352	47	179,212	47
NOLS	10,568	63	27,479	47	35,926	46
Toronto	40,518	39	34,614	37	46,097	45
<b>West</b>	<b>198,848</b>	<b>71</b>	<b>162,134</b>	<b>57</b>	<b>132,946</b>	<b>75</b>
Manitoba	16,924	47	22,408	61	19,107	48
Saskatchewan	27,906	76	25,409	78	39,397	99
Alberta	154,018	75	114,316	53	74,442	76
<b>Territories</b>	<b>770</b>	<b>25</b>	<b>944</b>	<b>25</b>	<b>506</b>	<b>39</b>
Yukon	69	35	30	-	-	-
NWT	644	23	456	38	4	4
Nunavut	57	-	458	42	502	42
<b>Overall</b>	<b>506,352</b>	<b>57</b>	<b>491,317</b>	<b>51</b>	<b>491,594</b>	<b>48</b>

**Base:** 2011: All localities that submitted results (n=1,819). Data is weighted to reflect all localities that participated in the TDSRC program (n=1,976). 2010: All localities that submitted results (n=1,762). Data is weighted to reflect all localities that participated in the TDSRC program (n=1,992). 2009: All localities that submitted results (n=1,718). Data is weighted to reflect all localities that participated in the TDSRC program (n=1,962).

**Source:** Q24. School/daycare visits by library staff; Q25. If yes, total number of visits; Q26. If yes, total number of children reached.

## Impact of School and Daycare Visits

In 2011, almost two thirds of all libraries made school and daycare visits, reaching a total of 506,352 children. Among the systems that made visits, a total of 199,630 children participated in the TDSRC, representing about four participants for every ten children reached (39%).

Among these same library systems, 55,294 children indicated that they first heard of the TDSRC via school visits (48,133) or daycare / summer day camp visits (7,161), representing 28% of the total participants.

The table below summarizes the impact of school and daycare visits by province and region.

**Figure 22. Impact of School and Daycare Visits**

Region	Total Children Reached by Visits	Total TDSRC Participation Within Systems Which Visited Schools/Daycares	Ratio of Participation to Reach	First Heard via Staff Visit	Ratio of Reported Visit to Participation
<b>Atlantic</b>	<b>53,598</b>	<b>12,440</b>	<b>23%</b>	<b>4,153</b>	<b>33%</b>
Nfld. & Lab.	6,303	2,101	33%	318	15%
Nova Scotia	40,642	9,137	22%	3,311	36%
PEI	6,653	1,202	18%	524	44%
<b>Quebec</b>	<b>37,705</b>	<b>13,156</b>	<b>35%</b>	<b>4,423</b>	<b>34%</b>
BPQ	25,914	8,308	32%	3,218	39%
Reseau Biblio	11,790	4,848	41%	1,205	25%
<b>Ontario</b>	<b>215,431</b>	<b>110,499</b>	<b>51%</b>	<b>28,657</b>	<b>26%</b>
SOLS	164,345	72,897	44%	16,820	23%
OLS-North	10,568	4,076	39%	319	8%
Toronto	40,518	33,526	83%	11,518	34%
<b>West</b>	<b>198,848</b>	<b>62,482</b>	<b>31%</b>	<b>17,750</b>	<b>28%</b>
Manitoba	16,924	7,250	43%	1,509	21%
Saskatchewan	27,906	11,080	40%	2,377	21%
Alberta	154,018	44,152	29%	13,864	31%
<b>Territories</b>	<b>770</b>	<b>1,053</b>	<b>137%</b>	<b>311</b>	<b>30%</b>
Yukon	69	12	17%	3	25%
NWT	644	120	19%	73	61%
Nunavut	57	921	1616%	235	26%
<b>Overall</b>	<b>506,352</b>	<b>199,630</b>	<b>39%</b>	<b>55,294</b>	<b>28%</b>

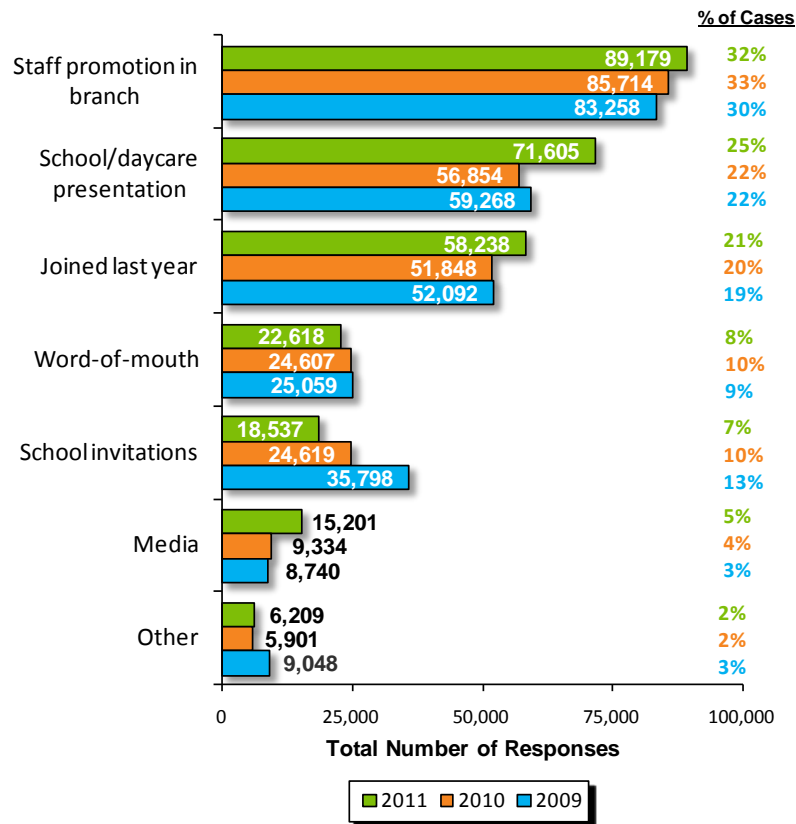
**Base:** 2011: All localities that submitted results (n=1,819). Data is weighted to reflect all localities that participated in the TDSRC program (n=1,976).

**Source:** Q26. If yes, total number of children reached. Q23A/B. Number of participants that first heard about the TDSRC by a school/ summer day camps/ daycare/ community or public presentations by library staff.

## Method of Promotion

Promotional aspects were further investigated by asking librarians to tally, from the registration forms, how the participants first heard about the program. As in other recent years, staff promotion in the library was the most popular method of promotion (32%), while roughly a quarter of children first heard via a presentation at a school or daycare.<sup>9</sup> The method which slipped in importance in 2011 was school invitations which have declined every year since 2007. The number who heard about the program through media sources increased slightly too in 2011 (5%).

**Figure 23. How Participants First Heard About the Program**



**Base:** 2011: All localities that submitted results (n=1,819). Data is weighted to reflect all localities that participated in the TDSRC program (n=1,976). 2010: All localities that submitted results (n=1,762). Data is weighted to reflect all localities that participated in the TDSRC program (n=1,992). 2009: All localities that submitted results (n=1,718). Data is weighted to reflect all localities that participated in the TDSRC program (n=1,962).

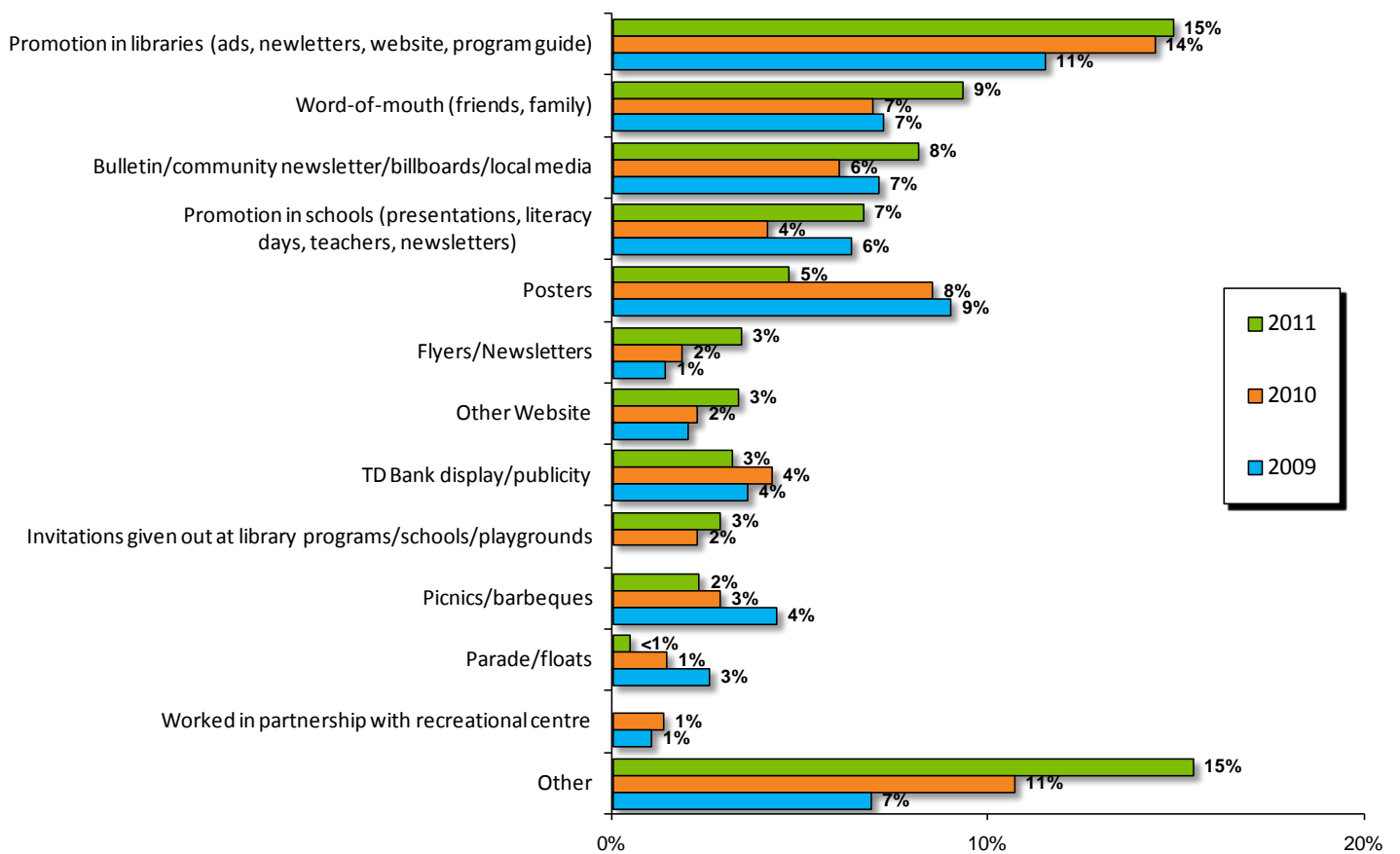
**Source:** Number of participants that first heard about the TDSRC by the following methods: Q23A. Schools; Q23B Summer day camps, daycare centres community/public housing projects, faith-based program presentation by library staff; Q23C. Staff promotion in branch; Q23D. Word-of-mouth; Q23E. School invitations; Q23F. Joined last year; Q23G. Media (radio, newspaper, website, library program guide, Transit ads); Q23H. Other.

<sup>9</sup> For comparison purposes, school, daycare, summer day camp, and community presentations are shown all in one category.



Library systems indicating that their participants heard about the TDSRC through ‘other’ means were given the opportunity to specify these methods. Some other type of promotion in the library was referred to by 15% of the 216 libraries, followed by word-of-mouth (9%), and community newsletters/bulletin and billboards (8%). Other promotion in schools (literacy days, presentations to teachers, etc.) were mentioned by 7%. Some other common references are detailed in Figure 24.

**Figure 24. How Participants Heard About the Program – Other Mentions**



**Base:** 2011: First heard about TDSRC by “other” methods (n=216). 2010: First heard about TDSRC by “other” methods (n=216). 2009: First heard about TDSRC by “other” methods (n=198).

**Source:** Number of participants that first heard about the TDSRC by the following methods: Q23H. Other.

Figure 25 depicts total numbers by province for the number of people who first heard of the program through the various channels.

**Figure 25. How Participants Heard About the Program Summary by Region (Totals)**

Region	School presentation	Day camp/ day care presentation	Staff promotion in branch	Word-of-mouth	School invitations	Joined last year	Media	Other
<b>Atlantic</b>	<b>4,450</b>	<b>455</b>	<b>5,112</b>	<b>1,811</b>	<b>837</b>	<b>4,549</b>	<b>485</b>	<b>210</b>
Nfld. & Lab.	202	182	1,732	235	188	439	115	55
Nova Scotia	3,889	71	2,991	1,482	576	3,896	298	145
PEI	359	202	389	94	73	214	72	10
<b>Quebec</b>	<b>6,769</b>	<b>1,138</b>	<b>4,816</b>	<b>1,552</b>	<b>4,028</b>	<b>6,159</b>	<b>2,260</b>	<b>669</b>
BPQ	5,349	287	3,272	1,068	1,931	4,464	1,699	611
Reseau Biblio	1,420	851	1,544	484	2,097	1,695	561	58
<b>Ontario</b>	<b>31,452</b>	<b>5,364</b>	<b>53,463</b>	<b>12,618</b>	<b>7,661</b>	<b>32,486</b>	<b>6,585</b>	<b>4,150</b>
SOLS	21,955	2,754	37,907	9,259	5,320	27,006	5,679	3,610
OLS-North	290	105	2,292	522	718	889	164	98
Toronto	9,207	2,505	13,264	2,837	1,623	4,591	742	442
<b>West</b>	<b>19,679</b>	<b>1,966</b>	<b>25,382</b>	<b>6,507</b>	<b>5,884</b>	<b>14,846</b>	<b>5,789</b>	<b>1,154</b>
Manitoba	2,015	336	4,316	707	952	2,195	375	101
Saskatchewan	3,932	532	7,672	1,458	1,554	4,512	398	469
Alberta	13,732	1,098	13,394	4,342	3,378	8,139	5,016	584
<b>Territories</b>	<b>223</b>	<b>110</b>	<b>405</b>	<b>129</b>	<b>126</b>	<b>199</b>	<b>83</b>	<b>25</b>
Yukon	6	22	96	27	67	0	6	0
NWT	12	58	15	28	0	9	28	5
Nunavut	205	30	294	74	59	190	49	20
<b>Overall</b>	<b>62,573</b>	<b>9,033</b>	<b>89,178</b>	<b>22,617</b>	<b>18,536</b>	<b>58,239</b>	<b>15,202</b>	<b>6,208</b>

**Base:** All localities that submitted results (n=1,819). Data is weighted to reflect all localities that participated in the TDSRC program (n=1,976).

**Source:** Number of participants that first heard about the TDSRC by the following methods: Q23A. Schools; Q23B. Summer day camps, daycare centres, community/public housing projects, faith-based programs presentations by library staff; Q23C. Staff promotion in branch; Q23D. Word-of-mouth; Q23E. School invitations; Q23F. Joined last year; Q23G. Media (radio, newspaper, website, library program guide, Transit ads); Q23H. Other.

Figure 26 provides the same information as displayed in Figure 25 in percentages, to show the prevalence of certain promotional techniques within each region. Staff promotion in the branch is still the most popular way for people to hear about the program everywhere except Quebec, where school presentations were more important. Certain techniques were relatively more successful in specific regions as well. For example, school invitations played a bigger role in Quebec than elsewhere and having joined last year was more important in Atlantic Canada.

**Figure 26. How Participants Heard About the Program Summary by Region (Percentages)**

Region	School presentation	Day camp/ day care presentation	Staff promotion in branch	Word-of-mouth	School invitations	Joined last year	Media	Other
<b>Atlantic</b>	<b>25%</b>	<b>3%</b>	<b>29%</b>	<b>10%</b>	<b>5%</b>	<b>25%</b>	<b>3%</b>	<b>1%</b>
Nfld. & Lab.	6%	6%	55%	7%	6%	14%	4%	2%
Nova Scotia	29%	1%	22%	11%	4%	29%	2%	1%
PEI	25%	14%	28%	7%	5%	15%	5%	1%
<b>Quebec</b>	<b>25%</b>	<b>4%</b>	<b>18%</b>	<b>6%</b>	<b>15%</b>	<b>22%</b>	<b>8%</b>	<b>2%</b>
BPQ	29%	2%	18%	6%	10%	24%	9%	3%
Reseau Biblio	16%	10%	18%	6%	24%	19%	6%	1%
<b>Ontario</b>	<b>20%</b>	<b>3%</b>	<b>35%</b>	<b>8%</b>	<b>5%</b>	<b>21%</b>	<b>4%</b>	<b>3%</b>
SOLS	19%	2%	33%	8%	5%	24%	5%	3%
OLS-North	6%	2%	45%	10%	14%	18%	3%	2%
Toronto	26%	7%	38%	8%	5%	13%	2%	1%
<b>West</b>	<b>24%</b>	<b>2%</b>	<b>31%</b>	<b>8%</b>	<b>7%</b>	<b>18%</b>	<b>7%</b>	<b>1%</b>
Manitoba	18%	3%	39%	6%	9%	20%	3%	1%
Saskatchewan	19%	3%	37%	7%	8%	22%	2%	2%
Alberta	28%	2%	27%	9%	7%	16%	10%	1%
<b>Territories</b>	<b>17%</b>	<b>8%</b>	<b>31%</b>	<b>10%</b>	<b>10%</b>	<b>15%</b>	<b>6%</b>	<b>2%</b>
Yukon	3%	10%	43%	12%	30%	0%	3%	0%
NWT	8%	37%	10%	18%	0%	6%	18%	3%
Nunavut	22%	3%	32%	8%	6%	21%	5%	2%
<b>Overall</b>	<b>22%</b>	<b>3%</b>	<b>32%</b>	<b>8%</b>	<b>7%</b>	<b>21%</b>	<b>5%</b>	<b>2%</b>

**Base:** All localities that submitted results (n=1,819). Data is weighted to reflect all localities that participated in the TDSRC program (n=1,976).

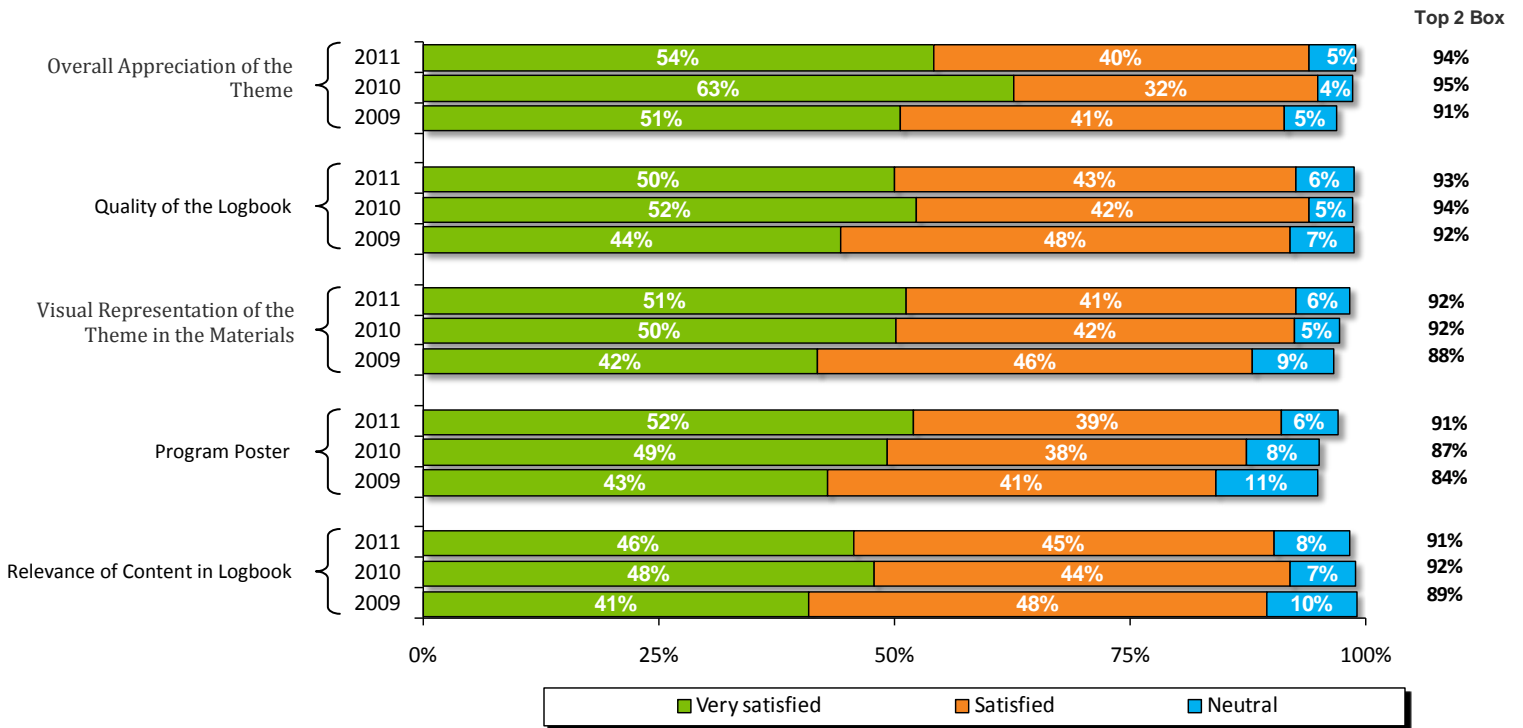
**Source:** Number of participants that first heard about the TDSRC by the following methods: Q23A. Schools; Q23B. Summer day camps, daycare centres, community/public housing projects, faith-based programs presentations by library staff; Q23C. Staff promotion in branch; Q23D. Word-of-mouth; Q23E. School invitations; Q23F. Joined last year; Q23G. Media (radio, newspaper, website, library program guide, Transit ads); Q23H. Other.

## Overall Satisfaction

The 2011 Statistics and Evaluation Form asked respondents to rate their level of satisfaction with specific elements of the program. The first set of questions looked at the program materials.

Satisfaction levels are largely consistent with previous years and remain very high. Top two box scores (the sum of “very satisfied” and “satisfied” responses) reveal that 94% of all libraries were satisfied with the theme in 2011, 93% were satisfied with the quality of the logbook and 92% with the visual representation of the theme in the materials. 91% were satisfied with the program poster (a 4% increase over 2010) and with the relevance of the content of the logbook.

**Figure 27. Satisfaction with Program Elements**



**Base:** 2011: All localities that submitted results (n=1,819). Data is weighted to reflect all localities that participated in the TDSRC program (n=1,976). 2010: All localities that submitted results (n=1,762). Data is weighted to reflect all localities that participated in the TDSRC program (n=1,992). 2009: All localities that submitted results (n=1,718). Data is weighted to reflect all localities that participated in the TDSRC program (n=1,962).

**Source:** Q27A-Q27E. Rate your level of satisfaction with the program elements below.

Satisfaction levels across provinces are similar to those in 2010. Satisfaction remained very high everywhere, with the only possible exception being the Territories.

**Figure 28. Satisfaction with Program Elements by Province & Region  
Top 2 Box Scores (% “Very Satisfied” and “Satisfied”)**

Region	2011					2010				
	Appreciation of theme	Visual repres. of theme in materials	Quality of logbook	Relevance of content in logbook	Program poster	Appreciation of theme	Visual repres. of theme in materials	Quality of logbook	Relevance of content in logbook	Program poster
<b>Atlantic</b>	<b>93%</b>	<b>96%</b>	<b>94%</b>	<b>90%</b>	<b>94%</b>	<b>94%</b>	<b>91%</b>	<b>93%</b>	<b>93%</b>	<b>91%</b>
Nfld. & Lab.	95%	94%	88%	83%	90%	92%	89%	90%	90%	93%
Nova Scotia	89%	98%	98%	93%	99%	94%	90%	96%	96%	90%
PEI	100%	96%	100%	100%	88%	100%	100%	96%	92%	88%
<b>Quebec</b>	<b>95%</b>	<b>96%</b>	<b>97%</b>	<b>97%</b>	<b>96%</b>	<b>96%</b>	<b>98%</b>	<b>97%</b>	<b>95%</b>	<b>98%</b>
BPQ	91%	95%	96%	95%	96%	96%	97%	96%	92%	97%
Réseau Biblio	97%	96%	98%	98%	96%	97%	98%	98%	97%	98%
<b>Ontario</b>	<b>94%</b>	<b>90%</b>	<b>92%</b>	<b>90%</b>	<b>90%</b>	<b>94%</b>	<b>90%</b>	<b>93%</b>	<b>91%</b>	<b>80%</b>
SOLS	96%	94%	92%	90%	93%	95%	93%	93%	91%	80%
OLS-North	92%	75%	94%	92%	92%	100%	93%	99%	97%	93%
Toronto	86%	82%	88%	85%	73%	81%	70%	88%	89%	66%
<b>West</b>	<b>94%</b>	<b>93%</b>	<b>90%</b>	<b>88%</b>	<b>88%</b>	<b>96%</b>	<b>93%</b>	<b>94%</b>	<b>91%</b>	<b>90%</b>
Manitoba	89%	89%	92%	90%	81%	92%	92%	94%	91%	88%
Saskatchewan	94%	93%	90%	86%	87%	94%	93%	95%	94%	90%
Alberta	94%	94%	90%	88%	92%	98%	94%	93%	89%	90%
<b>Territories</b>	<b>91%</b>	<b>82%</b>	<b>73%</b>	<b>73%</b>	<b>91%</b>	<b>88%</b>	<b>100%</b>	<b>100%</b>	<b>73%</b>	<b>100%</b>
Yukon	86%	71%	57%	57%	86%	75%	100%	100%	75%	100%
NWT	100%	100%	100%	100%	100%	100%	100%	100%	50%	100%
Nunavut	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
<b>Overall</b>	<b>94%</b>	<b>92%</b>	<b>93%</b>	<b>90%</b>	<b>91%</b>	<b>95%</b>	<b>92%</b>	<b>94%</b>	<b>92%</b>	<b>87%</b>

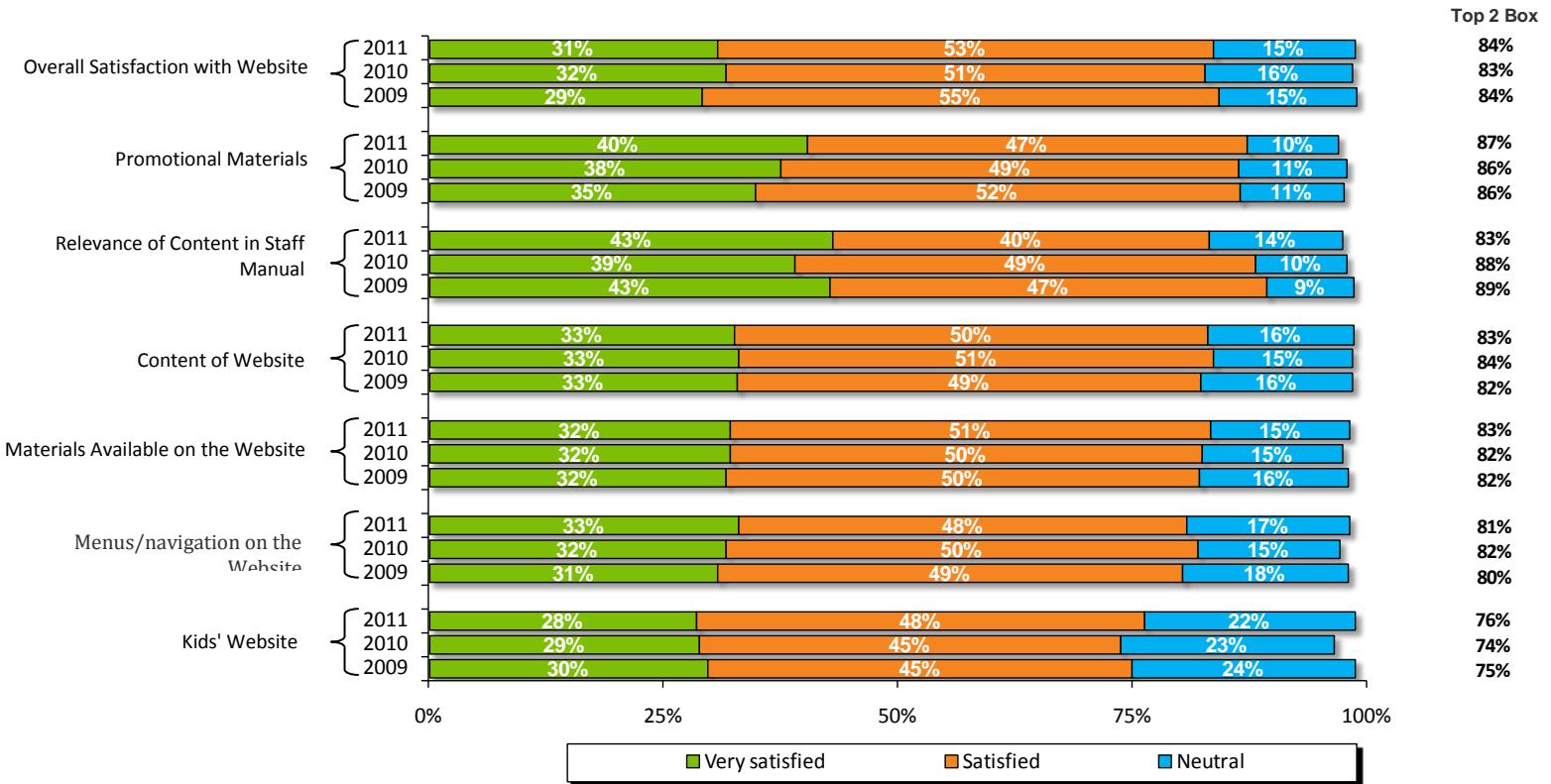
**Base:** 2011: All localities that submitted results (n=1,819). Data is weighted to reflect all localities that participated in the TDSRC program (n=1,976). 2010: All localities that submitted results (n=1,762). Data is weighted to reflect all localities that participated in the TDSRC program (n=1,992). 2009: All localities that submitted results (n=1,718). Data is weighted to reflect all localities that participated in the TDSRC program (n=1,962).

Source: Q27A-Q27E. Rate your level of satisfaction with the program elements below.

Libraries also rated their level of satisfaction with other program materials, such as various aspects of the website, promotional materials and the Staff Manual.

Top two box scores reveal that libraries were most satisfied with the promotional materials (87%). The biggest change in 2011 was a 5% drop in satisfaction with the relevance of the content of the staff manual. All other measures were very similar to previous years.

**Figure 29. Satisfaction with Program Support Material**



**Base:** 2011: All localities that submitted results (n=1,819). Data is weighted to reflect all localities that participated in the TDSRC program (n=1,976). 2010: All localities that submitted results (n=1,762). Data is weighted to reflect all localities that participated in the TDSRC program (n=1,992). 2009: All localities that submitted results (n=1,718). Data is weighted to reflect all localities that participated in the TDSRC program (n=1,962). 2008: All localities that submitted results (n=1,611). Data is weighted to reflect all localities that participated in the TDSRC program (n=1,798).

**Source:** Q27F-Q27L. Rate your level of satisfaction with the program elements below.

Altogether, Quebec was the most satisfied with the support material and Atlantic Canada and the Territories were less satisfied. There was little consistent regional variation beyond that, however. With the exception of the relevance of the content of the staff manual mentioned above, there was little change in satisfaction in almost all areas from 2010 to 2011. The category with the lowest overall satisfaction was the kid’s website in every region, much like in previous years. Specific details by province and region are provided in the table below.

**Figure 30. Satisfaction with Support Material by Province & Region  
Top 2 Box Scores (% “Very Satisfied” and “Satisfied”)**

Region	2011							2010						
	Overall satisfaction with website	Relevance of content of Staff Manual	Promotional materials	Menus/navigation on the website	Content of website	Materials available on website	Kids' website	Overall satisfaction with website	Relevance of content of Staff Manual	Promotional materials	Menus/navigation on the website	Content of website	Materials available on website	Kids' website
<b>Atlantic</b>	<b>81%</b>	<b>87%</b>	<b>82%</b>	<b>74%</b>	<b>80%</b>	<b>81%</b>	<b>71%</b>	<b>87%</b>	<b>93%</b>	<b>87%</b>	<b>84%</b>	<b>87%</b>	<b>87%</b>	<b>65%</b>
Nfld. & Lab.	88%	88%	90%	88%	90%	88%	80%	97%	96%	93%	96%	93%	93%	91%
Nova Scotia	72%	85%	70%	60%	68%	72%	63%	78%	88%	78%	72%	79%	80%	32%
PEI	80%	92%	100%	68%	84%	80%	60%	84%	96%	96%	84%	88%	88%	64%
<b>Quebec</b>	<b>90%</b>	<b>90%</b>	<b>95%</b>	<b>87%</b>	<b>88%</b>	<b>89%</b>	<b>77%</b>	<b>89%</b>	<b>94%</b>	<b>94%</b>	<b>87%</b>	<b>91%</b>	<b>87%</b>	<b>83%</b>
BPQ	87%	86%	91%	83%	87%	88%	65%	85%	92%	88%	82%	85%	83%	78%
Réseau Biblio	92%	92%	97%	89%	89%	89%	84%	92%	94%	97%	89%	94%	89%	86%
<b>Ontario</b>	<b>81%</b>	<b>79%</b>	<b>85%</b>	<b>80%</b>	<b>82%</b>	<b>83%</b>	<b>78%</b>	<b>80%</b>	<b>87%</b>	<b>82%</b>	<b>80%</b>	<b>81%</b>	<b>82%</b>	<b>74%</b>
SOLS	82%	79%	85%	82%	83%	87%	79%	83%	86%	84%	79%	84%	81%	76%
OLS-North	90%	75%	92%	86%	87%	73%	83%	76%	97%	74%	93%	76%	96%	67%
Toronto	67%	82%	78%	64%	67%	70%	66%	69%	82%	75%	70%	69%	70%	67%
<b>West</b>	<b>85%</b>	<b>84%</b>	<b>88%</b>	<b>81%</b>	<b>83%</b>	<b>82%</b>	<b>76%</b>	<b>80%</b>	<b>85%</b>	<b>88%</b>	<b>81%</b>	<b>82%</b>	<b>78%</b>	<b>71%</b>
Manitoba	78%	79%	82%	74%	79%	79%	71%	82%	78%	84%	77%	78%	78%	63%
Saskatchewan	84%	83%	87%	80%	82%	82%	74%	87%	86%	88%	86%	86%	87%	76%
Alberta	88%	86%	90%	83%	85%	83%	79%	73%	86%	89%	78%	80%	70%	69%
<b>Territories</b>	<b>64%</b>	<b>55%</b>	<b>82%</b>	<b>64%</b>	<b>64%</b>	<b>64%</b>	<b>64%</b>	<b>78%</b>	<b>78%</b>	<b>90%</b>	<b>73%</b>	<b>63%</b>	<b>88%</b>	<b>48%</b>
Yukon	57%	43%	71%	57%	57%	57%	57%	75%	75%	100%	75%	75%	75%	75%
NWT	67%	67%	100%	67%	67%	67%	67%	100%	100%	100%	50%	50%	100%	0%
Nunavut	100%	100%	100%	100%	100%	100%	100%	50%	50%	50%	100%	50%	100%	50%
<b>Overall</b>	<b>84%</b>	<b>83%</b>	<b>87%</b>	<b>81%</b>	<b>83%</b>	<b>83%</b>	<b>76%</b>	<b>83%</b>	<b>88%</b>	<b>86%</b>	<b>82%</b>	<b>84%</b>	<b>82%</b>	<b>74%</b>

**Base:** 2011: All localities that submitted results (n=1,819). Data is weighted to reflect all localities that participated in the TDSRC program (n=1,976). 2010: All localities that submitted results (n=1,762). Data is weighted to reflect all localities that participated in the TDSRC program (n=1,992).

**Source:** Q27F-Q27L. Rate your level of satisfaction with the program elements below.

## Comments

### Program Reading Outcomes

#### Indicators of Success

Libraries were asked to indicate whether they had any indicators of a child’s increased enjoyment of reading, reading successes or changes in attitudes toward reading. In 2011, the list of coded responses was pared down to a smaller list of more inclusive options. As a result, some categories were collapsed into others, and a real comparison can only be made with 2010.

The most common indicators were that children reported an increased interest in books and ‘getting hooked’ on reading (33%). 22% also reported that children had better reading habits and read more books. Other common responses were that the children enjoyed the program and were proud of their accomplishments (20%), that they enjoyed the activities/games and prizes/stickers (17%), discussing the books they read (16%) and increased library visits and membership (11%)

The main shift from 2010 to 2011 is that libraries were more likely to report better reading habits directly as opposed to more quantifiable outcomes such as increased library visits. Beyond this change, there was little significant change in the responses given.

**Figure 31. Indicators of Success**

Indicators of Success	2011	2010
Getting involved/hooked/interested in reading/sharing books	33%	28%
Increased reading habits/number of books read	22%	11%
Children enjoyed it/were proud of their accomplishments	20%	16%
Activities/games/prizes/stickers	17%	20%
Discussion/talking/reporting about books read.	16%	14%
Increased library visitors and membership	11%	18%
Improved reading/comprehension/reporting skills	10%	14%
Targets/goals set by readers (general)	9%	2%
New/less-reluctant audiences/more boys/friends of readers	7%	5%
Continued reading on their own/taking initiative to read	6%	5%
Children enjoyed the theme (general)	6%	11%
Good results/success (unspecified)	3%	2%
Promote/awareness reading in children/youth (general)	2%	1%
Increased/promoted family time/positive parental feedback	1%	11%
Some kids who join are already avid readers	1%	3%
Nothing/none/no noticeable increase	2%	1%
Other	11%	9%

**Base:** Localities/library systems that provided a response. 2011 (n=293 systems); 2010 (n=279 systems)

**Source:** Q33. Do you have any indicators of a child’s increased enjoyment of reading? Of reading successes? Changes in attitude toward reading?



## Testimonials

Libraries were also asked whether they had any testimonials from parents, caregivers or teachers that might indicate an improvement in reading level.

The most common testimonial in 2011 was that the program caused children to read more frequently (30%). More than a quarter (26%) reported parental and child enthusiasm/appreciation and also that they enjoyed the program. 23% mentioned that the program improves the reading skills of the children involved, and 16% mentioned that the program helps with the transition back into school in September.

**Figure 32. Testimonials**

Testimonials	2011	2010	2009	2008	2007	2006	2005
Children reading more frequently	30%	25%	29%	24%	31%	19%	18%
Children enjoy the program	26%	21%	17%	12%	16%	13%	31%
Parental/Children enthusiasm/appreciation/enjoyed theme	26%	39%	38%	28%	35%	35%	45%
Improves reading skills of children	23%	29%	23%	22%	23%	28%	33%
Helps with easier transition for back to school	16%	10%	10%	6%	6%	5%	-
Children reading to win prizes	6%	5%	7%	5%	7%	5%	6%
No/didn't receive any	4%	6%	6%	14%	9%	10%	19%
Improved confidence in children	4%	4%	3%	2%	4%	3%	6%
Children interested in new/different topics/watch TV less	1%	4%	3%	3%	3%	1%	3%
Keeps children reading during the summer	-	9%	11%	12%	16%	17%	11%
Children go to library more often	-	4%	4%	4%	9%	5%	13%
Child previously encountered reading difficulty	-	1%	7%	1%	3%	3%	1%
Other	12%	18%	24%	19%	21%	33%	20%

**Base:** Localities/library systems that provided a response. 2011 (n=215 systems); 2010 (n=197 systems); 2009 (n=207 systems); 2008 (n=322 systems); 2007 (n=467 systems); 2006 (n=777 libraries); 2005 (n=228 systems).

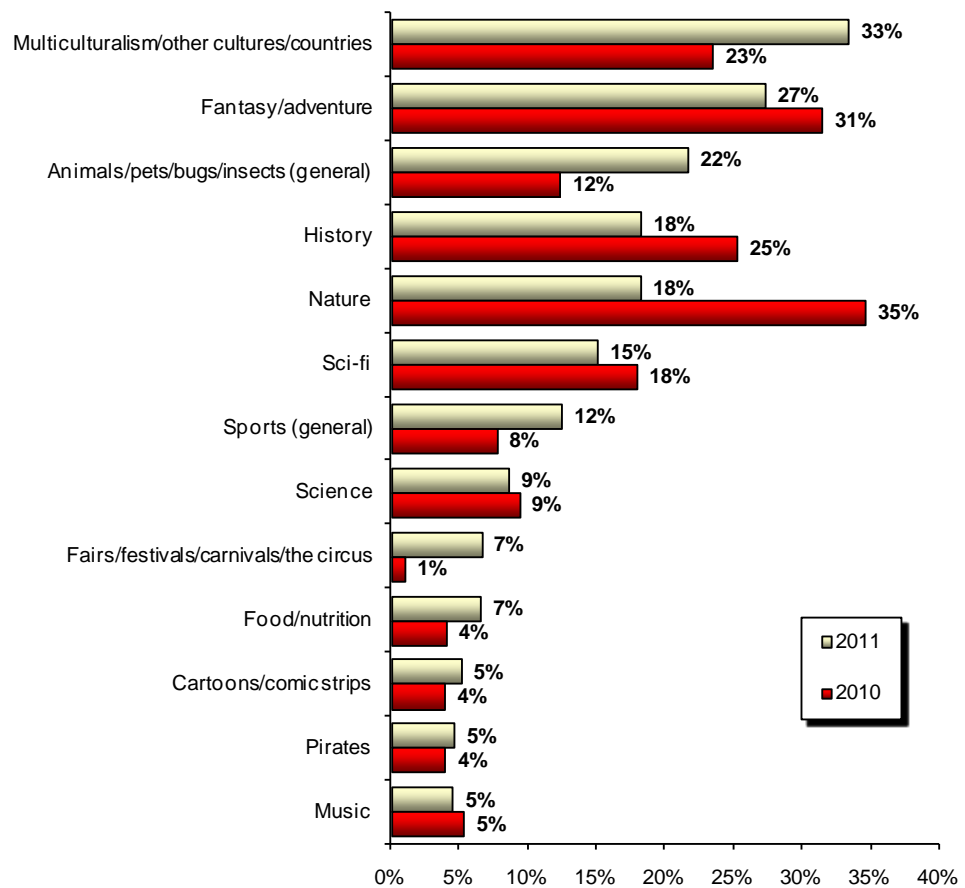
**Source:** Q34. Do you have any testimonials from parents, caregivers or teachers that may indicate an improvement in reading level?

## Suggestions

### Future Themes

The list of library suggestions for future program themes was also reduced in 2011. A great number of different themes were proposed but the most common were themes about multiculturalism and other countries (33%), fantasy/adventure (27%), and animals (22%). History and Nature were both mentioned by 18% of those offering a response. The figure below presents the suggestions made by at least 5% of systems in 2011.

**Figure 33. Suggestions for Future Themes**



**Base:** Library systems/localities that provided a response. 2011 (n=243 systems); 2010 (n=280 systems);

**Source:** Q35. Do you have any suggestions on the program's future themes?

Other themes mentioned include:

- Wild West/cowboys
- Hobbies
- Humour/comedy
- Holiday theme
- Art
- Movies/TV/pop culture
- Mysteries

## TDSRC Statistics Collection

Libraries were asked to provide suggestions on how to improve the collection of program statistics. Among those who had a suggestion (60% did not provide one), the most common was that the forms/reports should be provided earlier in the year (28% of those who had a response). More standardized forms with more instruction (15%), the ability for individual libraries within systems to report their statistics directly online (11%), that forms be provided directly to all libraries (8%), that questions be clarified (7%), and allowing or requiring weekly registration (5%) were all mentioned. All other suggestions are listed in the table below.

**Figure 34. Suggestions for Data Collection**

Suggestions For Improving Reporting	2011	2010
Provide survey/forms/reports earlier	28%	15%
Fine/easy/straightforward/no need for improvement	17%	16%
Standardize forms/provide suggestions/more instructions	15%	11%
Enable online form/reporting/registration	11%	11%
Provide forms to all individual libraries	8%	4%
Clarify/specify survey questions	7%	10%
Allow/require weekly/daily reporting	5%	4%
Enable Excel spreadsheet/database registration	4%	8%
Difficult/time consuming to keep counts	4%	5%
Do not track/require stats on gender	4%	4%
Improve recording of number of hours read	1%	9%
Keep stats by age/gender	1%	2%
Provide fewer options when asking about program awareness	< 1%	5%
Other	15%	27%

**Base:** Localities/library systems that provided a response. 2011 (n=199); 2010 (n=161).

**Source:** Q37. Do you have any suggestions on how the reporting of program statistics could be improved or made easier/more accurate?

## TDSRC Overall

Libraries were asked to provide suggestions on the TDSRC overall. Systems often use this question as an opportunity to provide feedback, with a number of comments referring to the excellence of the program (37%). The most common suggestions are to improve the materials/posters/stickers used (22%), but 11% also requested more age-appropriate themes. Roughly one in ten libraries who offered a suggestion requested a greater variety of materials and another 10% requested that the materials be send earlier.

Concerns with the materials vary from year to year but concerns of this type were virtually unchanged when compared to 2010. Overall, more libraries offered only that the program was excellent and could not offer a concrete suggestion than in previous years.

**Figure 35. Suggestions for TDSRC Overall**

Suggestions	2011	2010	2009
Excellent/successful program	37%	30%	32%
Improve the materials/posters/stickers	22%	21%	34%
More age-appropriate themes	11%	4%	2%
Provide us with more variety of materials	10%	6%	2%
Send the material to be used earlier	10%	16%	8%
Improve/update the website	9%	6%	2%
More games and interactive activities/prizes and incentives	5%	12%	11%
More/better marketing and publicity	4%	6%	2%
More interesting/exciting/appropriate/focused themes	3%	1%	1%
Make it easier to collect statistics/better forms	3%	0%	2%
Provide more information/training on the program	3%	1%	3%
More geared to literature/reading	1%	-	-
Flexible Themes/for wider audiences	1%	2%	2%
More financial support for libraries	1%	-	-
Kids enjoy the program	-	8%	3%
Improve log book/easier for children	-	5%	2%
Other	7%	14%	30%

Base: Localities/library systems that provided a response. 2011 (n=259); 2010 (n=259); 2009 (n=244)

Source: Q36. Do you have any suggestions on the TDSRC overall?

# Appendix 1

## Evaluation Forms



## TD Summer Reading Club STATISTICS AND EVALUATION FORM 2011

In order to provide TD Bank and your provincial/territorial authorities with accurate information about the success of the TD Summer Reading Club (TDSRC) program, the participation of each library in the evaluation is of critical importance.

Individual library branches are asked to fill out the following evaluation form and to provide their responses to their main branch. Your main library will then fill out a unique online form for the entire library system.

Please make sure you fill out all **fields**. Please give an estimate if you did not collect specific data. If the information is not available, please enter **(N/A)**; and if there was none for this category, please enter a zero **( 0 )**.

### PART I – STATISTICS

#### INFORMATION ON LIBRARY

According to our records, you are reporting for the **<RECALL LIBRARY SYSTEM NAME>**. If this is correct, please choose ‘yes’ and continue. If it is incorrect, please contact your regional coordinator to get an updated URL

#### **<COORDINATOR NAME AND PHONE NUMBER>**

If you need assistance, please email [lac@decima.com](mailto:lac@decima.com)

How many service points/branches in total participated in the TDSRC 2011 in your system? \_\_

How many of the service points/branches that participated in the TDSRC 2011 are you reporting data for? \_\_

#### STATISTICS ON REGISTRATION

**REGISTRATION:** Please copy in the totals for the number of children who registered to participate in the TDSRC 2011 with the intent to read books. Transcribe the totals from the appropriate category of your registration form. **NOTE: This section refers to the total number of children who were registered with the participating library – i.e. their full names and/or ages were recorded, and they were given a registration package and/or poster. This does not necessarily include children who just participated in one or more activities (see below). These totals must be equal to or less than the number who participated.**

	Total
Boys 0-5 years old	
Boys 6-8 years old	
Boys 9-12 years old	
Boys 13 + years old	
Total number of boy participants	



Girls 0-5 years old	
Girls 6-8 years old	
Girls 9-12 years old	
Girls 13 + years old	
Total number of girl participants	
Total number of participants – boys and girls	

**STATISTICS ON PARTICIPATION**

**PARTICIPATION:** This is the total number of children who attended any or all of the activities conducted. They may not have been registered, and should be counted each time they attended an activity. The number of children participating must be equal to, or higher than the number who have registered.

Please enter the totals for all libraries in the system that you are reporting for. If you are missing data for this question for some systems, please include estimates for those libraries in your totals.

**Programs/activities conducted in the libraries in your system**

	Total
Total number of club programs/activities	
Total attendance at programs/activities for boys and girls	
Total attendance at programs/activities for boys	
Total attendance at programs/activities for girls	

**Programs /activities conducted at locations other than the libraries in your system**

	Total
Total number of club programs/activities	
Total attendance at programs/activities for boys and girls	
Total attendance at programs/activities for boys	
Total attendance at programs/activities for girls	

**MATERIAL PROVIDED:** Total number of reading kits or posters given out to children coming into the libraries in your system, and any materials provided to summer day camps, child-care centres, community/public housing projects, faith-based programs, etc.

Please enter the totals for all libraries in the system that you are reporting for. If you are missing data for this question for some systems, please include estimates for those libraries in your totals.

Posters only

--



Reading kits (includes poster, activity booklet and stickers)

--

**You are reporting data for <RECALL # OF LIBRARIES/BRANCHES THEY ARE REPORTING ON> service points/branches. Please enter how many of those service points responded with yes and no, and if some service points did not supply information, enter that number under 'No Info Provided'**

Did you run this as a drop-in program?

Yes      No      No Info Provided

--	--	--

Did you run the program as a club? (e.g., with distinct meeting times) (can do both)

Yes      No      No Info Provided

--	--	--

**Please enter the totals for all libraries in the system that you are reporting for. If you are missing data for this question for some systems, please include estimates for those libraries in your totals.**

	Total
If recorded, total number of children who collected all 9 stickers	
If recorded, total number of books reported on	
If recorded, total number of books read (at home <b>or</b> at the library)	
If recorded, total number of hours read (at home <b>or</b> at the library)	

**PROMOTION OF PROGRAM**

Please transcribe the totals from your registration form to the appropriate methods below (**only one method per participant**):

Number of participants that first heard about the TDSRC by the following methods

	Total
1. Presentation to schools by library staff	
2. Presentation to summer day camps, child-care centres, community/public housing projects, faith-based programs, etc.	
3. Staff promotion in branch	
4. Word of mouth	





5. School invitations	
6. Joined last year	
7. Media (radio, newspaper, website, library program guide, transit ads)	
8. Other – Describe here:	

**You are reporting data for <RECALL # OF LIBRARIES/BRANCHES THEY ARE REPORTING ON> service points/branches. Please enter how many of those service points responded with yes and no, and if some service points did not supply information, enter that number under ‘No Info Provided’**

Did any library staff promote the program to schools/summer day camps/child-care centres/community/public housing projects/faith-based programs, etc.

Yes      No      No Info Provided

--	--	--

If yes, total number of visits.

If yes, total number of children reached.

**LEVEL OF SATISFACTION**

Please rate your level of satisfaction with the program elements below:

**You are reporting data for <RECALL # OF LIBRARIES/BRANCHES THEY ARE REPORTING ON> service points/branches. For each statement, enter the number of service points that responded with each level of satisfaction. If some service points did not supply information, enter that number under ‘No Info Provided’.**

**For example, if you are reporting for four service points, and two are very satisfied and two are satisfied with the ‘Program Poster’, enter the number 2 under the satisfied and very satisfied column on the ‘Program Poster’ row.**



	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied	No Info Provided
Overall appreciation of the theme						
Visual representation of the theme in the materials						
Quality of the logbook/activity booklet						
Relevance of the content of the logbook/activity booklet						
Program poster						
Relevance of the content of the Staff Manual						
Promotional materials						
Menus and navigation on the website <a href="http://www.td-club-td.ca">www.td-club-td.ca</a>						
Content of website						
Materials available on the website						
The website for kids						
Overall satisfaction with the website						



**PART II - COMMENTS AND SUGGESTIONS  
PROGRAM READING OUTCOMES**

Do you have any indicators of a child's increased enjoyment of reading? Of reading successes? Changes in attitude toward reading? (max. 60 words)

Do you have any testimonials from parents, caregivers or teachers that may indicate an improvement in reading level? (max. 60 words)

**SUGGESTIONS ON PROGRAM**

Do you have any suggestions on the program's future themes? (max. 20 words)

Do you have any suggestions on how the reporting of program statistics could be improved or made easier/more accurate? (max. 70 words)

Do you have any suggestions on the TDSRC overall? (max. 70 words)

**LIBRARY AND ARCHIVES CANADA THANKS YOU FOR YOUR PARTICIPATION!**



## Club de lecture d'été TD

### FORMULAIRE D'ÉVALUATION ET DE STATISTIQUES 2011

Afin de procurer à la Banque TD et à l'administration provinciale ou territoriale des renseignements précis sur le succès du programme du Club de lecture d'été TD (CLÉ TD), il est primordial que chaque bibliothèque publique participe à l'évaluation.

Chaque succursale de bibliothèque est invitée à remplir le formulaire d'évaluation ci-joint et à le soumettre à la succursale centrale. Celle-ci remplira ensuite un formulaire unique en ligne pour l'ensemble du réseau de bibliothèques.

Veuillez vous assurer de remplir tous les **champs**. Si vous avez omis de collecter certaines données, vous pouvez donner une réponse approximative. Si vous ne pouvez pas répondre à une question, faute de données, inscrivez (**S/O**); s'il n'y a pas eu de participation pour cette catégorie, inscrivez un zéro (**0**).

#### PARTIE I – STATISTIQUES

##### RENSEIGNEMENTS SUR LA BIBLIOTHÈQUE

Selon nos dossiers, vous fournissez des données pour le <NOM DU RÉSEAU DE BIBLIOTHÈQUES>. Si cette information est exacte, veuillez choisir « Oui BIBLIOTHÈQUES» et continuer. Si cette information est incorrecte, veuillez communiquer avec votre coordonnateur régional pour obtenir une adresse URL à jour.

<NOM DU COORDONNATEUR ET NUMÉRO DE TÉLÉPHONE> Si vous avez besoin d'aide, veuillez envoyer un courriel à lac@decima.com.

Combien de points de service/succursales en tout ont participé au CLETD 2010 dans votre réseau? \_\_

Pour combien de points de service/succursales qui ont participé au CLETD 2010 fournissez-vous des données? \_\_

##### STATISTIQUES D'INSCRIPTION

**INSCRIPTION** : Veuillez indiquer le nombre total d'enfants qui se sont inscrits pour participer au CLETD 2010 dans l'intention de lire des livres. Veuillez transcrire le nombre total dans la catégorie appropriée de votre formulaire d'inscription. **NOTE : Cette section renvoie au nombre total d'enfants qui s'étaient inscrits à la bibliothèque participante - c.-à-d. leur nom complet et/ou leur âge, et si une trousse d'inscription et/ou une affiche leur a été remise. Ce nombre n'inclut pas nécessairement les enfants qui ont participé uniquement à une ou plusieurs activités (se reporter ci-après). Le total de ces nombres doit être égal ou moindre que le nombre d'enfants qui ont participé.**

	Total
Garçons âges 0-5	
Garçons âges 6-8	
Garçons âges 9-12	
Garçons âges 13 +	
Total des garçons	



Filles âges 0-5	
Filles âges 6-8	
Filles âges 9-12	
Filles âges 13 +	
Total des filles	
Total des participants – garçons et filles	

### STATISTIQUES DE PARTICIPATION

**PARTICIPATION** : Il s'agit du nombre total d'enfants qui ont pris part à une ou à toutes les activités offertes. Il se peut qu'ils ne se soient pas inscrits, et ceux-ci doivent être comptés chaque fois qu'ils ont participé à une activité. Le nombre d'enfants qui ont participé doit être égal ou supérieur au nombre d'enfants inscrits.

**Veillez entrer le total de toutes les bibliothèques du réseau pour lequel vous faites rapport. S'il vous manque des données pour cette question pour certains réseaux, veuillez inclure des estimations pour ces bibliothèques dans vos totaux.**

#### Programmes ou activités en bibliothèque de votre système

	Total
Nombre total de programmes ou d'activités organisés	
Participation totale des garçons et des filles aux programmes et aux activités	
Participation totale des garçons aux programmes et aux activités	
Participation totale des filles aux programmes et aux activités	

#### Programmes ou activités à l'extérieur de la bibliothèque

	Total
Nombre total de programmes ou d'activités organisés	
Participation totale des garçons et des filles aux programmes et aux activités	
Participation totale des garçons aux programmes et aux activités	
Participation totale des filles aux programmes et aux activités	

**MATÉRIEL REMIS** : Nombre total de trousse de lecture ou d'affiches remises aux enfants qui ont fréquenté la bibliothèque, et de tout matériel remis à des camps de jour, des services de garde, des projets communautaires, des ensembles de logements publics, des programmes confessionnels, etc.



**Veillez entrer le total de toutes les bibliothèques du réseau pour lequel vous faites rapport. S'il vous manque des données pour cette question pour certains réseaux, veuillez inclure des estimations pour ces bibliothèques dans vos totaux.**

Affiches seulement

--

Trousses de lecture (comprenant l’affiche, le livret d’activités et les autocollants)

--

Vous fournissez des données pour <NOMBRE> de bibliothèques/succursales.

Veillez indiquer le nombre de ces points de service qui ont répondu « Oui » et « Non », et si certains points de service n'ont pas fourni d'information, veuillez indiquer ce nombre sous « Aucune information fournie ».

Avez-vous fonctionné suivant le principe de la porte ouverte?

Oui      Non      Aucune  
                                 information  
                                 fournie

--	--	--

Avez-vous administré le programme comme un club? (p. ex., réunions à heures fixes) (Les deux formules sont possibles.)

Oui      Non      Aucune  
                                 information  
                                 fournie

--	--	--

**Veillez entrer le total de toutes les bibliothèques du réseau pour lequel vous faites rapport. S'il vous manque des données pour cette question pour certains réseaux, veuillez inclure des estimations pour ces bibliothèques dans vos totaux.**



	Total
Si noté, nombre total d'enfants qui ont obtenu les 9 autocollants	
Si noté, total de livres pour lesquels des comptes rendus de lecture ont été produits	
Si noté, total des livres lus	
Si noté, total des heures de lecture	

### PROMOTION DU PROGRAMME

Cumul des formulaires d'inscription à transcrire dans le tableau ci-dessous (comptez une méthode par participant) :

Combien de participants ont appris l'existence du CLÉ TD par les méthodes suivantes?

	Total
1. Exposé du personnel de la bibliothèque dans les écoles	
2. Exposé du personnel de la bibliothèque dans les camps de jour, les services de garde, les projets communautaires, les ensembles de logements publics, les programmes confessionnels, etc.	
3. Promotion par le personnel dans les succursales	
4. Bouche-à-oreille	
5. Invitations des écoles	
6. Participation au CLÉ TD l'été dernier	
7. Médias (radio, journaux, sites Web, guide des programmes de la bibliothèque, annonces dans les transports en commun)	
8. Autres – Prière de préciser :	

Vous fournissez des données pour <NOMBRE> de bibliothèques/succursales. Veuillez indiquer le nombre de ces points de service qui ont répondu « Oui » et « Non », et si certains points de service n'ont pas fourni d'information, veuillez indiquer ce nombre sous « Aucune information fournie ».

Le personnel de la bibliothèque a-t-il fait des visites dans les écoles, les camps de jour, les garderies, les projets communautaires, les ensembles de logements publics, les programmes confessionnels, etc.?

Oui      Non      Aucune  
                                 information  
                                 fournie

--	--	--



Si oui, nombre de visites

Si oui, nombre d'enfants joints

### NIVEAU DE SATISFACTION

Veillez évaluer votre degré de satisfaction à l'égard des aspects suivants du programme :

Vous fournissez des données pour \_<NOMBRE>\_ de bibliothèques/succursales. Pour chaque énoncé, veuillez indiquer le nombre de points de service qui ont répondu pour chaque niveau de satisfaction. Si certains points de service n'ont pas fourni d'information, veuillez indiquer ce nombre sous « Aucune information fournie ».

À titre d'exemple, si vous fournissez des données pour quatre points de service, et que deux d'entre eux sont très satisfaits et que les deux autres sont satisfaits de l'« Affiche du programme », veuillez indiquer le chiffre 2 dans les colonnes « Satisfait » et « Très satisfait » de la rangée « Affiche du programme ».

	Très insatisfait	Insatisfait	Indifférent	Satisfait	Très satisfait
Satisfaction globale à l'égard du thème					
Représentation graphique du thème dans la documentation					
Qualité du livret d'activités					
Pertinence du contenu du livret d'activités					
Affiche du programme					
Pertinence du contenu du guide d'animation					
Matériel promotionnel					
Menus et navigation sur le site Web <a href="http://www.td-club-td.ca">www.td-club-td.ca</a>					
Contenu du site Web					
Matériel offert sur le site Web					
Le site Web « Pour jeunes »					
Satisfaction globale à l'égard du site Web					





**PARTIE II – COMMENTAIRES ET SUGGESTIONS**

**INFLUENCE DU PROGRAMME SUR LA LECTURE**

Avez-vous des indicateurs qui montrent si les enfants ont pris plus de plaisir à lire? S'ils lisent mieux? S'ils ont changé d'attitude envers la lecture? (Max. 60 mots)

Avez-vous des témoignages de parents, d'accompagnateurs ou d'enseignants indiquant une amélioration des capacités de lecture de l'enfant? (Max. 60 mots)

**SUGGESTIONS AU SUJET DU PROGRAMME**

Avez-vous des suggestions de thèmes pour les programmes à venir? (Max. 20 mots)

Avez-vous des suggestions sur la façon d'améliorer ou de faciliter le processus de rapport des statistiques du programme ou de le rendre plus précis? (Max. 70 mots)

Avez-vous des suggestions générales au sujet du CLÉ TD? (Max. 70 mots)

**BIBLIOTHÈQUE ET ARCHIVES CANADA VOUS REMERCIE DE VOTRE COLLABORATION**

# Appendix 2

## Ontario

### (SOLS, OLS-N & Toronto)

# Ontario Program Statistics

## Response Rate

The participating libraries within these three Ontario regions were asked to tally the results of participants in the summer reading club for all of their subsidiary branches. Of the 342 library systems in all three regions, 316 responded, resulting in an overall submission rate of 92%. Within all systems, 771 of the 820 individual libraries submitted their results, representing an overall response rate of 94%.

**Figure 1. Response Rate**

	Ontario	TPL	SOLS	OLS-N
<b>(A) Total Participating Libraries</b>	820	97	619	104
<b>(B) Total Responded to Survey</b>	771	97	589	85
<b>(C) Survey Response Rate</b>	94%	100%	95%	82%

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Source: Row (A) provided by Library and Archives Canada. Rows (B) and (C) represent data collected by Harris/Decima.

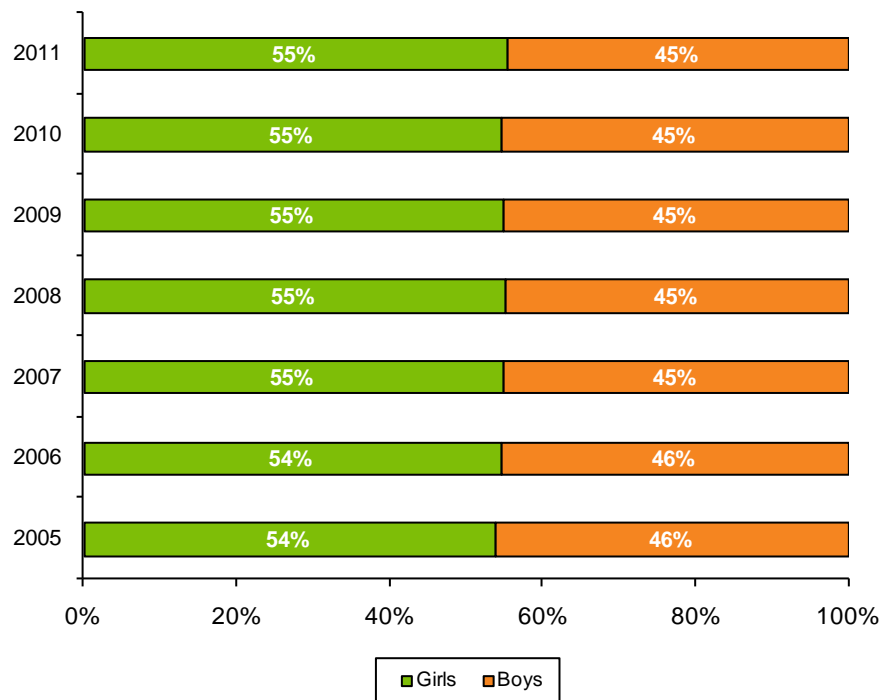
## Statistics on Registration

### Number of Children

The first section of the Statistics and Evaluation Form asked librarians to indicate the total number of children registered for the TDSRC 2011. This reflects the number of children who registered on the sign-up sheet, with the intent to read books as part of the TD Summer Reading Club.

In Ontario, an estimated 153,779 children registered for the TDSRC 2011 program. This represents a slight increase from 2010 in Ontario, but only Toronto actually showed an increase in 2011. Girls comprise 85,049, or 55%, of the participants, while the 68,730 boys represent 45% of the participants.

**Figure 2. Percentage of Participating Children by Gender**



**Figure 2.1 Number of Participating Children by Ontario Region**

Region	2011	2010
<b>Ontario</b>	<b>153,779</b>	<b>153,003</b>
SOLS	113,490	114,861
OLS-North	5,078	5,377
Toronto	35,211	32,765
<b>Ontario Totals:</b>	<b>153,779</b>	<b>153,003</b>

**Base:** All localities that submitted results (n=771). Data is weighted to reflect all localities that participated in the TDSRC program (n=820).

**Source:** Q3-Q10. Total number of children who registered for the TDSRC 2011.

Of the girls, 29% fall in the 0-5 age group, 39% are aged 6-8, 30% are aged 9-12, and 3% are 13 years or older. Among the boys, 32% are aged 0-5, 40% are aged 6-8, 26% are aged 9-12, and 2% are aged 13 and older. These results are almost identical to the results in 2010.

**Figure 3.1 Percentage of Participating Children by Gender and Age**

BOYS	2011	2010	2009	2008	2007	2006	2005
0-5	32%	32%	30%	30%	28%	27%	28%
6-8	40%	40%	39%	40%	39%	40%	40%
9-12	26%	26%	28%	28%	30%	30%	30%
13+	2%	2%	2%	2%	2%	3%	3%

GIRLS	2011	2010	2009	2008	2007	2006	2005
0-5	29%	29%	27%	27%	25%	24%	24%
6-8	39%	38%	38%	37%	36%	38%	38%
9-12	30%	30%	32%	32%	34%	34%	34%
13+	3%	3%	3%	3%	5%	4%	4%

**Base:** All localities that submitted results (n=771). Data is weighted to reflect all localities that participated in the TDSRC program (n=820).

**Source:** Q3-Q10. Total number of children who registered for the TDSRC 2011.

Figure 3 below summarizes the participation rate for Ontario by gender and age based on 2006 census data.

**Figure 3. Number of Participating Children**

	2006 CENSUS			2011 TD SRC REGISTRANTS			% PARTICIP. CHILDREN	% PARTICIP. CHILDREN	% PARTICIP. CHILDREN
	(A)	(B)	(C)	(D)	(E)	(F)	2011	2010	2009
Province / Territory	Total Children	Total Boys	Total Girls	Total Children	Total Boys	Total Girls	Total Children	Total Children	Total Children
<b>Ontario</b>	<b>2,382,035</b>	<b>1,221,915</b>	<b>1,160,135</b>	<b>153,779</b>	<b>68,730</b>	<b>85,049</b>	<b>6.46%</b>	<b>6.42%</b>	<b>6.77%</b>
0-5	807,900	413,910	394,000	46,576	22,143	24,433	5.77%	5.74%	5.66%
6-8	432,715	221,465	211,250	60,625	27,634	32,991	14.01%	13.89%	14.30%
9-12	635,940	327,180	308,760	43,010	17,610	25,400	6.76%	6.72%	7.73%
13-15	505,480	259,360	246,125	3,568	1,343	2,225	0.71%	0.75%	0.89%

**Base:** All localities that submitted results (n=771). Data is weighted to reflect all localities that participated in the TDSRC program (n=820).

**Source:** Columns (A) through (C) provided by Statistics Canada Census 2006. Column (D) through (F) represents data collected by Harris/Decima.

## Program Statistics

### Programs and Activities Organized Around the Club Theme

To help gauge the success of the TDSRC, libraries were asked to indicate the total number of programs and activities organized around this year's club theme as well as their total attendance, if recorded.

When reviewing these numbers, several points need to be kept in mind:

- Every child who registered for the reading club with the library is considered to have attended an activity.
- It is possible that a child did not register for the TDSRC, but attended one or more of the activities;
- Attendance was calculated on a per activity basis. It is possible that a child attended more than one activity, and thus is represented more than once in total attendance.

A total of 18,558 organized programs and activities were scheduled in libraries across Ontario over the months of July and August 2011. Total attendance amounted to 311,730 children. This translates to an approximate average of 17 children per activity.

Regionally, SOLS organized 15,731 theme-related activities and 235,587 children attended, averaging to 15 children per activity. OLS-North organized 1,323 activities, with a total of 18,223 children in attendance, translating to approximately 14 children per activity. The Toronto Public Library organized 1,504 activities and claimed a total of 57,920 children in attendance, which averages to 39 children per activity.

## Drop-Ins versus Clubs

Around one in three (35%) of the localities in Ontario ran the summer reading club both as a drop-in and as a club. A total of 41% of localities ran their summer reading club exclusively as a drop-in program, whereas 18% of the systems ran theirs solely as a reading club (this was far more likely in Northern Ontario). The remaining 6% used neither approach or did not report data.

The distribution of drop-ins and clubs organized across the regions of Ontario are detailed in Figure 4.

**Figure 4. Percentage of Drop-ins and Clubs by Province and Region**

Region	Drop-In Only	Club Only	Both Drop-In and Club	Neither Format
<b>Ontario</b>	<b>41%</b>	<b>18%</b>	<b>35%</b>	<b>6%</b>
SOLS	42%	15%	36%	7%
OLS-North	26%	41%	27%	6%
Toronto	55%	10%	33%	2%

**Base:** All localities that submitted results (n=771). Data is weighted to reflect all localities that participated in the TDSRC program (n=820).

**Source:** Q17. Did you run this as a drop-in program? / Q18. Did you run the program as a club? (e.g. with distinct meeting times).

## Program Successes

Depending on how libraries implemented the program, they tracked the impact of their program on reading habits and learning using a variety of metrics. These included:

- Total number of children who collected all nine stickers;**
- Total number of books reported on;**
- Total number of books read; and**
- Total number of hours read.**

## Stickers Collected

Stickers were used by many of the libraries as incentives for children to read more books. The ultimate goal was to collect all nine stickers. In the province of Ontario, 74% of the libraries used stickers as incentives for children to read more books. Among these systems, 78,286 children reached the target of collecting all nine stickers. The breakdown across regions is as follows:

- SOLS: 70% of libraries used stickers as incentives, and 68,178 children collected all nine stickers;**
- OLS-North: 64% used stickers as incentives; 1,257 children collected all nine stickers;**
- TPL: 87% used stickers as incentives; 8,851 children collected all nine stickers.**



## Books Read and Reported on

Among the library systems that collected these statistics, each child on average:

- Reported on 4.0 books;
- Read 8.0 books;
- Spent 4.9 hours reading.

The average number of books read per child translates to a total of 1,475,047 books read within Ontario as part of the summer reading club. The regional breakdown is as follows:

**SOLS: 994,026 books read;**

**OLS-North: 27,297 books read;**

**TPL: 162,122 books read.**

## Promotion of Program

### School and Daycare Visits by Library Staff

Librarians were asked to indicate if anyone from their library branch made any visits to the local schools and daycares in order to promote the program.

The great majority of libraries (72%) indicate that their library staff made visits to schools and daycares to promote the summer reading club. In total, 4,575 visits were made to schools and daycares, and 215,431 children were reached by these means.

The distribution by region is detailed in Figure 5.

**Figure 5. School and Daycare Visits by Staff by Province and Region**

Region	School Visits % Yes	Total Visits	Total Children Reached	Avg. Reach per Visit
<b>Ontario</b>	<b>72%</b>	<b>4,575</b>	<b>215,431</b>	<b>47</b>
SOLS	71%	3,380	164,345	49
NOLS	62%	167	10,568	63
Toronto	91%	1,027	40,518	39

**Base:** All localities that submitted results (n=771). Data is weighted to reflect all localities that participated in the TDSRC program (n=820).

**Source:** Q24. School/daycare visits by library staff; Q25. If yes, total number of visits; Q26. If yes, total number of children reached.

## Impact of School and Daycare Visits

Ontario’s library systems made school and daycare visits, reaching a total of 215,431 children. Among these systems, a total of 110,499 children participated in the TDSRC, representing 51% of children reached.

Among these same library systems, 28,657 children indicated that they first heard of the TDSRC via a school or daycare visit, representing 26% of the total participants.

The distribution of the impact of school and daycare visits by region is detailed in Figure 6.

**Figure 6. Effect of School and Daycare Visits**

Region	Total Children Reached by Visits	Total TDSRC participation within Visited Schools/Daycares	Ratio of Participation to Reach	First Heard via Staff Visit	Ratio of Reported Visit to Participation
<b>Ontario</b>	<b>215,431</b>	<b>110,499</b>	<b>51%</b>	<b>28,657</b>	<b>26%</b>
SOLS	164,345	72,897	44%	16,820	23%
OLS-North	10,568	4,076	39%	319	8%
Toronto	40,518	33,526	83%	11,518	34%

**Base:** All localities that submitted results (n=771). Data is weighted to reflect all localities that participated in the TDSRC program (n=820).

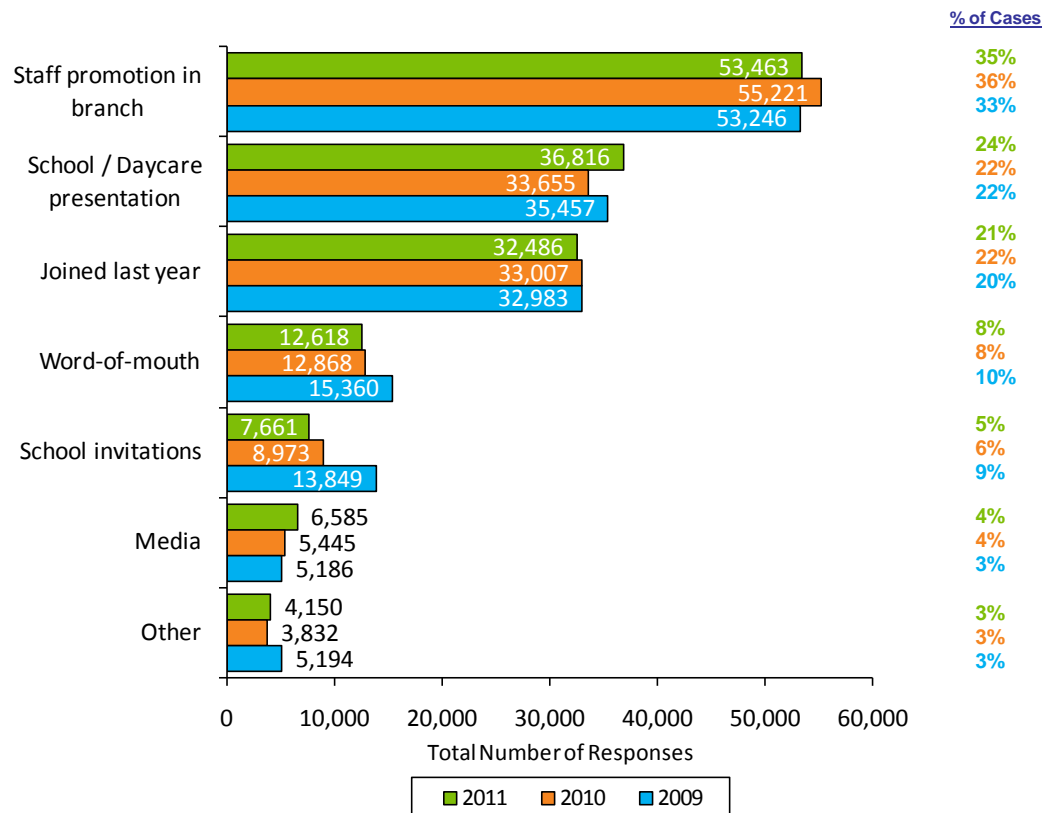
**Source:** Q26. If yes, total number of children reached. Q23A/B. Number of participants that first heard about the TDSRC by a school/ summer day camps/ daycare/ community of public presentations by library staff.

## Method of Promotion

Promotional aspects were further investigated by asking librarians to tally, from the registration forms, how the participants first heard about the program.

Roughly 53,500 (35%) participants first heard of the TDSRC through staff promotion in the branch, while approximately 36,800 (24%) heard through a presentation at their school or daycare. A total of around 32,500 (21%) were aware of the event from participating in 2010 and 12,600 (8%) heard through word-of-mouth. Around 7,700 participants became aware because of school invitations (5%). The media was mentioned by almost 6,600 children (4%), and other sources represented about 3%. Details are provided in Figure 7.

**Figure 7. How Participants First Heard About the Program**



**Base:** All localities that submitted results (n=771). Data is weighted to reflect all localities that participated in the TDSRC program (n=820).

**Source:** Number of participants that first heard about the TDSRC by the following methods: Q23A. Schools; Q23B. Summer day camps, daycare centres, community/public housing projects, faith-based program presentation by library staff; Q23C. Staff promotion in branch; Q23D. Word-of-mouth; Q23E. School invitations; Q23F. Joined last year; Q23G. Media (radio, newspaper, website, library program guide, Transit ads); Q23H. Other.

**Figure 8. How Participants First Heard About the Program by Region**

Region	School presentation	Day camp/ day care presentation	Staff promotion in branch	Word-of-mouth	School invitations	Joined last year	Media	Other
<b>Ontario</b>	<b>31,452</b>	<b>5,364</b>	<b>53,463</b>	<b>12,618</b>	<b>7,661</b>	<b>32,486</b>	<b>6,585</b>	<b>4,150</b>
SOLS	21,955	2,754	37,907	9,259	5,320	27,006	5,679	3,610
OLS-North	290	105	2,292	522	718	889	164	98
Toronto	9,207	2,505	13,264	2,837	1,623	4,591	742	442

**Base:** All localities that submitted results (n=771). Data is weighted to reflect all localities that participated in the TDSRC program (n=820).

**Source:** Number of participants that first heard about the TDSRC by the following methods: Q23A. Schools; Q23B. Summer day camps, daycare centres, community/public housing projects, faith-based program presentation by library staff; Q23C. Staff promotion in branch; Q23D. Word-of-mouth; Q23E. School invitations; Q23F. Joined last year; Q23G. Media (radio, newspaper, website, library program guide, Transit ads); Q23H. Other.

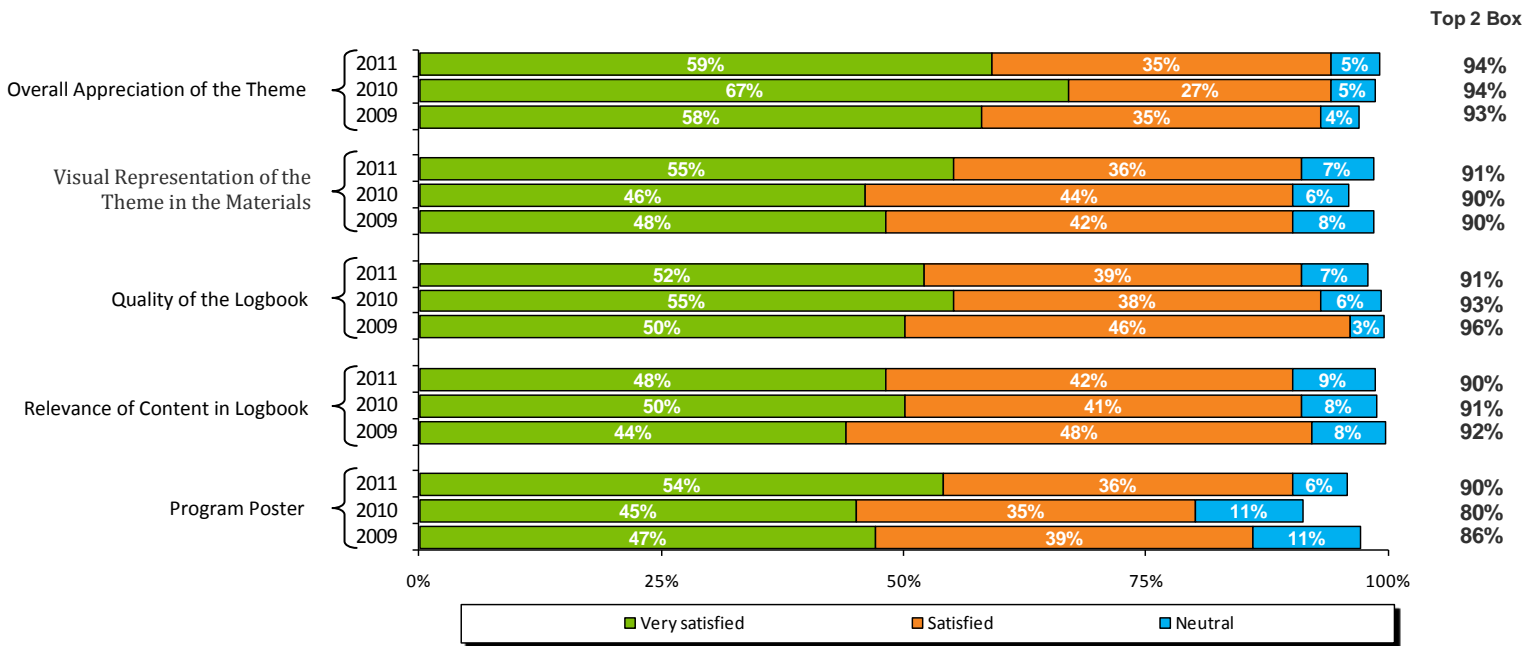
# Satisfaction

## Satisfaction with Program Elements

The 2011 Statistics and Evaluation Form included questions that asked respondents to rate their level of satisfaction with more specific elements of the program.

By and large, satisfaction levels in Ontario were similar to those of 2010. Top two box scores (the sum of “very satisfied” and “satisfied” responses) reveal that localities in Ontario appreciated the theme (94%), the visual representation of the theme in the materials, and the quality of the logbook (91% each). Satisfaction with the relevance of the logbook content (90%) was also high, but there was also much more satisfaction with the program poster in 2011 than in previous years.

**Figure 9. Satisfaction with Program Elements**



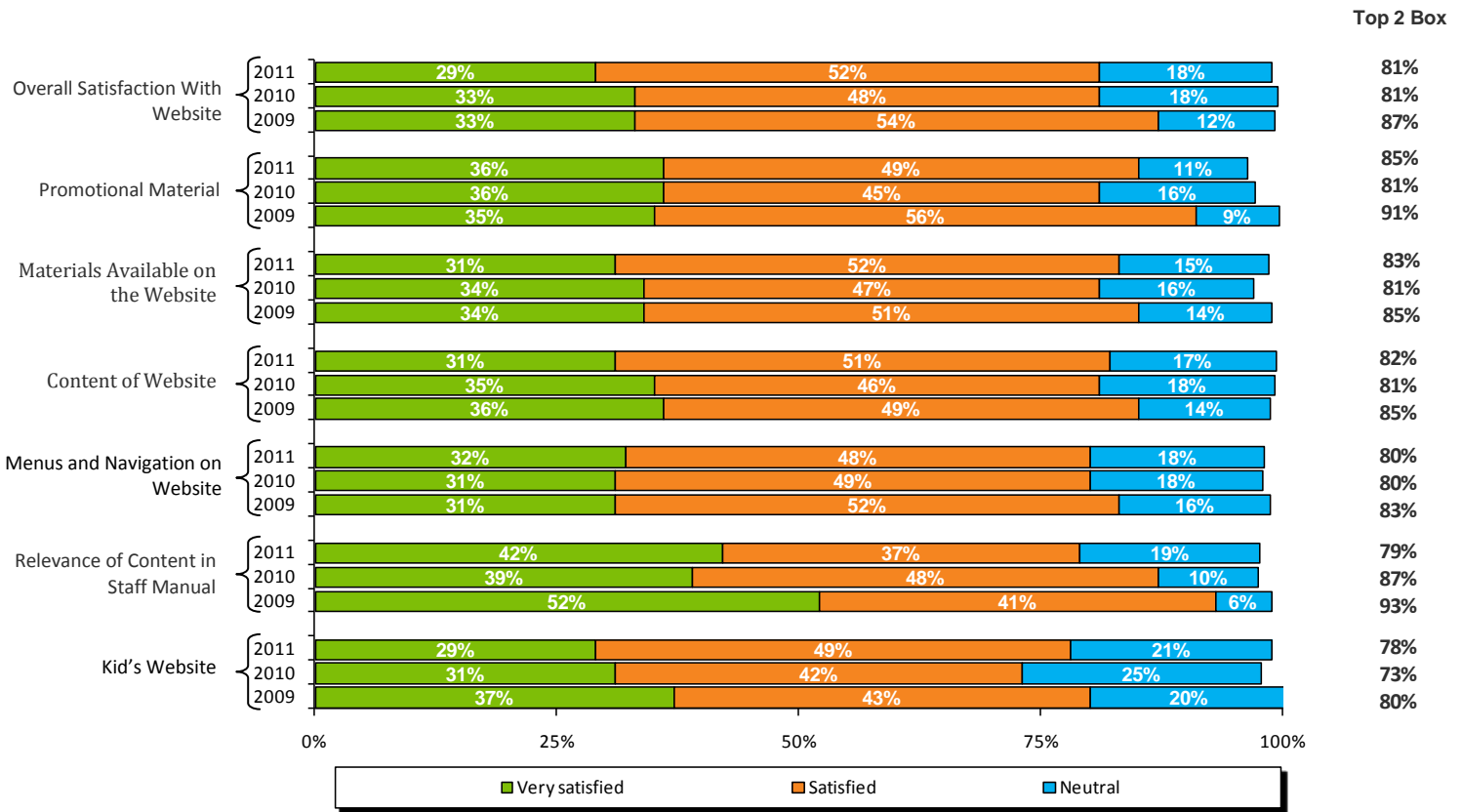
**Base:** All localities that submitted results (n=771). Data is weighted to reflect all localities that participated in the TDSRC program (n=820).

**Source:** Q27A-Q27E. Rate your level of satisfaction with the program elements below.

Libraries also rated their level of satisfaction with other program materials, such as various aspects of the website, promotional materials and the Staff Manual.

Top two box scores reveal that 81% of libraries in Ontario were satisfied overall with the website consistent with 2010's results. 85% were satisfied with the promotional material, 83% with the material available on the website, and 82% with the content of the website. Four in ten were satisfied with the menus and navigation on the website, and just slightly fewer people were satisfied with the relevance of the content of the staff manual (79%), and satisfaction with the kid's website (78%).

**Figure 10. Satisfaction with Support Material**



**Base:** All localities that submitted results (n=771). Data is weighted to reflect all localities that participated in the TDSRC program (n=820).

**Source:** Q27A-Q27E. Rate your level of satisfaction with the program elements below.

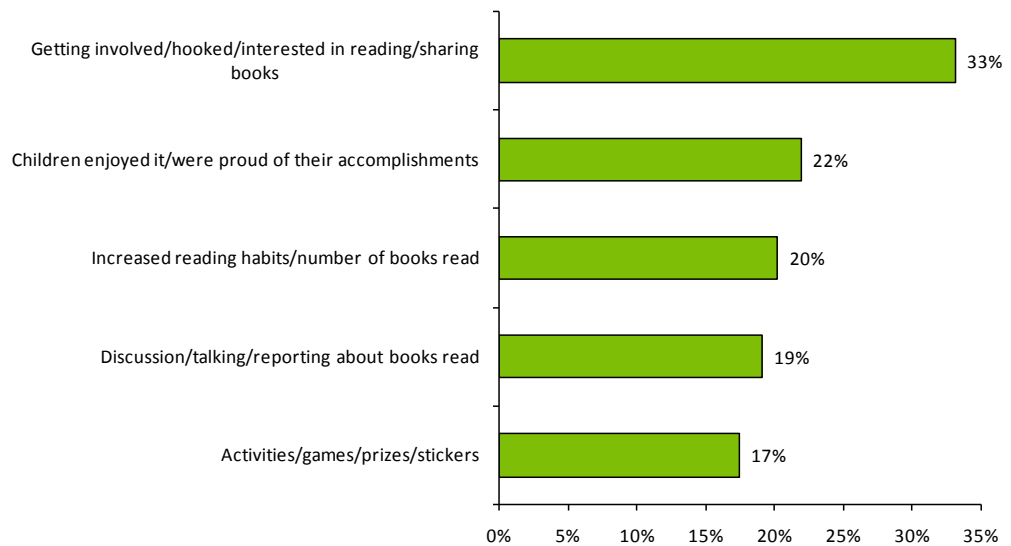
## Comments

### Program Reading Outcomes

#### Indicators of Success

Libraries were asked to indicate whether they had any indicators of a child's increased enjoyment of reading, reading successes or changes in attitudes toward reading. The most common indicator was that children got involved and had fun and enjoyed the program (33%), but many also mentioned by 22% of respondents that the children were proud of their accomplishments. One in five (20%) reported increased reading habits and 19% mentioned children discussing and reporting on books. A further 17% mention the activities/games and the prizes/games which were part of the program.

**Figure 11. Indicators of Success**



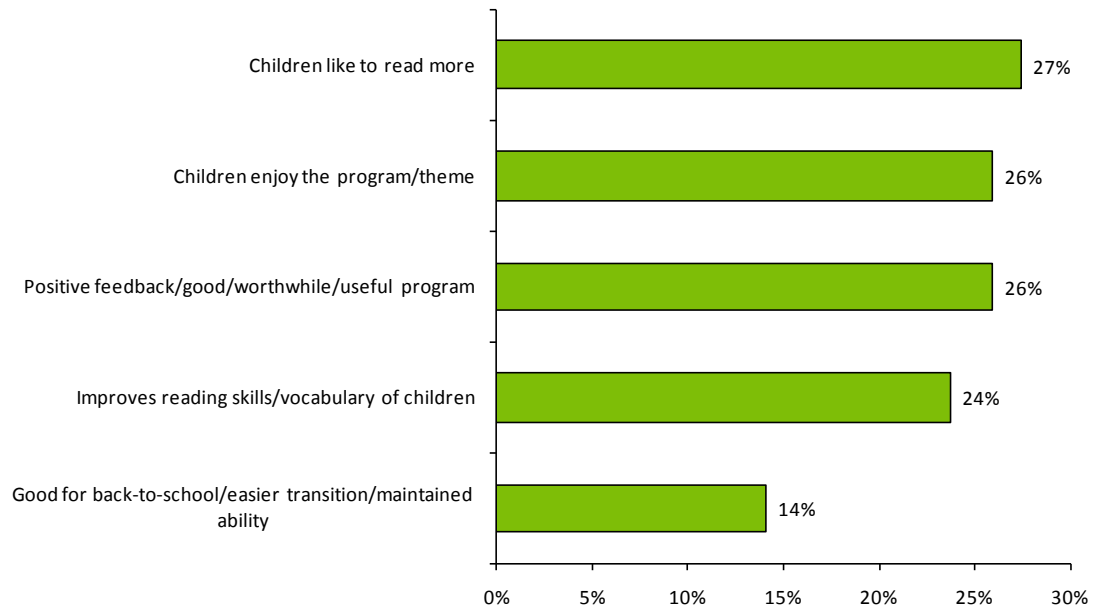
**Base:** Library systems that provided a response (n=178).

**Source:** Q33. Do you have any indicators of a child's increased enjoyment of reading? Of reading successes? Changes in attitude toward reading?

## Testimonials

Libraries were also asked whether they had any testimonials from parents, caregivers or teachers that might indicate an improvement in reading level. In total, more than one in four (27%) said that children are reading more, that children enjoyed the program/theme, and general positive feedback about the program (26% each). Just under one in four (24%) mentioned that the program improved the reading skills/vocabulary of children, and in a similar vein, 14% stated that the program made the transition back to school easier.

**Figure 12. Testimonials**



**Base:** Library systems that provided a response (n=135).

**Source:** Q34. Do you have any testimonials from parents, caregivers or teachers that may indicate an improvement in reading level?

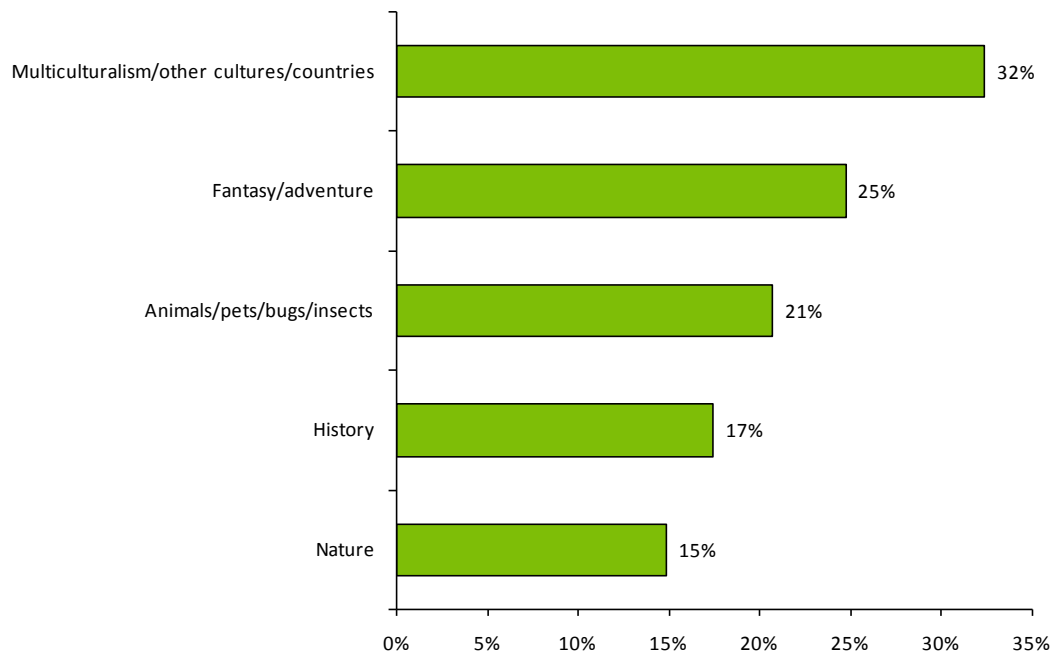


## Suggestions

### Future Themes

Libraries were asked to provide suggestions for future program themes. Almost one in three respondents mentioned multiculturalism/other countries (32%), making it the most commonly mentioned theme. A quarter suggested themes which revolve around fantasy/adventure (25%), and 21% mention themes about animals/pets. History themes were suggested by 17% and nature themes (15%) were also quite popular.

**Figure 13. Suggestions for Future Themes**



**Base:** All library systems that provided a response (n=143).

**Source:** Q35. Do you have any suggestions on the program's future themes?

## TDSRC Statistics Collection

Libraries were asked to provide suggestions on how to improve the collection of program statistics. As in the national report, while the majority of libraries did not have any specific suggestions (65% overall either didn't have a response or felt the process did not need improvement), among those who did give a response to this question, 29% of them recommended getting the forms earlier. The two next most popular suggestions were to standardize the forms and to provide more instruction and that the process did not require any changes (16% each). Others mentioned enabling the online form for all libraries (including those within larger systems – 9%) and clarifying the survey questions (8%). The most common responses are listed below.

**Figure 14. Suggestions for Data Collection**

Suggestions For Improving Reporting	2011
Provide survey/forms/reports earlier	29%
Standardize forms/provide suggestions/more instructions	16%
Fine/easy/straightforward/no need for improvement	16%
Enable online form/reporting/registration	9%
Clarify/specify survey questions	8%
Provide forms (general)	7%
Enable Excel spreadsheet/database registration	7%
Difficult/time consuming to keep counts	5%
Allow/require weekly/daily reporting	2%
Do not track/require stats on gender	2%

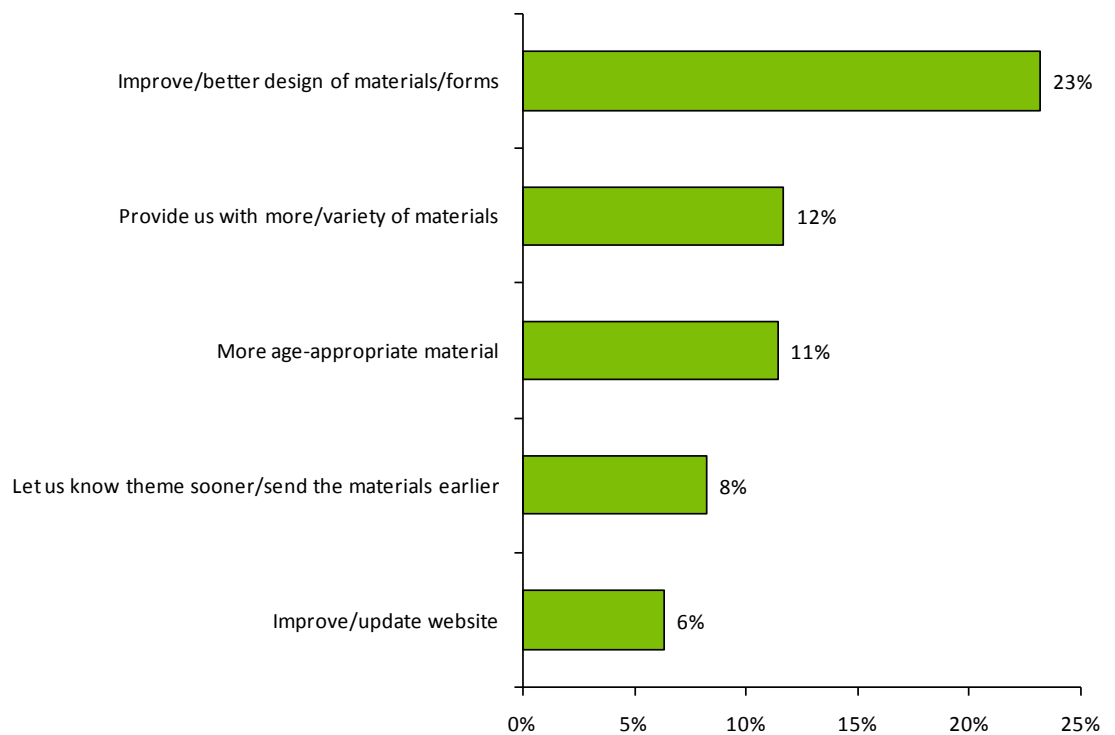
**Base:** Localities/library systems that provided a response. (n=129).

**Source:** Q37. Do you have any suggestions on how the reporting of program statistics could be improved or made easier/more accurate?

## TDSRC Overall

Libraries were asked to provide suggestions on the TDSRC overall. In total, 23% suggested improving the design of the materials. A further 12% suggested a better variety of materials, 11% said more age-appropriate materials and 8% requested receiving the materials/info about the theme sooner. 6% asked for an improved/updated website.

**Figure 15. Suggestions for TDSRC Overall**



**Base:** Library systems that provided a response (n=166).

**Source:** Q36. Do you have any suggestions on the TDSRC overall?

# Appendix 3

## Quebec (BPQ and RBQ – English)

# Quebec Program Statistics

## Response Rate

The participating libraries in Quebec were asked to tally the results of participants in the summer reading club for all of their subsidiary branches. Of the 56 library systems 43 responded, resulting in an overall submission rate of 77%. Within all systems, 270 of the 340 participating individual libraries submitted their results, representing an overall response rate of 79%.

**Figure 1. Response Rate**

	Quebec	BPQ	RBQ
<b>(A) Total Participating Libraries</b>	340	112	228
<b>(B) Total Responded to Survey</b>	270	94	176
<b>(C) Survey Response Rate</b>	79%	84%	77%

Source: Row (A) provided by Library and Archives Canada. Rows (B) and (C) represent data collected by Harris/Decima.

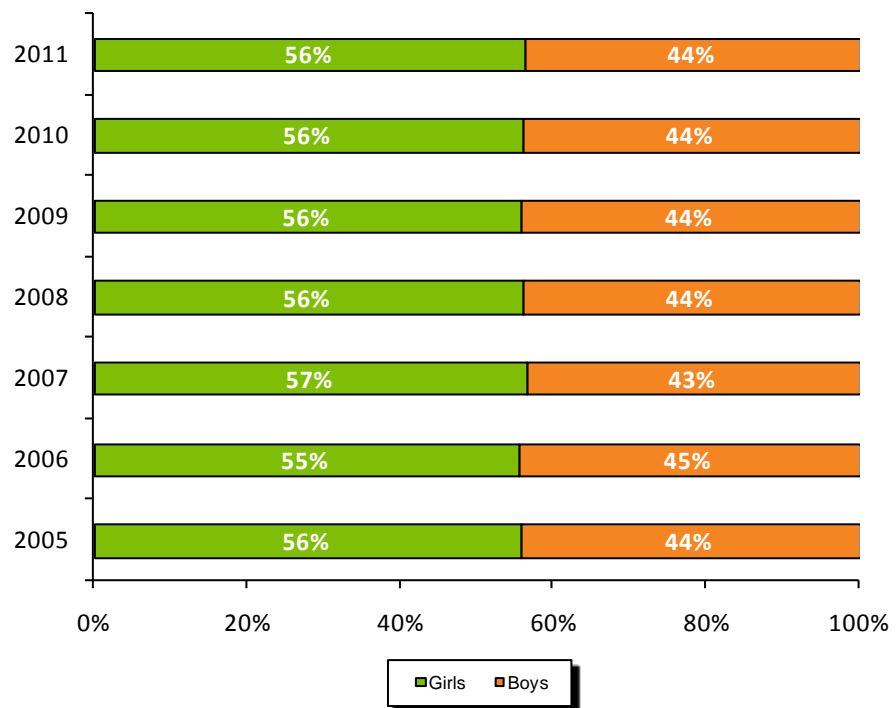
## Statistics on Registration

### Number of Children

The first section of the Statistics and Evaluation Form asked librarians to indicate the total number of children registered for the TDSRC 2011. This reflects the number of children who registered on the sign-up sheet, with the intent to read books as part of the TD Summer Reading Club.

In Quebec, an estimated 27,391 children registered for the TDSRC 2011 program, a very slight increase over 2010. This is up from an estimated 24,276 in 2008, but still not as high as the 2009 peak of 29,812. Girls comprise 15,449, or 56%, of the participants, while the 11,942 boys represent 44% of the participants, virtually unchanged from previous years.

**Figure 2. Percentage of Participating Children by Gender**



**Base:** All localities that submitted results (n=270). Data is weighted to reflect all localities that participated in the TDSRC program (n=340).

**Source:** Q3-Q10. Total number of children who registered for the TDSRC 2011.

Figure 3.1 below shows the age breakdown of participating children. For the summer 2011, 18% of the girls were in the 0-5 age group, 38% were 6-8, 40% were 9-12, and 5% were 13 years or older. The boys tended to be younger than the girls again in 2011, with 20% aged 0-5, 40% aged 6-8, 38% aged 9-12, and 3% aged 13 and older.

**Figure 3.1. Percentage of Participating Children by Gender and Age**

BOYS	2011	2010	2009	2008	2007	2006	2005
0-5	20%	23%	18%	19%	17%	19%	20%
6-8	40%	39%	41%	41%	41%	39%	39%
9-12	38%	35%	39%	38%	38%	38%	37%
13+	3%	3%	2%	2%	4%	4%	4%

GIRLS	2011	2010	2009	2008	2007	2006	2005
0-5	18%	18%	17%	18%	15%	16%	18%
6-8	38%	37%	38%	39%	37%	38%	36%
9-12	40%	39%	42%	40%	43%	42%	42%
13+	5%	7%	3%	3%	5%	5%	4%

**Base:** All localities that submitted results (n=270). Data is weighted to reflect all localities that participated in the TDSRC program (n=340).

**Source:** Q3-Q10. Total number of children who registered for the TDSRC 2011.

Figure 3 below summarizes the participation rate for Quebec by age and gender based on 2006 census data. Participation rates were similar to 2010 levels (a slight increase overall of .02%) with higher participation in the 6-8 and 9-12 age categories.

**Figure 3. Number of Participating Children**

	2006 CENSUS			2011 TD SRC PARTICIPANTS			% PARTICIP. CHILDREN			
	(A)	(B)	(C)	(D)	(E)	(F)	2011	2010	2009	2008
Province / Territory	Total Children	Total Boys	Total Girls	Total Children	Total Boys	Total Girls	Total Children	Total Children	Total Children	Total Children
Québec	1,355,505	691,610	663,885	27,391	11,942	15,449	2.02%	2.00%	2.20%	1.79%
0-5	450,900	230,350	220,555	5,081	2,361	2,720	1.13%	1.20%	1.15%	0.98%
6-8	236,895	120,800	116,085	10,560	4,756	5,804	4.46%	4.31%	4.95%	4.10%
9-12	365,365	186,330	179,035	10,663	4,508	6,155	2.92%	2.77%	3.30%	2.60%
13-15	302,345	154,130	148,210	1,087	317	770	0.36%	0.44%	0.27%	0.20%

**Base:** All localities that submitted results (n=270). Data is weighted to reflect all localities that participated in the TDSRC program (n=340).

**Source:** Columns (A) through (C) provided by Statistics Canada Census 2006. Column (D) through (F) represents data collected by Harris/Decima.

## Reading Kits and Posters

The libraries were also asked to indicate the total number of reading kits and posters that were given out to children coming into the library, including those given to daycares and other agencies that came in to pick up reading kits or posters for their group. Anyone who came to a branch and asked for a full reading kit or poster was eligible to receive one. Registration for the TDSRC was not necessary and staff could choose how to distribute the material. In total, 30,530 reading kits were distributed across Quebec, as well as 20,799 posters, an increase in both categories.

## Program Statistics

### Programs and Activities Organized Around the Club Theme

To help gauge the success of the TDSRC, libraries were asked to indicate the total number of programs and activities organized around this year's club theme as well as their total attendance, if recorded.

When reviewing these numbers, several points need to be kept in mind:

- Every child who registered for the reading club with the library is considered to have attended an activity.
- It is possible that a child did not register for the TDSRC, but attended one or more of the activities;
- Attendance was calculated on a per activity basis. It is possible that a child attended more than one activity, and thus is represented more than once in total attendance.

A total of 2,384 organized programs and activities were scheduled in libraries across Quebec over the months of July and August 2011. This represents a negligible difference from 2010. Similarly, the total attendance at these activities was 37,430, a very slight decrease since 2010. This translates to an average of 16 children per activity.

BPQ organized 1,343 theme-related activities and 24,627 children attended; an average of 18 children per activity. RBQ organized 1,041 activities and reported a total attendance of 12,803 children; an average of 12 children per activity.



## Drop-Ins versus Clubs

Libraries had the option to run the program as a drop-in program or as a club with distinct meeting times. 37% of the localities in Quebec ran the summer reading club as a drop-in only. A similar proportion of libraries, however, ran their summer reading club as both a club and a drop-in program (32%). Only 6% reported running it as a club only, and 25% either did not give this information or did not use either approach.

The distribution of drop-ins and clubs organized across the segments of Quebec are detailed in Figure 4.

**Figure 4. Percentage of Drop-ins and Clubs by Segment**

Region	Drop-In Only	Club Only	Both Drop-In and Club	Neither Format
<b>Quebec</b>	<b>37%</b>	<b>6%</b>	<b>32%</b>	<b>25%</b>
BPQ	60%	11%	20%	8%
Reseau Biblio	21%	3%	39%	38%

**Base:** All localities that submitted results (n=270). Data is weighted to reflect all localities that participated in the TDSRC program (n=340).

**Source:** Q17. Did you run this as a drop-in program? / Q18. Did you run the program as a club? (e.g. with distinct meeting times).

## Program Successes

Depending on how libraries implemented the program, they tracked the impact of their program on reading habits and learning using a variety of metrics. These included:

- Total number of children who collected all nine stickers;**
- Total number of books reported on;**
- Total number of books read; and**
- Total number of hours read.**

## Stickers Collected

Stickers were used by many of the libraries as incentives for children to read more books. The ultimate goal was to collect all nine stickers. In total, 72% of the libraries used stickers as incentives for children. This is similar to the 68% who used stickers in 2010. The percentage of children who collected all 9 stickers was also quite similar. Among the systems that used stickers as incentives 18,197 children reached the target of collecting all nine, virtually unchanged from in 2010 (18,415) The breakdown across segments is as follows:

- BPQ: 68% of libraries used stickers as incentives, and within these libraries 13,174 children (81%) collected all nine stickers;**
- RBQ: 83% used stickers as incentives; 5,022 children (61%) collected all nine stickers.**

## Books Read and Reported on

Among the library systems that collected these statistics, each child on average:

- Reported on 1.2 books;
- Read 9.2 books;
- Spent 5.6 hours reading.

The average number of books read per child translates to a total of 256,092 books read within the province of Quebec as part of the summer reading club. The breakdown by segment is as follows:

**BPQ: 170,357 books read;**

**RBQ: 85,734 books read.**

## Promotion of Program

### School and Daycare Visits by Library Staff

Librarians were asked to indicate if anyone from their library branch made any visits to the local schools and daycares in order to promote the program.

43% of libraries indicate that their library staff had made visits to schools and daycares to promote the summer reading club. In total, 763 visits were made to schools and daycares, and 37,705 children were reached by these visits.

The distribution by segment is detailed in Figure 5.

**Figure 5. Total Number of Visits and Children Reached by Segment**

Region	School Visits % Yes	Total Visits	Total Children Reached by Visits	Avg. Reach per Visit
<b>Quebec</b>	<b>43%</b>	<b>763</b>	<b>37,705</b>	<b>49</b>
BPQ	44%	530	25,914	49
Reseau Biblio	42%	233	11,790	51

**Base:** All localities that submitted results (n=270). Data is weighted to reflect all localities that participated in the TDSRC program (n=340).

**Source:** Q24. School/daycare visits by library staff; Q25. If yes, total number of visits; Q26. If yes, total number of children reached.

## Impact of School and Daycare Visits

Many of the systems made school and daycare visits, reaching a total of 37,705 children. Among the systems that made visits, a total of 13,156 children participated in the TDSRC, representing 35% of the children reached.

Among these same library systems, 4,423 children indicated that they first heard of the TDSRC via a school or daycare visit, representing 34% of the total participants.

The distribution of the impact of school and daycare visits by segment is detailed in Figure 6.

**Figure 6. Effect of School and Daycare Visits**

Region	Total Children Reached by Visits	Total TDSRC participation within Visited Schools/Daycares	Ratio of Participation to Reach	First Heard via Staff Visit	Ratio of Reported Visit to Participation
<b>Quebec</b>	<b>37,705</b>	<b>13,156</b>	<b>35%</b>	<b>4,423</b>	<b>34%</b>
BPQ	25,915	8,308	32%	3,218	39%
Reseau Biblio	11,790	4,848	41%	1,205	25%

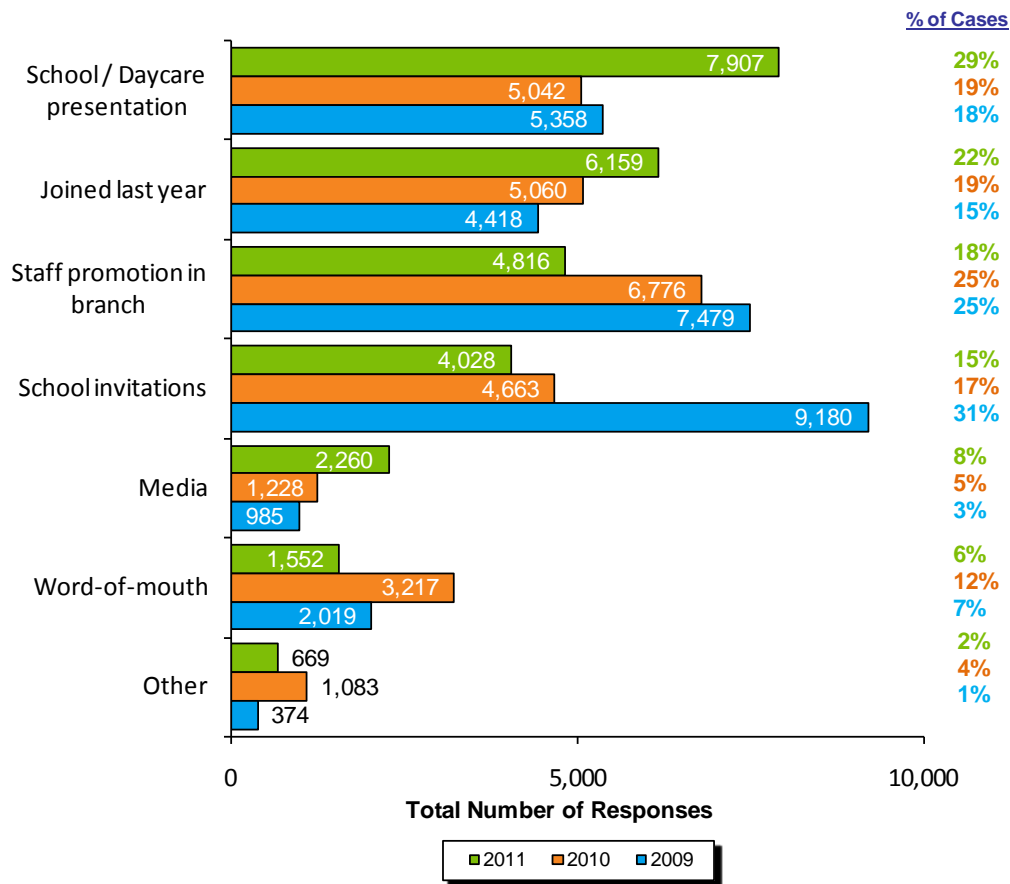
**Base:** All localities that submitted results (n=270). Data is weighted to reflect all localities that participated in the TDSRC program (n=340).

**Source:** Q26. If yes, total number of children reached. Q23A/B. Number of participants that first heard about the TDSRC by a school/ summer day camps/ daycare/ community of public presentations by library staff.

## Method of Promotion

Promotional aspects were further investigated by asking librarians to tally, from the registration forms, how the participants first heard about the program. Roughly 7,900 participants (29%) first heard of the TDSRC through a school or day care presentation, a jump of 10% since 2010. 6,150 children knew about the program because they joined last year, another increase in proportion over previous years (19% to 22%). Although approximately 4,800 children knew about the program because of staff promotion in a branch, this is a decline from previous years (18% from 25%). School invitations were mentioned by around 4,000 participants (15%) and other sources such as the media (8%) and word-of-mouth (6%). Details are provided in Figures 7 and 8.

**Figure 7. How Participants First Heard About the Program**



**Base:** : All localities that submitted results (n=270). Data is weighted to reflect all localities that participated in the TDSRC program (n=340).

**Source:** Number of participants that first heard about the TDSRC by the following methods: Q23A. Schools; Q23B. Summer day camps, daycare centres, community/public housing projects, faith-based program presentation by library staff; Q23C. Staff promotion in branch; Q23D. Word-of-mouth; Q23E. School invitations; Q23F. Joined last year; Q23G. Media (radio, newspaper, website, library program guide, Transit ads); Q23H. Other.

**Figure 8. How Participants First Heard About the Program by Segment**

Region	School presentation	Day camp/ day care presentation	Staff promotion in branch	Word-of-mouth	School invitations	Joined last year	Media	Other
<b>Quebec</b>	<b>6,769</b>	<b>1,138</b>	<b>4,816</b>	<b>1,552</b>	<b>4,028</b>	<b>6,159</b>	<b>2,260</b>	<b>669</b>
BPQ	5,349	287	3,272	1,068	1,931	4,464	1,699	611
Reseau Biblio	1,420	851	1,544	484	2,097	1,695	561	58

**Base:** All localities that submitted results (n=270). Data is weighted to reflect all localities that participated in the TDSRC program (n=340).

**Source:** Number of participants that first heard about the TDSRC by the following methods: Q23A. Schools; Q23B. Summer day camps, daycare centres, community/public housing projects, faith-based program presentation by library staff; Q23C. Staff promotion in branch; Q23D. Word-of-mouth; Q23E. School invitations; Q23F. Joined last year; Q23G. Media (radio, newspaper, website, library program guide, Transit ads); Q23H. Other.

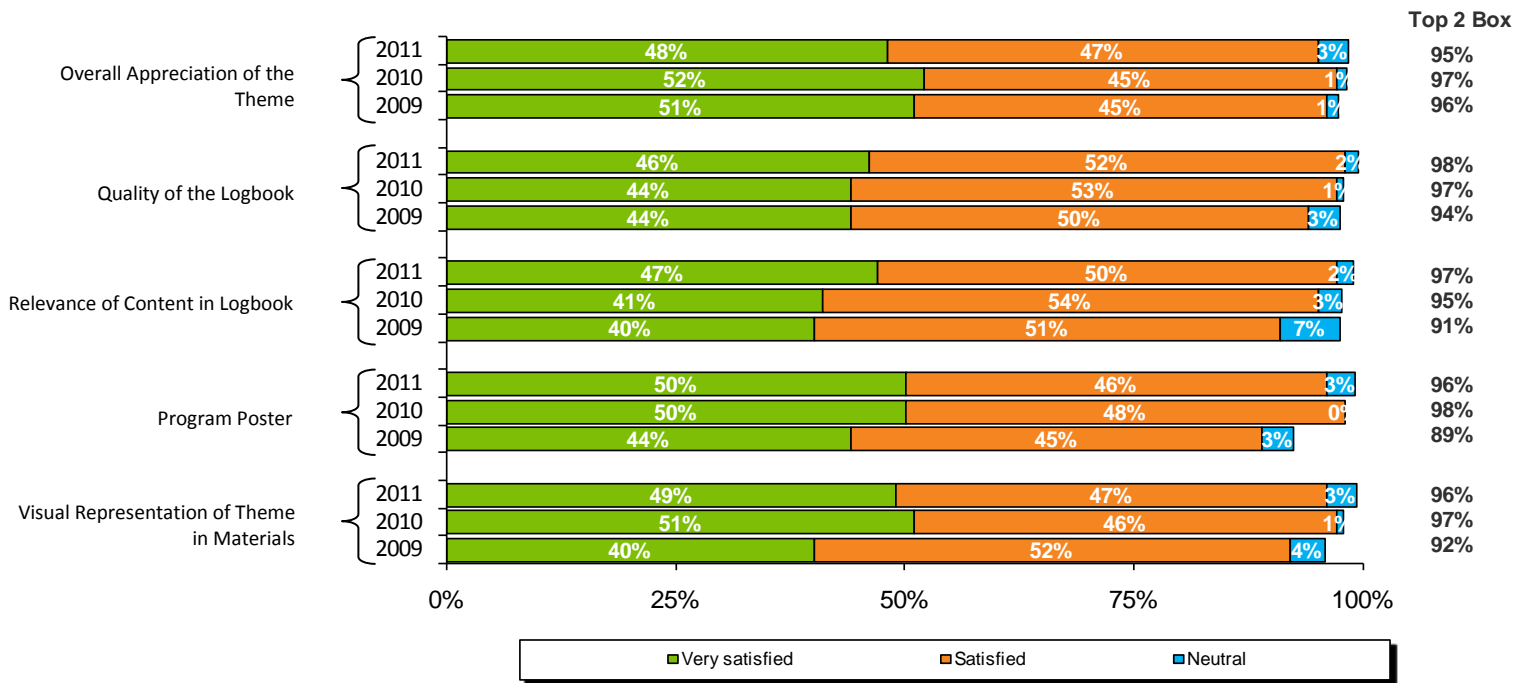
# Satisfaction

## Satisfaction with Program Elements

The 2011 Statistics and Evaluation Form included questions that asked respondents to rate their level of satisfaction with more specific elements of the program. Beginning last year, an option was made available which allowed large systems to enter the number of libraries that had entered their responses individually in this section instead of simply entering one response. The first set of questions looked at the program materials.

Satisfaction levels remain extremely high for the province of Quebec. Top two box scores (the sum of “very satisfied” and “satisfied” responses) reveal that the vast majority of localities (95%) in Quebec were satisfied with the theme overall, and an even greater number were satisfied with the quality of the logbook (98%), and an even greater number were satisfied with the relevance of the content in the logbook (97%), the program poster and the visual representation of the theme in the materials (96% each). Satisfaction was very similar to the levels recorded in 2010.

**Figure 9. Satisfaction with Program Elements**



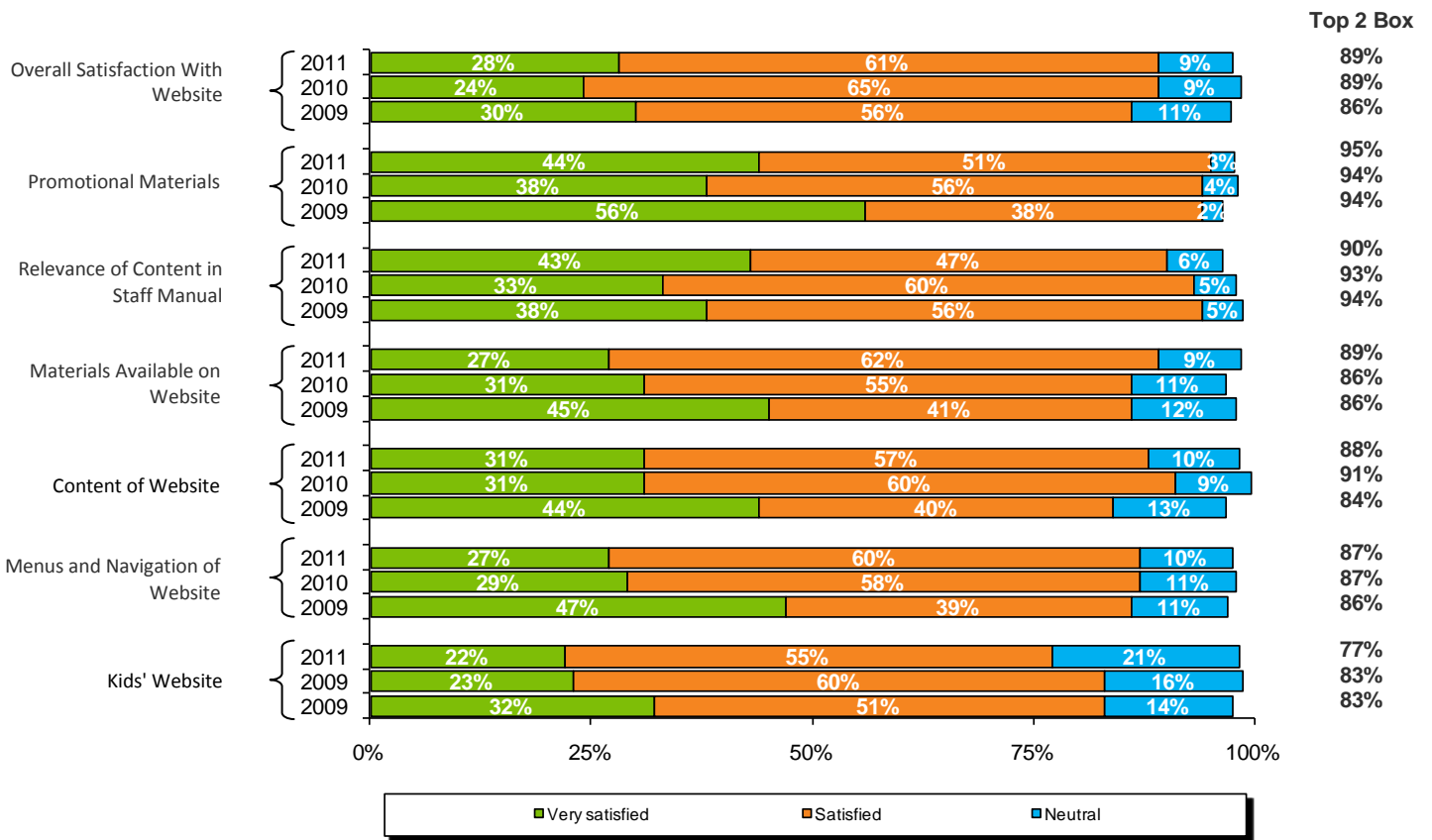
**Base:** All localities that submitted results (n=270). Data is weighted to reflect all localities that participated in the TDSRC program (n=340).

**Source:** Q27A-Q27E. Rate your level of satisfaction with the program elements below.

Libraries also rated their level of satisfaction with other program materials, such as various aspects of the website, promotional materials and the Staff Manual.

Top two box scores reveal that 89% of libraries in Quebec were satisfied overall with the website. The vast majority were satisfied with promotional materials (95%) and the relevance of the content in the Staff Manual (90%). More than four in five were satisfied with the materials available on the website (89%), the content of the website (88%), and the menus and navigation of the website (87%). More than three in four were satisfied with the kids' website (77%). Satisfaction was fairly consistent with 2010, with the only real drop being satisfaction with the kids' website (down 6%).

**Figure 10. Satisfaction with Support Material**



**Base:** All localities that submitted results (n=270). Data is weighted to reflect all localities that participated in the TDSRC program (n=340).

**Source:** Q27F-Q27L. Rate your level of satisfaction with the program elements below.



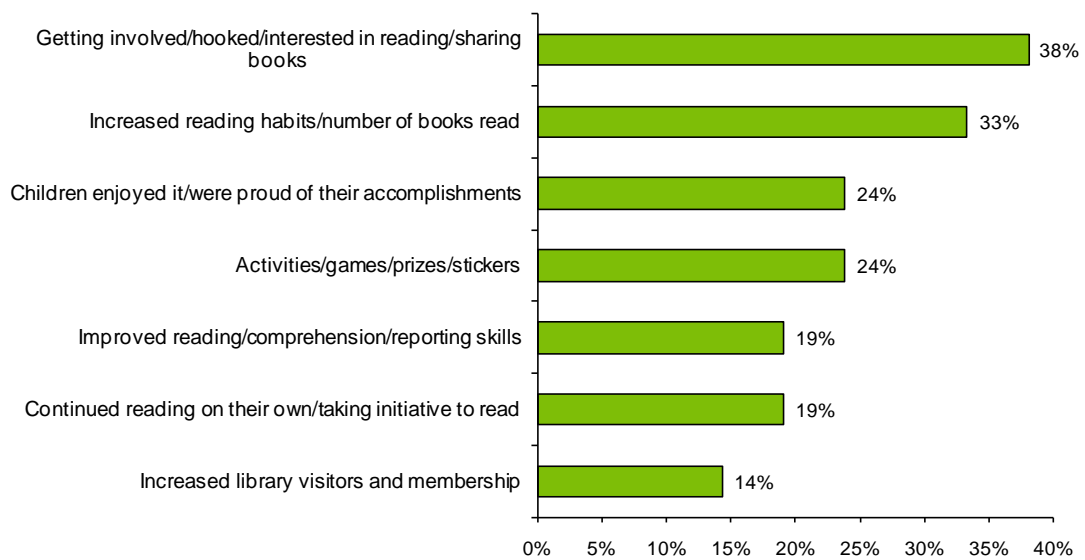
## Comments

### Program Reading Outcomes

#### Indicators of Success

Libraries were asked to indicate whether they had any indicators of a child’s increased enjoyment of reading, reading successes or changes in attitudes toward reading. The top seven responses are indicated in the graph below. The most common indicator was children getting involved/interested in reading (38%). A third also reported increased reading habits and number of books read. Just under a quarter (24%) mentioned that children were proud of their accomplishments or mentioned the prizes/stickers. 19% mentioned their children’s improved reading comprehension and skills, and that they are reading more on their own. Finally, 14% reported increased library visits and membership.

**Figure 11. Indicators of Success**



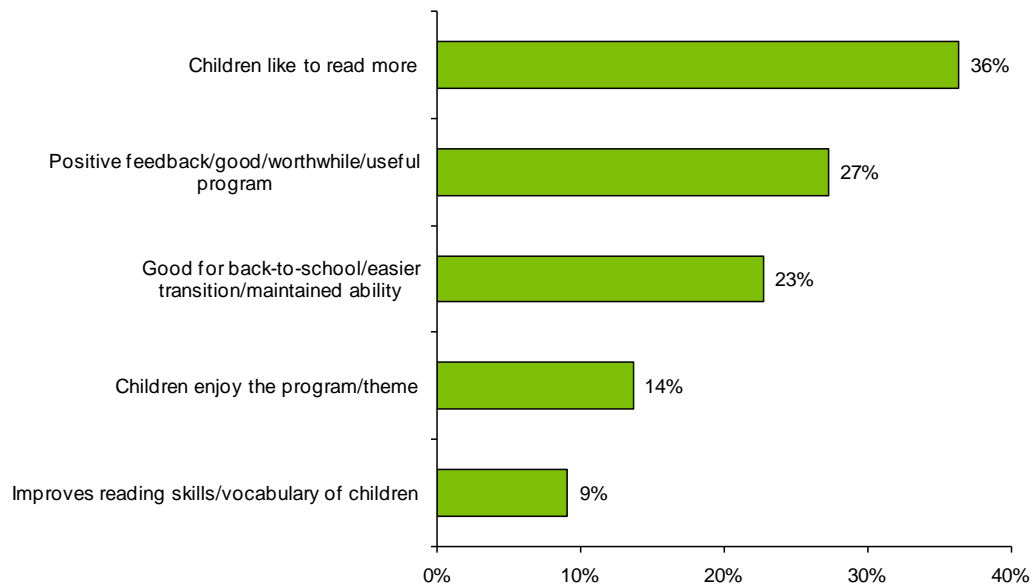
**Base:** Library systems that provided a response (n=21).

**Source:** Q33. Do you have any indicators of a child's increased enjoyment of reading? Of reading successes? Changes in attitude toward reading?

## Testimonials

Libraries were also asked whether they had any testimonials from parents, caregivers or teachers that might indicate an improvement in reading level. In total, more than a third of the reporting libraries (36%) mentioned that the children liked to read more. A little more than a quarter (27%) gave positive feedback about the program itself while just under a quarter (23%) said it made the transition to school easier. 14% reported that children enjoyed the program/theme and 9% said it improves the reading skills of children.

**Figure 12. Testimonials**



**Base:** Library systems that provided a response (n=22).

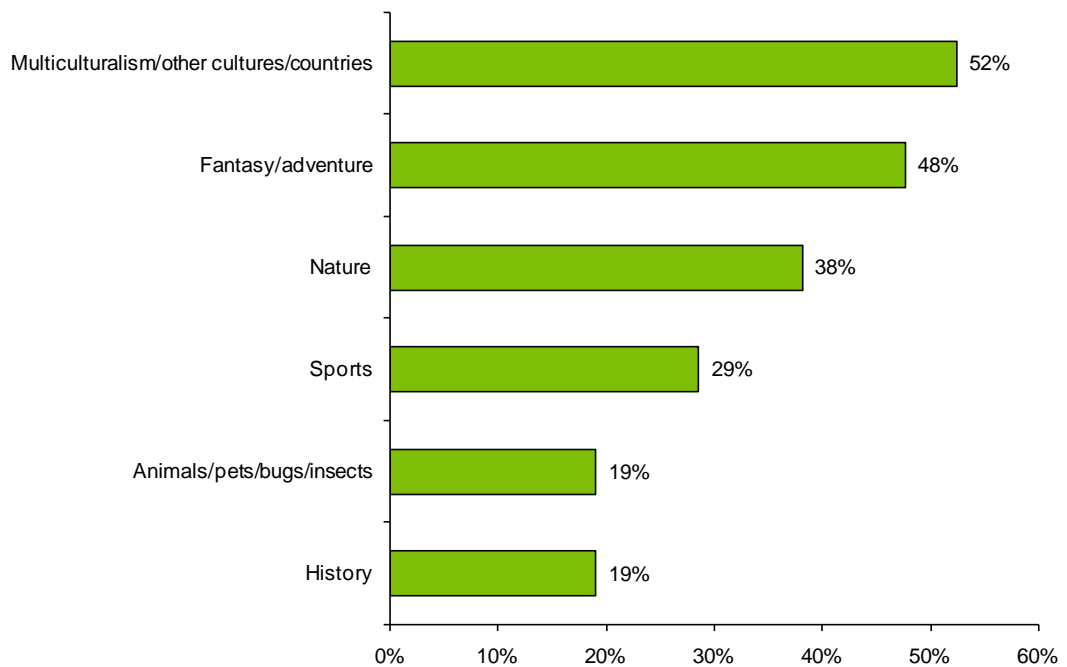
**Source:** Q34. Do you have any testimonials from parents, caregivers or teachers that may indicate an improvement in reading level?

## Suggestions

### Future Themes

Libraries were asked to provide suggestions for future program themes. A wide variety of themes were proposed, but the most common were themes about multiculturalism and other countries, mentioned by more than half of libraries (52%). Fantasy/adventure themes were also common, with 48% mentioning them. Themes revolving around nature (38%), sports (29%), animals/bugs (19%) and history (19%) were also mentioned by libraries.

**Figure 13. Suggestions for Future Themes**



**Base:** All library systems that provided a response (n=21).

**Source:** Q35. Do you have any suggestions on the program's future themes?

## Suggestions for Data Collection

Libraries were asked to provide suggestions on the collection of data for the TDSRC. There were few responses, to this question (79% did not give a suggestion), but among those who did give suggestions the most common revolved around standardizing forms (30%) and enabling online reporting for all individual libraries (20%). The responses given are summarized in the table below.

**Figure 14. Suggestions for Data Collection**

Suggestions For Improving Reporting	2011
Standardize forms/provide suggestions/more instructions	30%
Enable online form/reporting/registration	20%
Fine/easy/straightforward/no need for improvement	10%
Provide forms	10%
Allow/require weekly/daily reporting	10%
Keep stats by age/gender	10%
Other	20%

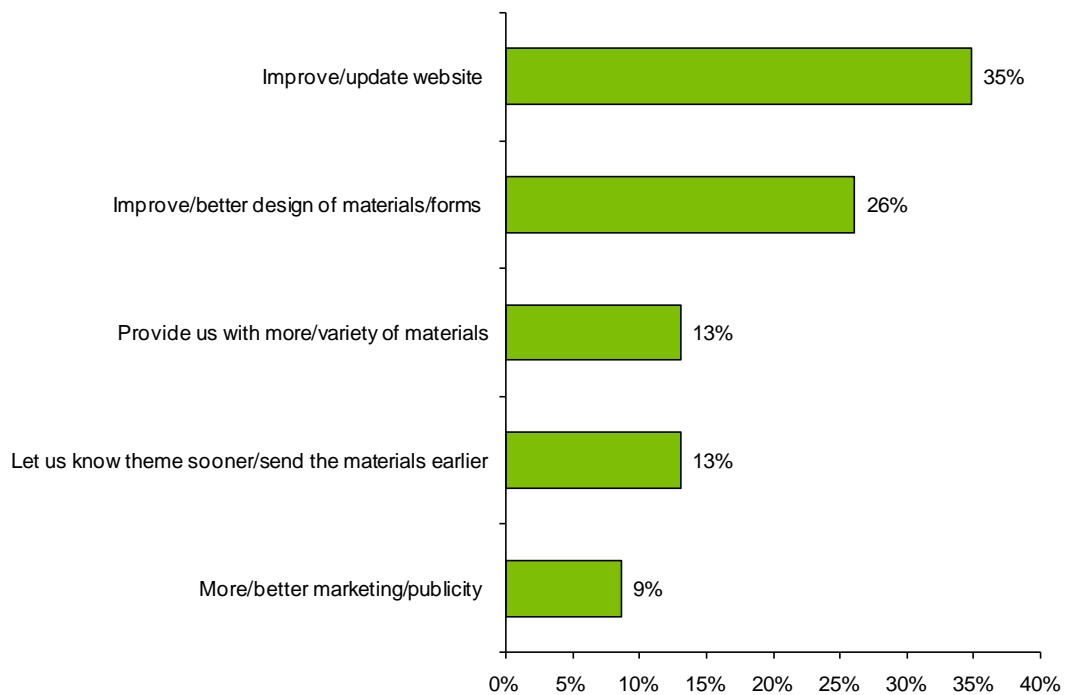
**Base:** Library systems that provided a response (n=10).

**Source:** Q37. Do you have any suggestions on how the reporting of program statistics could be improved or made easier/more accurate?

## Suggestions for TDSRC Overall

Libraries were asked to provide suggestions on the TDSRC overall. The most common suggestion was to improve or update the website, mentioned by more than a third of libraries (35%). More than a quarter (26%) suggested a better design to the materials and forms. 13% suggested providing a better variety of materials and to send information about the theme/materials earlier. Another 9% also mentioned better marketing/publicity.

**Figure 15. Suggestions for TDSRC Overall**



**Base:** Library systems that provided a response (n=23).

**Source:** Q36. Do you have any suggestions on the TDSRC overall?

## **Annexe 4**

### **Québec (BPQ et Réseau BIBLIO – Français)**

# Statistiques du programme pour le Québec

## Taux de réponse

Les bibliothèques participantes du Québec devaient compiler les résultats relatifs aux participants du club de lecture d’été pour toutes leurs succursales. Parmi les 56 réseaux de bibliothèques, 43 réseaux ont répondu à l’appel, ce qui représente un taux de soumission global de 77 %. Dans tous les réseaux, 270 des 340 bibliothèques individuelles participantes ont communiqué leurs résultats, ce qui représente un taux de réponse global de 79 %.

**Figure 1. Taux de réponse**

	Québec	BPQ	RBQ
<b>(A) Nombre de bibliothèques participantes</b>	340	112	228
<b>(B) Nombre de répondants</b>	270	94	176
<b>(C) Taux de réponse au sondage</b>	79%	84%	77%

**Source :** Les données de la ligne (A) sont fournies par Bibliothèque et Archives Canada. Les données des lignes (B) et (C) représentent les données recueillies par Harris/Décima.

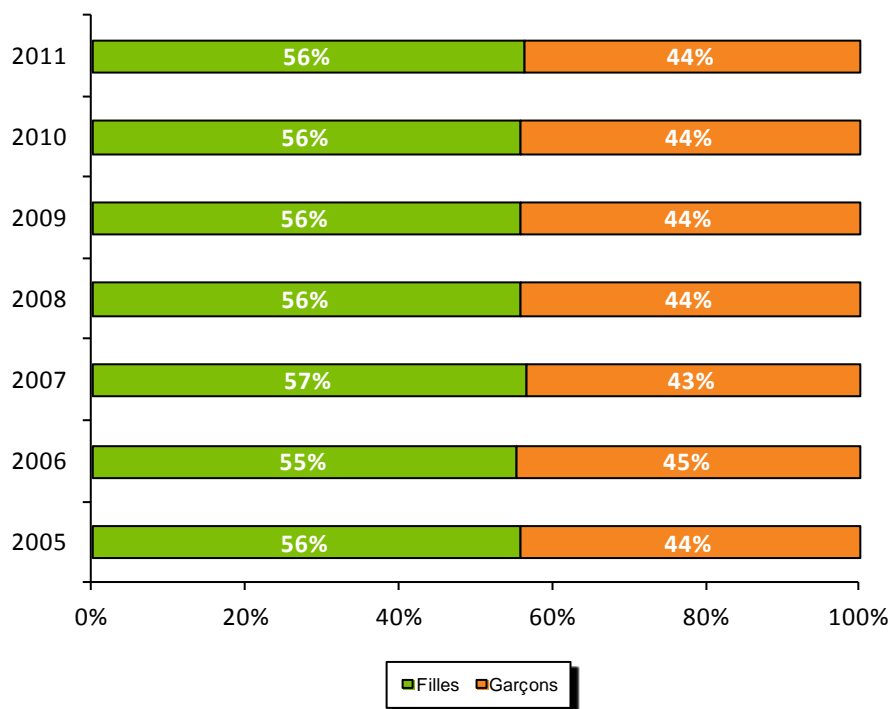
## Statistiques relatives à l’inscription

### Nombre d'enfants

Dans la première section du formulaire d’évaluation et de statistiques, les bibliothécaires devaient indiquer le nombre total d'enfants inscrits au programme CLÉ TD 2011. Cette donnée indique le nombre d'enfants qui ont ajouté leur nom à la liste d'inscription et qui avaient l'intention de lire des livres dans le cadre du Club de lecture d'été TD.

Au Québec, environ 27 391 enfants se sont inscrits au programme CLÉ TD 2011, soit une très faible augmentation par rapport à 2010. Les inscriptions sont plus nombreuses qu'en 2008 (environ 24 276), même si elles sont encore une fois inférieures au sommet atteint en 2009 (29 812). Cette année, le programme comptait 15 449 filles, soit 56 % des participants, et 11 942 garçons, soit 44 % des participants, et ces pourcentages demeurent pratiquement inchangés par rapport aux années précédentes.

**Figure 2. Pourcentage de filles et de garçons qui ont participé**



**Échantillon :** Toutes les bibliothèques locales qui ont fourni des résultats (n=270). Les données sont pondérées pour refléter toutes les bibliothèques locales qui ont participé au CLÉ TD (n=340).

**Source :** Q3-Q10. Nombre total d'enfants inscrits au programme CLÉ TD 2011.



La figure 3.1 ci-dessous présente la répartition des filles et des garçons qui ont participé en fonction de leur âge. À l'été 2011, 18 % des participantes étaient âgées de 0 à 5 ans, 38 %, de 6 à 8 ans, 40 %, de 9 à 12 ans et 5 %, de 13 ans et plus. Les garçons étaient encore une fois généralement plus jeunes que les filles en 2011 : 20 % d'entre eux étaient âgés de 0 à 5 ans, 40 %, de 6 à 8 ans, 38 %, de 9 à 12 ans et 3 %, de 13 ans et plus.

**Figure 3.1. Pourcentage de filles et de garçons qui ont participé en fonction de leur âge**

GARÇONS	2011	2010	2009	2008	2007	2006	2005
0 à 5 ans	20%	23%	18%	19%	17%	19%	20%
6 à 8 ans	40%	39%	41%	41%	41%	39%	39%
9 à 12 ans	38%	35%	39%	38%	38%	38%	37%
13 ans et plus	3%	3%	2%	2%	4%	4%	4%

FILLES	2011	2010	2009	2008	2007	2006	2005
0 à 5 ans	18%	18%	17%	18%	15%	16%	18%
6 à 8 ans	38%	37%	38%	39%	37%	38%	36%
9 à 12 ans	40%	39%	42%	40%	43%	42%	42%
13 ans et plus	5%	7%	3%	3%	5%	5%	4%

**Échantillon :** Toutes les bibliothèques locales qui ont fourni des résultats (n=270). Les données sont pondérées pour refléter toutes les bibliothèques locales qui ont participé au CLÉ TD (n=340).

**Source :** Q3-Q10. Nombre total d'enfants inscrits au programme CLÉ TD 2011.

La figure 3 ci-dessous résume le taux de participation pour le Québec par sexe et par âge en fonction des données du recensement de 2006. Les taux de participation sont sensiblement les mêmes qu’en 2010 (une légère augmentation de 0,02 % globalement), avec une participation accrue des 6 à 8 ans et des 9 à 12 ans.

**Figure 3. Nombre d’enfants qui ont participé**

	RECENSEMENT DE 2006			PARTICIPANTS AU CLÉ TD 2011			% D'ENFANTS QUI ONT PARTICIPÉ			
	(A)	(B)	(C)	(D)	(E)	(F)	2011	2010	2009	2008
Province/ Territoire	Nombre total d'enfants	Nombre total de garçons	Nombre total de filles	Nombre total d'enfants	Nombre total de garçons	Nombre total de filles	Nombre total d'enfants	Nombre total d'enfants	Nombre total d'enfants	Nombre total d'enfants
<b>Québec</b>	<b>1 355 505</b>	<b>691 610</b>	<b>663 885</b>	<b>27 391</b>	<b>11,942</b>	<b>15,449</b>	<b>2,02%</b>	<b>2,00%</b>	<b>2,20%</b>	<b>1,79%</b>
0-5	450 900	230 350	220 555	5 081	2 361	2 720	1,13%	1,20%	1,15%	0,98%
6-8	236 895	120 800	116 085	10 560	4 756	5 804	4,46%	4,31%	4,95%	4,10%
9-12	365 365	186 330	179 035	10 663	4 508	6 155	2,92%	2,77%	3,30%	2,60%
13-15	302 345	154 130	148 210	1 087	317	770	0,36%	0,44%	0,27%	0,20%

**Échantillon :** Toutes les bibliothèques locales qui ont fourni des résultats (n=270). Les données sont pondérées pour refléter toutes les bibliothèques locales qui ont participé au CLÉ TD (n=340).

**Source :** Les données des colonnes (A) à (C) proviennent du recensement de 2006 de Statistique Canada. Les colonnes (D) à (F) présentent les données recueillies par Harris/Decima.

## Trousses de lecture et affiches

Les bibliothèques devaient également indiquer le nombre total de trousse de lecture et d'affiches distribuées aux enfants à la bibliothèque, incluant celles remises aux garderies et autres agences qui sont venues en chercher pour leurs groupes. Toute personne qui se présentait à la succursale et demandait une trousse de lecture complète ou l'affiche pouvait les obtenir. Il n'était pas nécessaire de s'inscrire au CLÉ TD et les employés pouvaient distribuer le matériel à leur guise. En tout, 30 530 trousse de lecture ont été distribuées partout au Québec, de même que 20 799 affiches, ce qui représente une hausse dans les deux cas.

## Statistiques relatives au programme

### Programmes et activités organisés autour du thème du club

Pour aider à mesurer la réussite du CLÉ TD, les bibliothèques devaient indiquer le nombre de programmes et d'activités organisés autour du thème annuel du club de lecture ainsi que le nombre total de participants, si elles l'avaient noté.

La lecture de ces données nécessite certaines mises au point :

- Chaque enfant qui s'est inscrit au club de lecture d'une bibliothèque est considéré comme ayant participé à une activité;
- Il est possible qu'un enfant ne se soit pas inscrit au CLÉ TD, mais qu'il ait participé à une ou plusieurs activités;
- Le taux de participation est calculé en fonction de chacune des activités. Il est possible qu'un enfant ait participé à plus d'une activité et qu'il ait donc été comptabilisé plus d'une fois.

En tout, 2 384 programmes et activités ont été organisés dans les bibliothèques partout au Québec au cours des mois de juillet et août 2011. Il s'agit d'une différence négligeable par rapport à 2010. De même, le nombre total de participants à ces activités est de 37 340, soit une très légère diminution par rapport à 2010. Le nombre moyen d'enfants par activité est de 16.

Les BPQ ont organisé 1 343 activités autour du thème du CLÉ TD et 24 627 enfants y ont participé, ce qui représente une moyenne de 18 enfants par activité. Le Réseau BIBLIO a organisé 1 041 activités et a rapporté qu'en tout, 12 803 enfants y avaient participé, soit une moyenne de 12 enfants par activité.

## Porte ouverte et club de lecture

Les bibliothèques avaient la possibilité d’administrer le programme suivant le principe de la porte ouverte ou du club de lecture (avec des réunions à heures fixes). Au Québec, 37 % des bibliothèques locales ont uniquement fonctionné selon le principe de la porte ouverte. Toutefois, un pourcentage similaire de bibliothèques ont fonctionné à la fois selon le principe du club de lecture et selon celui de la porte ouverte (32 %). À peine 6 % des bibliothèques ont rapporté avoir administré le programme uniquement suivant le principe du club de lecture, et 25 % d’entre elles n’ont pas fourni ce renseignement ou n’ont utilisé aucune de ces approches.

La figure 4 présente les détails de la répartition des bibliothèques au Québec qui ont fonctionné selon le principe de la porte ouverte et de celles qui ont administré le programme comme un club.

**Figure 4. Pourcentage de portes ouvertes et de clubs de lecture par segment**

Région	Porte ouverte uniquement	Club de lecture uniquement	Les deux	Ni l'un ni l'autre
<b>Québec</b>	<b>37%</b>	<b>6%</b>	<b>32%</b>	<b>25%</b>
BPQ	60%	11%	20%	8%
Réseau BIBLIO	21%	3%	39%	38%

**Échantillon :** Toutes les bibliothèques locales qui ont fourni des résultats (n=270). Les données sont pondérées pour refléter toutes les bibliothèques locales qui ont participé au CLÉ TD (n=340).

**Source :** Q17. Avez-vous fonctionné suivant le principe de la porte ouverte?/Q18. Avez-vous administré le programme comme un club? (p. ex., réunions à heures fixes).

## Réussite du programme

Selon la mise en œuvre privilégiée, les bibliothèques ont mesuré l'effet du programme sur les habitudes et les habiletés de lecture à l'aide de plusieurs paramètres, notamment :

- Nombre total d'enfants qui ont obtenu les 9 autocollants;**
- Total de livres pour lesquels des comptes rendus de lecture ont été produits;**
- Total des livres lus;**
- Total des heures de lecture.**

## Autocollants à collectionner

Nombre de bibliothèques ont eu recours aux autocollants pour inciter les enfants à lire davantage. Pour les enfants, le but ultime était de collectionner les 9 autocollants. En tout, 72 % des bibliothèques ont eu recours aux autocollants pour inciter les enfants à lire. Ce pourcentage est semblable à celui enregistré en 2010, alors que 68 % des bibliothèques ont eu recours aux autocollants. Le pourcentage des enfants qui ont obtenu les 9 autocollants est également assez semblable. Au sein des réseaux qui ont eu recours aux autocollants, 18 197 enfants ont réussi à collectionner les 9 autocollants, soit pratiquement le même nombre qu'en 2010 (18 415 enfants). La répartition par segment est la suivante :

- BPQ : 68 % des bibliothèques ont utilisé les autocollants comme incitatifs, et au sein de ces bibliothèques, 13 174 enfants (81 %) ont réussi à collectionner les neuf autocollants;**
- Réseau BIBLIO : 83 % des bibliothèques ont utilisé les autocollants comme incitatifs et 5 022 enfants (61 %) ont réussi à collectionner les neuf autocollants.**

## Livres lus et comptes rendus de lecture

Dans les réseaux de bibliothèques qui ont recueilli ces statistiques, chaque enfant a en moyenne :

- Rédigé 1,2 compte rendu de lecture;
- Lu 9,2 livres;
- Consacré 5,6 heures à la lecture.

La moyenne de livres par enfant se traduit par 256 092 livres lus dans le cadre du club de lecture d’été. Voici la répartition selon les segments :

**BPQ : 170 357 livres lus;**

**Réseau BIBLIO : 85 734 livres lus.**

## Promotion du programme

### Visites des employés des bibliothèques dans les écoles et les garderies

Les bibliothécaires devaient indiquer si certains employés de la bibliothèque avaient visité des écoles et des garderies de la région pour faire la promotion du club de lecture.

43 % des bibliothèques ont indiqué que leurs employés avaient visité des écoles et des garderies pour faire la promotion du club de lecture. En tout, ils ont fait 763 visites dans les écoles et les garderies et ainsi joint 37 705 enfants.

La figure 5 présente la répartition par segment.

**Figure 5. Visites du personnel dans les écoles et les garderies selon le segment**

Région	Visites dans les écoles % Oui	Nombre total de visites	Nombre total d'enfants joints	Moyenne d'enfants joints par visite
<b>Québec</b>	<b>43%</b>	<b>763</b>	<b>37 705</b>	<b>49</b>
BPQ	44%	530	25 914	49
Réseau BIBLIO	42%	233	11 790	51

**Échantillon :** Toutes les bibliothèques locales qui ont fourni des résultats (n=270). Les données sont pondérées pour refléter toutes les bibliothèques locales qui ont participé au CLÉ TD (n=340).

**Source :** Q24. Visites par le personnel de la bibliothèque dans les écoles ou les garderies; Q25. Si oui, nombre de visites; Q26. Si oui, nombre d'enfants joints.

## Effet des visites dans les écoles et les garderies

Les employés de bon nombre de réseaux de bibliothèques ont fait des visites dans les écoles et les garderies et ont joint 37 705 enfants. Dans les réseaux qui ont effectué des visites, 13 156 enfants ont participé au programme CLÉ TD, ce qui représente 35 % des enfants joints.

Dans ces réseaux de bibliothèques, 4 423 enfants ont indiqué qu'ils avaient d'abord entendu parler du CLÉ TD lors d'une visite à l'école ou à la garderie, ce qui représente 34 % du nombre total de participants.

La figure 6 présente la répartition de l'effet des visites dans les écoles et les garderies selon le segment.

**Figure 6. Effet des visites dans les écoles et les garderies**

Région	Nombre total d'enfants joints par les visites	Nombre total de participants provenant des écoles et des garderies visitées	Taux de participation des enfants visités	En ont d'abord entendu parler lors de la visite du personnel	Taux de nouveaux participants par visite
<b>Québec</b>	<b>37 705</b>	<b>13 156</b>	<b>35%</b>	<b>4 423</b>	<b>34%</b>
BPQ	25 915	8 308	32%	3 218	39%
Réseau BIBLIO	11 790	4 848	41%	1 205	25%

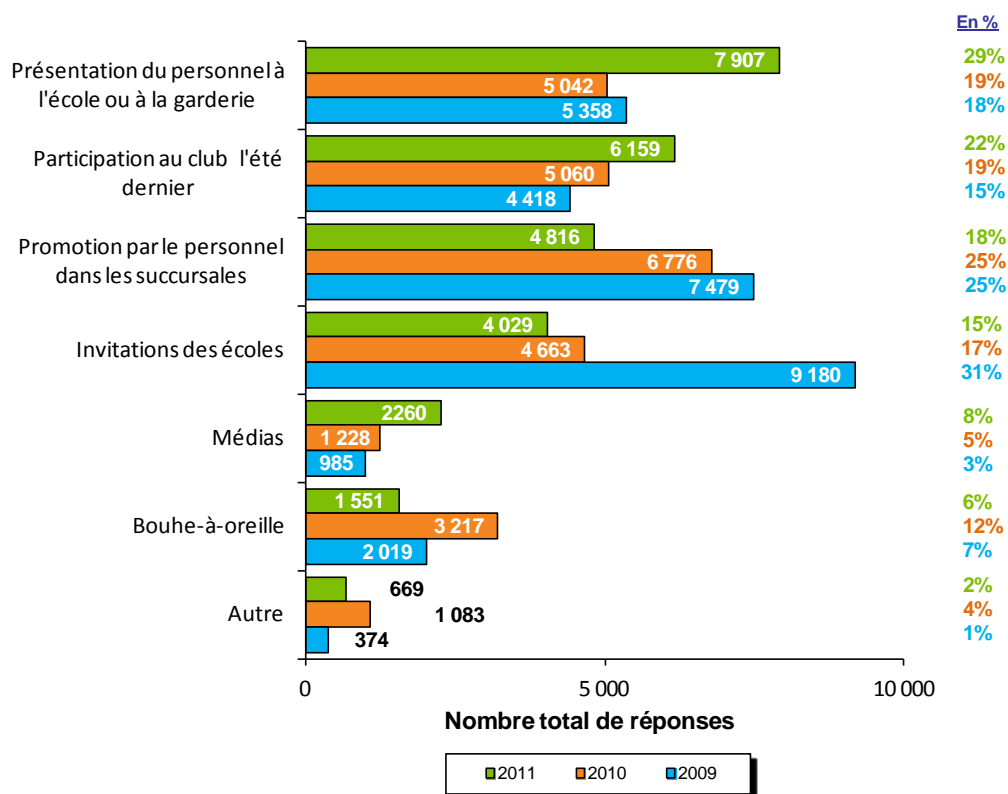
**Échantillon :** Toutes les bibliothèques locales qui ont fourni des résultats (n=270). Les données sont pondérées pour refléter toutes les bibliothèques locales qui ont participé au CLÉ TD (n=340).

**Source :** Q26. Si oui, nombre d'enfants joints. Q23A/B. Nombre de participants qui ont appris l'existence du CLÉ TD par un exposé du personnel de la bibliothèque dans les écoles/les camps de jour/la communauté.

## Méthode de promotion

Comme il fallait obtenir de plus amples renseignements sur les aspects promotionnels du programme, les bibliothécaires devaient relever, au moyen des formulaires d’inscription, comment les participants avaient d’abord entendu parler du programme. Environ 7 900 participants (29 %) ont appris l’existence du CLÉ TD lors d’un exposé du personnel dans leur école ou leur garderie, soit un bond de 10 % par rapport 2010. 6 150 enfants connaissaient le programme parce qu’ils avaient participé l’an dernier, ce qui représente également une augmentation par rapport aux années précédentes (de 19 % à 22 %). Même si environ 4 800 enfants connaissaient le programme en raison de la promotion effectuée par le personnel dans une succursale, il s’agit d’une baisse par rapport aux années précédentes (18 % comparativement à 25 %). Environ 4 000 participants (15 %) mentionnent les invitations des écoles. Les médias (8 %) et le bouche-à-oreille (6 %) font également partie des sources rapportées. Les figures 7 et 8 présentent les résultats en détail.

**Figure 7. Façon dont les participants ont d’abord entendu parler du programme**



**Échantillon :** Toutes les bibliothèques locales qui ont fourni des résultats (n=270). Les données sont pondérées pour refléter toutes les bibliothèques locales qui ont participé au CLÉ TD (n=340).

**Source :** Le nombre de participants qui ont appris l’existence du CLÉ TD par les méthodes suivantes : Q23A. Écoles; Q23B Exposé du personnel de la bibliothèque dans les camps de jour, les services de garde, les projets communautaires, les ensembles de logements publics, les programmes confessionnels; Q23C. Promotion par le personnel dans les succursales; Q23D. Bouche-à-oreille; Q23E. Invitations des écoles; Q23F. Participation au CLÉ TD l’été dernier; Q23G. Médias (radio, journaux, sites Web, guide des programmes de la bibliothèque, annonces dans les transports en commun); Q23H. Autres.



**Figure 8. Façon dont les participants ont d’abord entendu parler du programme par segment**

Région	Exposé à l'école	Exposé à la garderie ou au camp de jour	Promotion par le personnel dans les succursales	Bouche-à-oreille	Invitations des écoles	Participation au club l'été dernier	Médias	Autres
<b>Québec</b>	<b>6 769</b>	<b>1 138</b>	<b>4 816</b>	<b>1 552</b>	<b>4 028</b>	<b>6 159</b>	<b>2 260</b>	<b>669</b>
BPQ	5 349	287	3 272	1 068	1 931	4 464	1 699	611
Reseau BIBLIO	1 420	851	1 544	484	2 097	1 695	561	58

**Échantillon :** Toutes les bibliothèques locales qui ont fourni des résultats (n=270). Les données sont pondérées pour refléter toutes les bibliothèques locales qui ont participé au CLÉ TD (n=340).

**Source :** Le nombre de participants qui ont appris l'existence du CLÉ TD par les méthodes suivantes : Q23A. Écoles; Q23B Exposé du personnel de la bibliothèque dans les camps de jour, les services de garde, les projets communautaires, les ensembles de logements publics, les programmes confessionnels; Q23C. Promotion par le personnel dans les succursales; Q23D. Bouche-à-oreille; Q23E. Invitations des écoles; Q23F. Participation au CLÉ TD l'été dernier; Q23G. Médias (radio, journaux, sites Web, guide des programmes de la bibliothèque, annonces dans les transports en commun); Q23H. Autres.

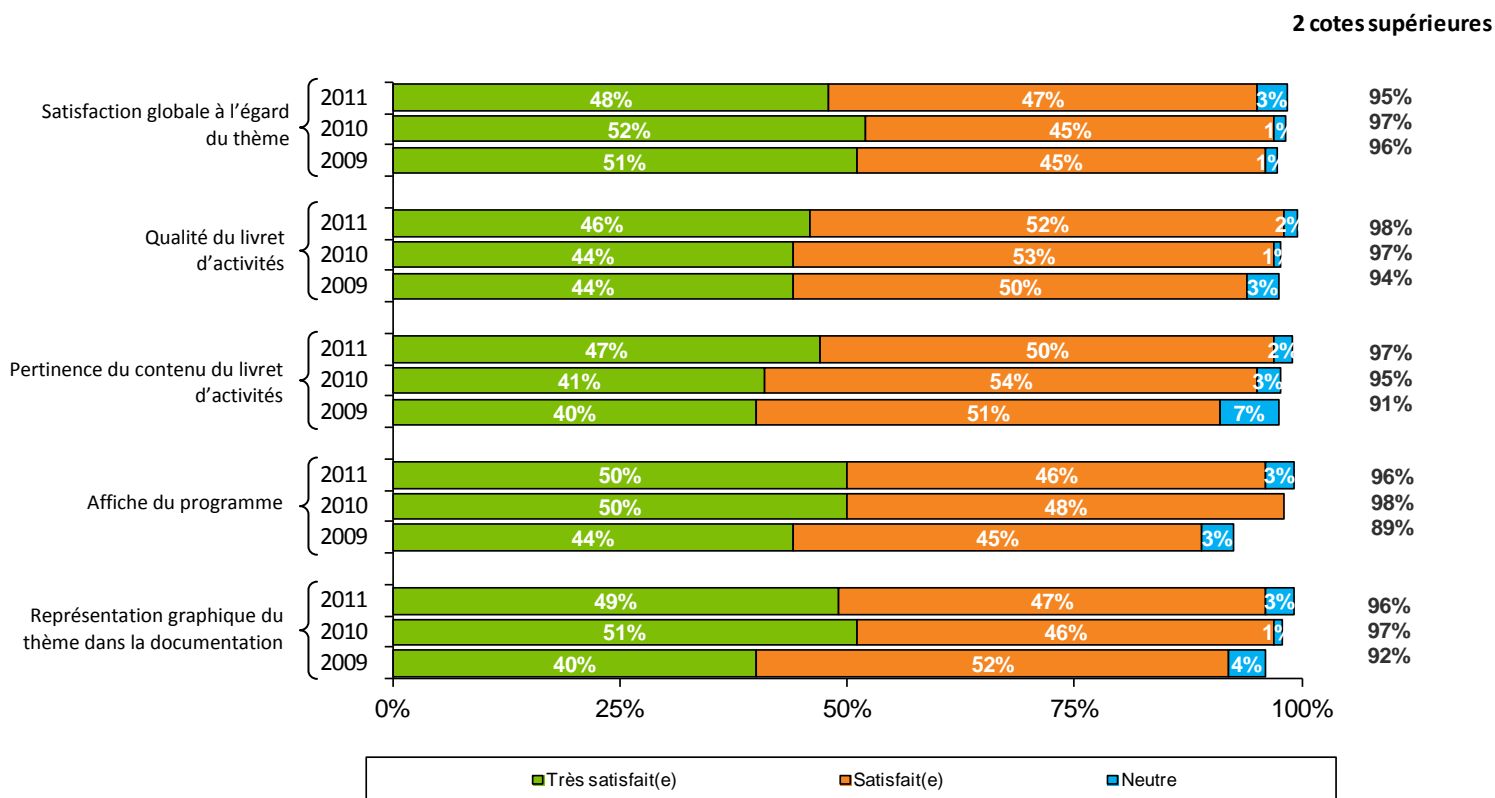
## Satisfaction

### Satisfaction à l’égard des aspects du programme

Le formulaire d’évaluation et de statistiques 2011 comprenait des questions qui demandaient aux répondants d’évaluer leur degré de satisfaction à l’égard d’aspects plus précis du programme. Depuis l’an dernier, une option permet aux grands réseaux d’inscrire le nombre de bibliothèques qui ont elles-mêmes entré leurs réponses dans cette section au lieu de simplement inscrire une réponse. Les premières questions portaient sur le matériel du programme.

Les degrés de satisfaction demeurent extrêmement élevés dans la province de Québec. Les deux cotes supérieures (la somme des réponses « très satisfait(e) » et « satisfait(e) ») révèlent que la vaste majorité (95 %) des bibliothèques locales du Québec sont satisfaites du thème dans l’ensemble, et un pourcentage encore plus élevé d’entre elles sont satisfaites de la qualité du livret d’activités (98 %). Il en va de même pour la pertinence du contenu du livret d’activités (97 %), l’affiche du programme et la représentation graphique du thème dans la documentation (96 % pour chaque aspect). Les niveaux de satisfaction sont très semblables à ceux enregistrés en 2010.

**Figure 9. Satisfaction à l’égard des aspects du programme**



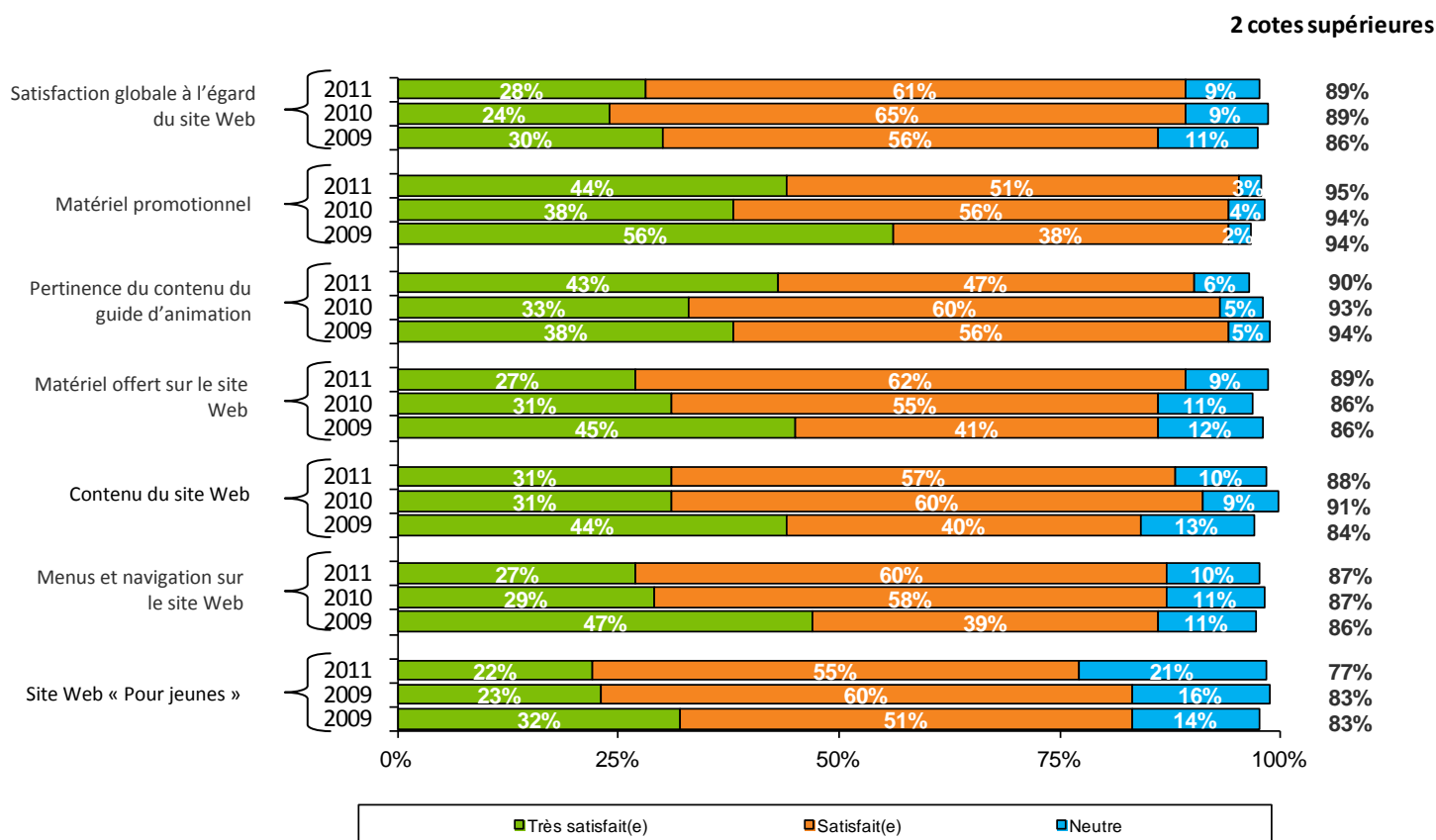
**Échantillon :** Toutes les bibliothèques locales qui ont fourni des résultats (n=270). Les données sont pondérées pour refléter toutes les bibliothèques locales qui ont participé au CLÉ TD (n=340).

**Source :** Q27A-Q27E. Veuillez évaluer votre degré de satisfaction à l’égard des aspects suivants du programme.

Les bibliothèques ont également évalué leur degré de satisfaction à l’égard de certains éléments du matériel utilisé dans le cadre du programme, par exemple divers aspects du site Web, le matériel promotionnel et le guide d’animation.

Les deux cotes supérieures révèlent que 89 % des bibliothèques du Québec sont satisfaites du site Web dans son ensemble. La vaste majorité d’entre elles sont satisfaites du matériel promotionnel (95 %) et de la pertinence du contenu du guide d’animation (90 %). Plus de quatre bibliothèques sur cinq sont satisfaites du matériel offert sur le site Web (89 %), du contenu du site Web (88 %) ainsi que des menus et de la navigation sur le site Web (87 %). Plus de trois bibliothèques sur quatre sont satisfaites du site Web « Pour jeunes » (77 %). La satisfaction est passablement constante par rapport à 2011, la seule chute réelle étant la satisfaction à l’égard du site Web « Pour jeunes » (en baisse de 6 %).

**Figure 10. Satisfaction à l’égard du matériel d’appoint**



**Échantillon :** Toutes les bibliothèques locales qui ont fourni des résultats (n=270). Les données sont pondérées pour refléter toutes les bibliothèques locales qui ont participé au CLÉ TD (n=340).

**Source :** Q27F-Q27L. Veuillez évaluer votre degré de satisfaction à l’égard des aspects suivants du programme.

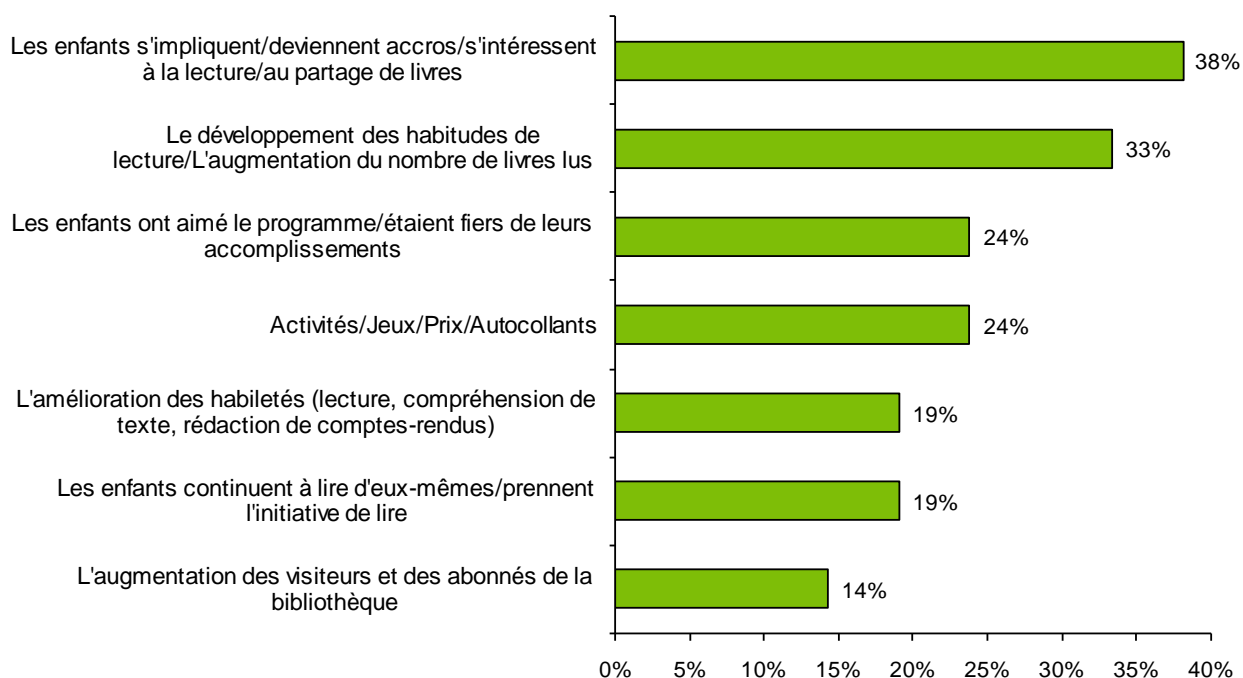
## Commentaires

### Influence du programme sur la lecture

#### Indicateurs de réussite

Les bibliothèques devaient indiquer si elles avaient eu recours à des indicateurs pour démontrer que les enfants ont plus de plaisir à lire, lisent mieux ou ont changé d’attitude envers la lecture. Le graphique ci-dessous présente les sept réponses les plus fréquentes. L’indicateur que les bibliothèques nomment le plus souvent est que les enfants s’impliquent/s’intéressent à la lecture (38 %). Le tiers des bibliothèques font également état du développement des habitudes de lecture et de l’augmentation du nombre de livres lus. Un peu moins du quart des bibliothèques (24 %) rapportent que les enfants sont fiers de leurs accomplissements ou parlent des prix/autocollants. 19 % des bibliothèques indiquent que les enfants ont amélioré leurs habileté de lecture et de compréhension de texte et qu’ils lisent davantage d’eux-mêmes. Enfin, 14 % des bibliothèques mentionnent l’augmentation des visiteurs et des abonnés de la bibliothèque.

**Figure 11. Indicateurs de réussite**



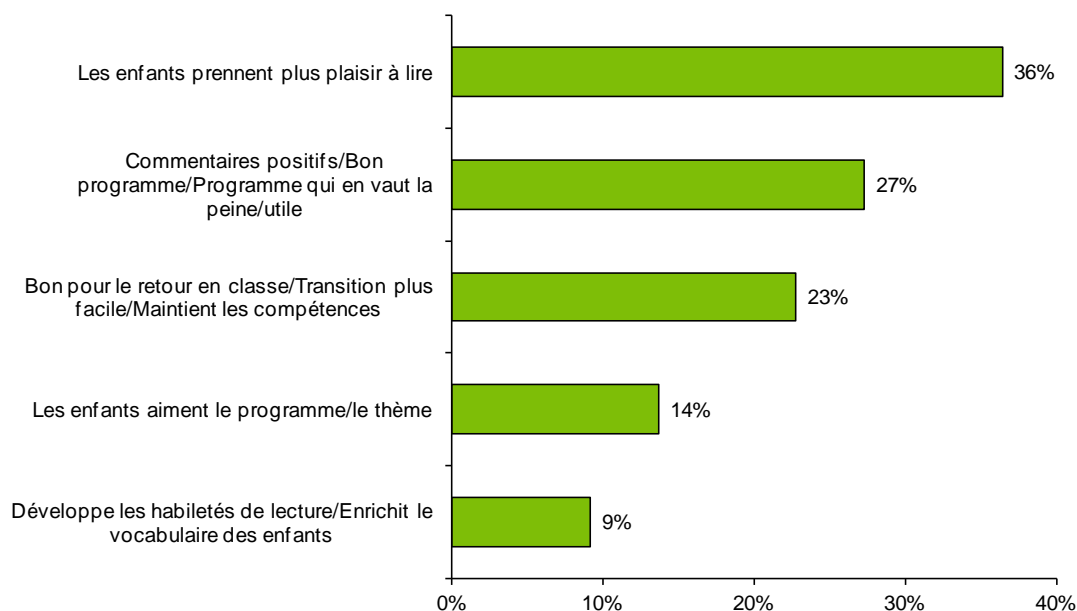
**Échantillon :** Les réseaux de bibliothèques qui ont fourni une réponse (n=21).

**Source :** Q33. Avez-vous des indicateurs qui montrent si les enfants ont pris plus de plaisir à lire? S'ils lisent mieux? S'ils ont changé d'attitude envers la lecture?

## Témoignages

Les bibliothèques devaient mentionner si elles avaient reçu des témoignages de parents, d’accompagnateurs ou d’enseignants indiquant une amélioration des capacités de lecture de l’enfant. En tout, plus du tiers (36 %) des bibliothèques qui ont répondu à la question mentionnent que les enfants prennent plus plaisir à lire. Un peu plus du quart (27 %) des bibliothèques formulent des commentaires positifs par rapport au programme lui-même, alors qu’un peu moins du quart (23 %) d’entre elles indiquent que le programme facilite le retour en classe. 14 % des bibliothèques rapportent que les enfants aiment le programme/le thème et 9 %, que le programme développe les habiletés de lecture des enfants.

**Figure 12. Témoignages**



**Échantillon :** Les réseaux de bibliothèques qui ont fourni une réponse (n=22).

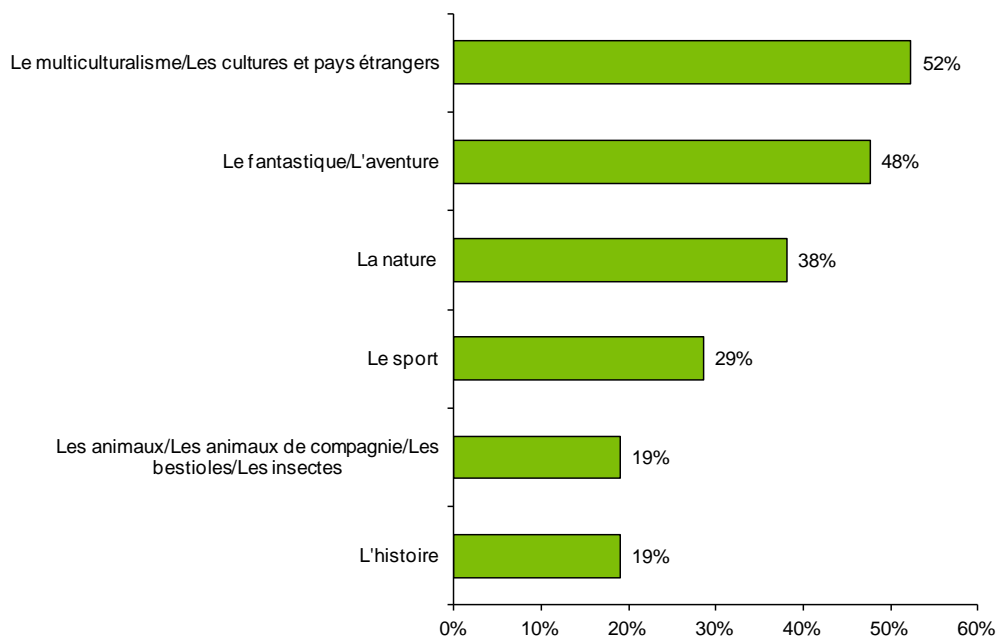
**Source :** Q34. Avez-vous des témoignages de parents, d’accompagnateurs ou d’enseignants indiquant une amélioration des capacités de lecture de l’enfant?

## Suggestions

### Thèmes à explorer

Les bibliothèques devaient suggérer des thèmes pour les programmes à venir. Elles proposent un vaste éventail de thèmes, mais ceux qui reviennent le plus souvent touchent le multiculturalisme et les autres pays, que mentionnent plus de la moitié des bibliothèques (52 %). Le fantastique et l'aventure sont également des thèmes qui reviennent fréquemment (48 %). Les bibliothèques proposent également des thèmes qui s'articulent autour de la nature (38 %), du sport (29 %), des animaux/bestioles (19 %) et de l'histoire (19 %).

**Figure 13. Suggestions de thèmes à explorer**



**Échantillon :** Les réseaux de bibliothèques qui ont fourni une réponse (n=21).

**Source :** Q35. Avez-vous des suggestions de thèmes pour les programmes à venir?

## Suggestions pour la collecte de données

Les bibliothèques devaient formuler des suggestions à propos de la collecte de données effectuée dans le cadre du CLÉ TD. Les suggestions ont été peu nombreuses (79 % des bibliothèques n'en ont formulé aucune), mais parmi les bibliothèques qui ont émis des suggestions, les plus courantes sont de standardiser les formulaires (30 %) et de permettre à toutes les bibliothèques locales de remplir le rapport en ligne (20 %). Les réponses données sont résumées dans le tableau ci-dessous.

**Figure 14. Suggestions pour la collecte de données**

Suggestions pour améliorer le rapport des statistiques	2011
Standardiser les formulaires/Fournir des suggestions/Plus de directives	30%
Pouvoir remplir le formulaire/le rapport/les inscriptions en ligne	20%
Bien/Facile/Clair/Aucune amélioration requise	10%
Fournir des formulaires	10%
Autoriser/Exiger des rapports hebdomadaires/quotidiens	10%
Calculer les statistiques en fonction de l'âge/du sexe	10%
Autre	20%

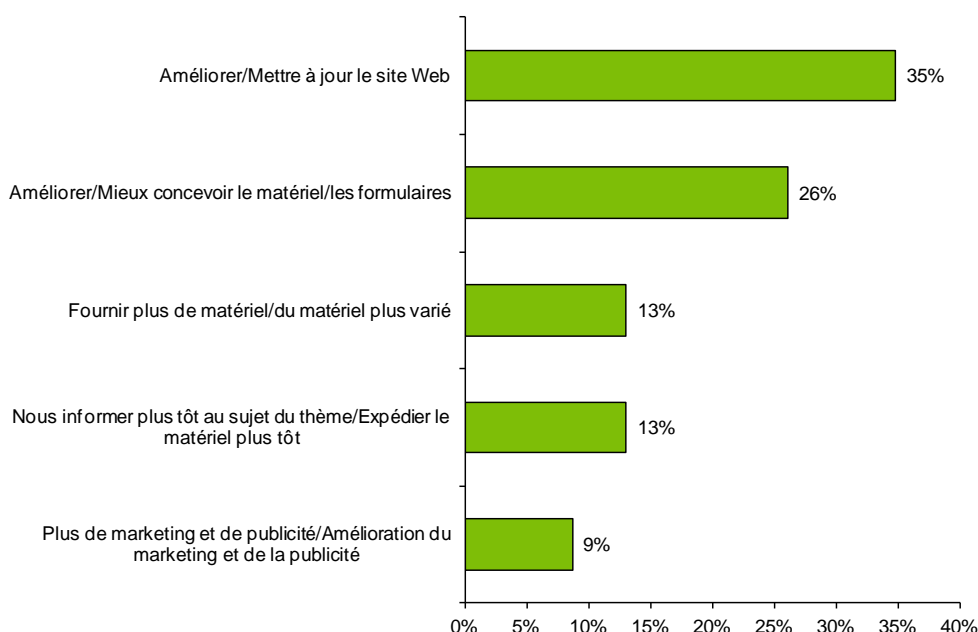
**Échantillon** : Les réseaux de bibliothèques qui ont fourni une réponse (n=10).

**Source** : Q37. Avez-vous des suggestions sur la façon d'améliorer ou de faciliter le processus de rapport des statistiques du programme ou de le rendre plus précis?

## Suggestions pour l’ensemble du programme CLÉ TD

Les bibliothèques devaient faire des suggestions à l’égard de l’ensemble du programme CLÉ TD. La suggestion la plus courante, mentionnée par plus du tiers des bibliothèques (35 %), est d’améliorer le site Web. Plus du quart (26 %) des bibliothèques suggèrent que le matériel et les formulaires soient mieux conçus. 13 % d’entre elles proposent de fournir du matériel plus varié et de s’y prendre plus tôt pour envoyer des renseignements sur le thème/le matériel. 9 % des bibliothèques mentionnent également qu’il faudrait améliorer le marketing/la publicité.

**Figure 15. Suggestions pour l’ensemble du programme CLÉ TD**



Échantillon : Les réseaux de bibliothèques qui ont fourni une réponse (n=23).

Source : Q36. Avez-vous des suggestions générales au sujet du CLÉ TDTD?



# Appendix 5

## Manitoba

# Manitoba Program Statistics

## Response Rate

The 41 participating library systems were asked to tally the results of participants in the summer reading club for all of their subsidiary branches. In total, all 38 library systems entered their data, with 79 of the 82 participating library branches within these systems submitted their results. Accordingly, the overall submission rate for Manitoba was 93%, and the overall response rate was 96%.

**Figure 1. Response Rate**

	Manitoba
<b>(A) Total Participating Libraries</b>	82
<b>(B) Total Responded to Survey</b>	79
<b>(C) Survey Response Rate</b>	96%

**Source:** Row (A) provided by Library and Archives Canada. Rows (B) and (C) represent data collected by Harris/Decima Research.

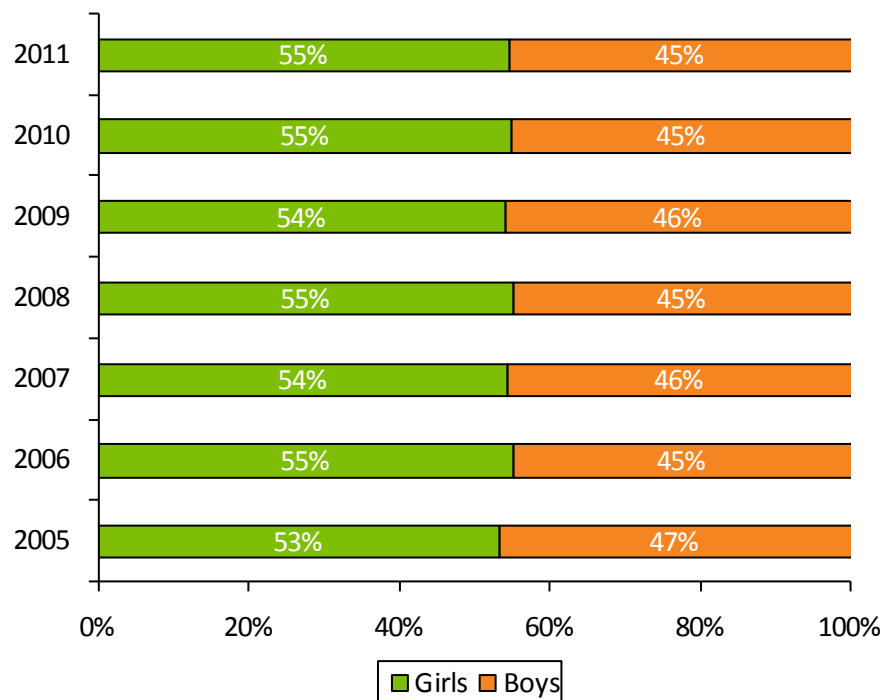
## Statistics on Registration

### Number of Children

The first section of the Statistics and Evaluation Form asked librarians to indicate the total number of children registered for the TDSRC 2011. This reflects the number of children who registered on the sign-up sheet, with the intent to read books as part of the TD Summer Reading Club.

In Manitoba, an estimated 10,997 children registered for the TDSRC 2011 program, up from last year (9,550) and the previous year (9,722). Girls comprise 5,997, or 55%, of the participants, while the 5,000 boys represent 45% of the participants, similar to proportions in previous years.

**Figure 2. Percentage of Participating Children by Gender**



**Base:** All localities that submitted results (n=79). Data is weighted to reflect all localities that participated in the TDSRC program (n=82).

**Source:** Q3-Q10. Total number of children who registered for the TDSRC 2011.

Of the girls, 27% fall in the 0-5 age group, 39% are aged 6-8, 31% are aged 9-12, and 3% are 13 years or older. The boys follow a similar distribution by age, with 31% aged 0-5, 42% aged 6-8, 26% aged 9-12, and 2% aged 13 and older.

**Figure 3.1 Percentage of Participating Children by Gender and Age**

BOYS	2011	2010	2009	2008	2007	2006	2005
0-5	31%	30%	28%	28%	27%	27%	27%
6-8	42%	41%	40%	42%	40%	42%	44%
9-12	26%	27%	30%	29%	30%	28%	28%
13+	2%	2%	3%	1%	2%	2%	1%

GIRLS	2011	2010	2009	2008	2007	2006	2005
0-5	27%	26%	26%	24%	26%	22%	24%
6-8	39%	38%	37%	39%	37%	39%	42%
9-12	31%	33%	33%	34%	33%	34%	33%
13+	3%	3%	4%	3%	4%	5%	1%

**Base:** All localities that submitted results (n=79). Data is weighted to reflect all localities that participated in the TDSRC program (n=82).

**Source:** Q3-Q10. Total number of children who registered for the TDSRC 2011.

Figure 3 below summarizes the participation rate for Manitoba by gender and age based on 2006 census data. Participation in Manitoba in 2011 was up from previous years with 4.53% of children participating.

**Figure 3.2 Number of Participating Children**

	2006 CENSUS			2011 TD SRC REGISTRANTS			% PARTICIP. CHILDREN	% PARTICIP. CHILDREN	% PARTICIP. CHILDREN
	(A)	(B)	(C)	(D)	(E)	(F)	2011	2010	2009
Province / Territory	Total Children	Total Boys	Total Girls	Total Children	Total Boys	Total Girls	Total Children	Total Children	Total Children
<b>Manitoba</b>	<b>242,615</b>	<b>124,420</b>	<b>118,180</b>	<b>10,997</b>	<b>5,000</b>	<b>5,997</b>	<b>4.53%</b>	<b>3.94%</b>	<b>4.01%</b>
0-5	82,295	42,155	40,130	3,179	1,545	1,635	3.86%	3.26%	3.15%
6-8	44,375	22,960	21,420	4,424	2,087	2,336	9.97%	8.39%	8.39%
9-12	64,850	33,315	31,530	3,147	1,285	1,862	4.85%	4.48%	4.72%
13-15	51,095	25,990	25,100	247	83	164	0.48%	0.46%	0.68%

**Base:** All localities that submitted results (n=79). Data is weighted to reflect all localities that participated in the TDSRC program (n=82).

**Source:** Columns (A) through (C) provided by Statistics Canada Census 2006. Column (D) through (F) represents data collected by Harris/Decima Research.

## Reading Kits and Posters

The libraries were also asked to indicate the total number of reading kits and posters that were given out to children coming into the library, including those given to daycares and other agencies that came in to pick up reading kits or posters for their group. Anyone who came to a branch and asked for a full reading kit or poster was eligible to receive one. Registration for the TDSRC was not necessary and staff could choose how to distribute the material. In total, 11,278 reading kits were distributed across Manitoba, as well as 3,107 posters.

## Program Statistics

### Programs and Activities Organized Around the Club Theme

To help gauge the success of the TDSRC, libraries were asked to indicate the total number of programs and activities organized around this year's club theme as well as their total attendance, if recorded.

When reviewing these numbers, several points need to be kept in mind:

- Every child who registered for the reading club with the library is considered to have attended an activity.
- It is possible that a child did not register for the TDSRC, but attended one or more of the activities;
- Attendance was calculated on a per activity basis. It is possible that a child attended more than one activity, and thus is represented more than once in total attendance.

A total of 1,071 organized programs and activities were scheduled in libraries across Manitoba over the months of July and August 2011. Total attendance amounted to 21,656 children. This translates to an approximate average of 20 children per activity.

### Drop-Ins versus Clubs

Libraries had the option to run the program as a drop-in program or as a club with distinct meeting times. As in 2011, most of the localities in Manitoba (55%) ran the summer reading club as a drop-in only, while 22% ran theirs solely as a club. About the same number (23%) of the libraries ran theirs as both a drop-in and a club.

## Program Successes

Depending on how libraries implemented the program, they tracked the impact of their program on reading habits and learning using a variety of metrics. These included:

- Total number of children who collected all nine stickers;**
- Total number of books reported on;**
- Total number of books read; and**
- Total number of hours read.**

## Stickers Collected

Stickers were used by many of the libraries as incentives for children to read more books. The ultimate goal was to collect all nine stickers. In total, 45% of the libraries used stickers as incentives for children. Among these systems, 3,101 children reached the target of collecting all nine stickers (90%).

## Books Read and Reported on

Among the library systems that collected these statistics, each child on average<sup>10</sup>:

- Reported on 9.3 books;
- Read 22.6 books;
- Spent 17.8 hours reading.

The average number of books read per child translates to a total of 253,118 books read within the province of Manitoba as part of the summer reading club, a very high number when comparing to other provinces.

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<sup>10</sup> These estimates are based on a limited number of responses, and should be viewed with caution.

## Promotion of Program

### School and Daycare Visits by Library Staff

Librarians were asked to indicate if anyone from their library branch made any visits to the local schools and daycares in order to promote the program.

Four out of five Manitoba libraries (68%) indicate that their staff had made visits to schools and daycares to promote the summer reading club. In total, 360 visits were made to schools and daycares, and 16,924 children were reached by these means.

### Impact of School and Daycare Visits

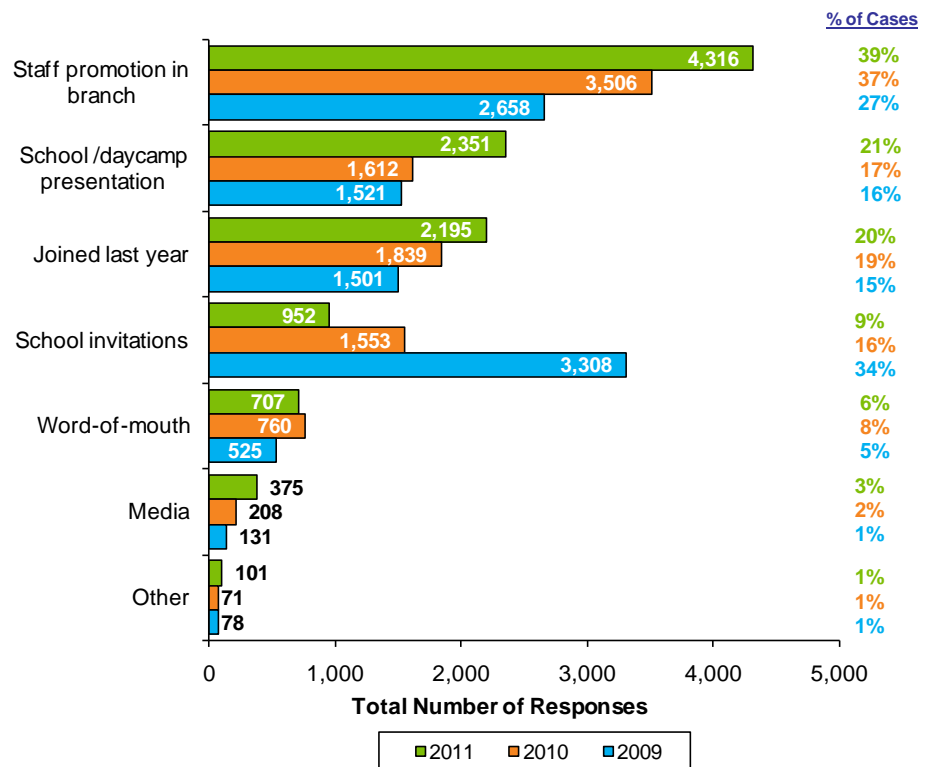
Among the systems that made visits, a total of 7,250 children participated in the TDSRC, representing about a third of children reached (43%).

Among these same library systems, 1,509 children indicated that they first heard of the TDSRC via a school or daycare visit, representing 21% of the total participants.

## Method of Promotion

Promotional aspects were further investigated by asking librarians to tally, from the registration forms, how the participants first heard about the program. 4,316 participants (39%) first heard through staff promotion in the branch and 2,351 (or 21%) heard it through a presentation at school or daycamp. Another 2,195 knew about the program because they joined last year (20%) and 952 found out about the program from a school invitation (9% a steady continuing decline in importance). Word-of-mouth (6%) was the other major method of learning about the program with the media (3%) and all other methods (1%) accounting for the rest.

**Figure 4. How Participants First Heard About the Program**



**Base:** All localities that submitted results (n=79). Data is weighted to reflect all localities that participated in the TDSRC program (n=82).

**Source:** Number of participants that first heard about the TDSRC by the following methods: Q23A. Schools; Q23B. Summer day camps, daycare centres, community/public housing projects, faith-based program presentation by library staff; Q23C. Staff promotion in branch; Q23D. Word-of-mouth; Q23E. School invitations; Q23F. Joined last year; Q23G. Media (radio, newspaper, website, library program guide, Transit ads); Q23H. Other.



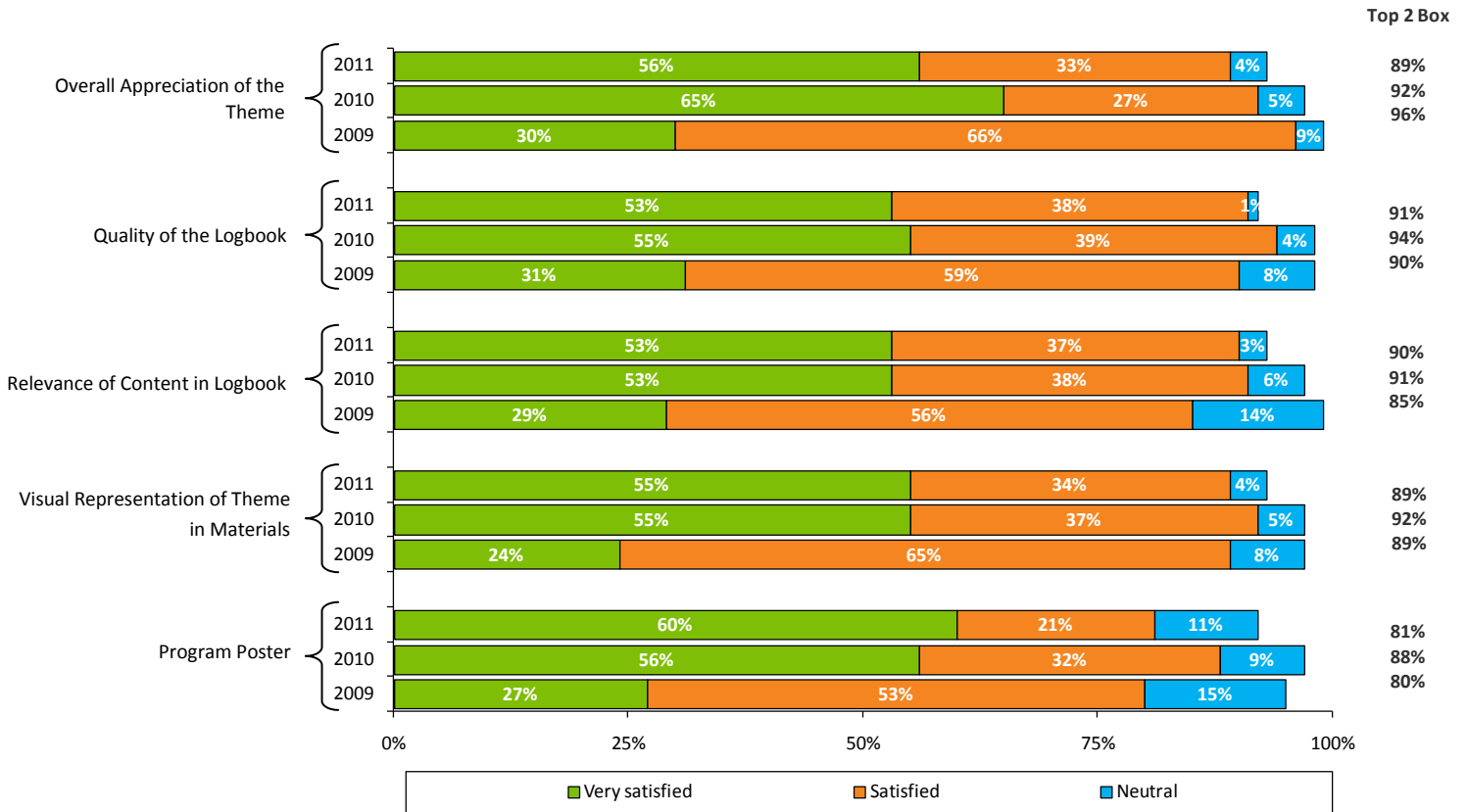
## Satisfaction

### Satisfaction with Program Elements

The 2011 Statistics and Evaluation Form asked respondents to rate their level of satisfaction with more specific elements of the program. The first set of questions looked at the program materials.

By and large, satisfaction levels remain high for the province of Manitoba, although it was down somewhat on all measures from last year. Top two box scores (the sum of “very satisfied” and “satisfied” responses) reveal that a large majority of localities in Manitoba (89%) were satisfied with the theme in 2011 (representing a small decline from 2010 and 2009). The quality of the logbook was seen to be very good as well with 91% satisfied. Nine out of ten (90%) were happy with the visual representation of the theme in the materials and with the relevance of the content in the logbook (89%). A large majority were also satisfied with the program poster (81%).

**Figure 5. Satisfaction with Program Elements**



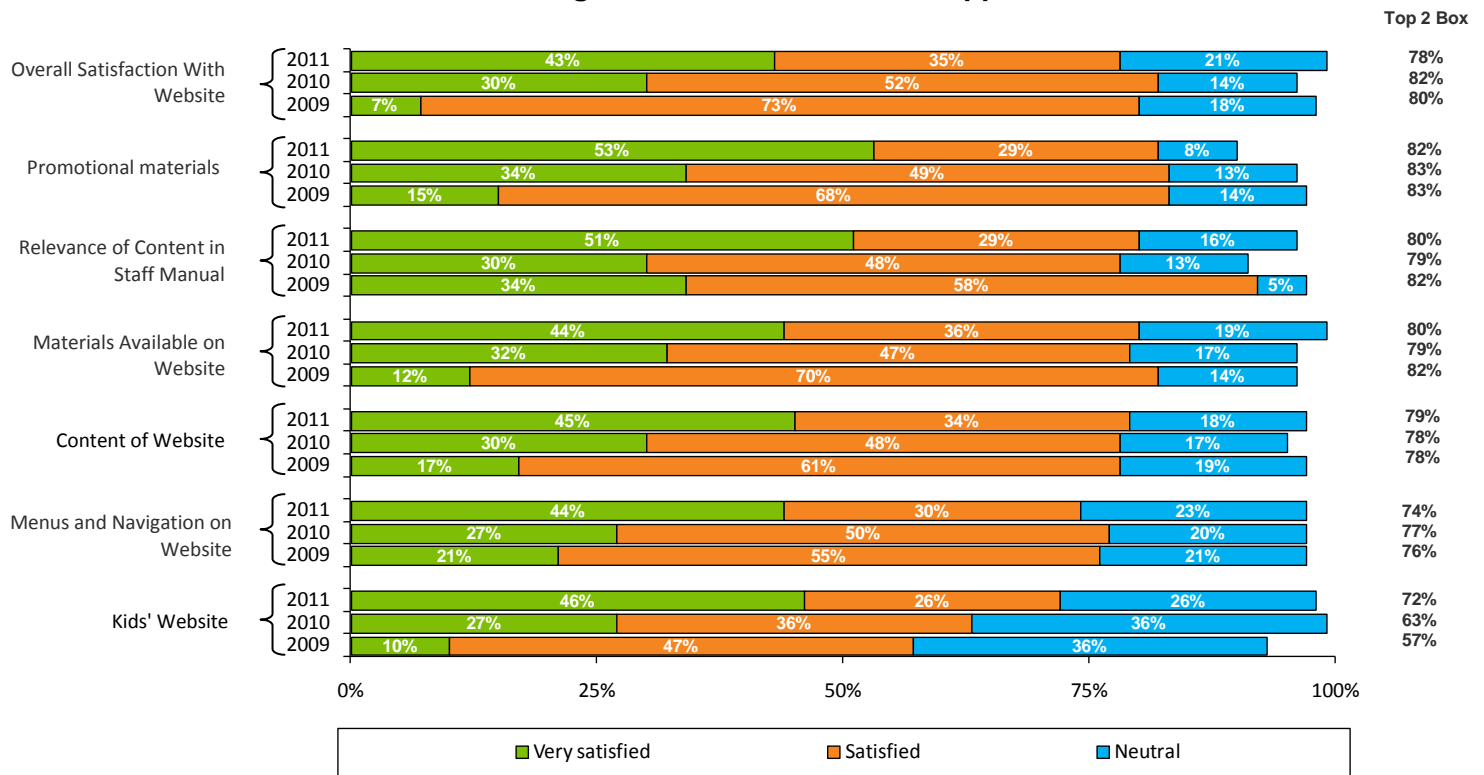
**Base:** All localities that submitted results (n=79). Data is weighted to reflect all localities that participated in the TDSRC program (n=82).

**Source:** Q27A-Q27E. Rate your level of satisfaction with the program elements below.

Libraries also rated their level of satisfaction with other program materials, such as various aspects of the website, promotional materials and the Staff Manual.

Top two box scores reveal that 78% of libraries in Manitoba were satisfied overall with the website. A sizeable majority (82%) were also satisfied with the promotional materials in 2011 as well. Four out of five libraries were satisfied with the relevance of the content in the staff manual and the materials available on the website (80% each). Greater than three quarters were satisfied with the content of the website (79%), while just under three quarters were happy with the menus and navigation of the website (74%). The kid’s website was again the element with the least satisfaction (72%) but it is higher than in 2010 (+9 points) and 2009 (+15%).

**Figure 6. Satisfaction with Support Materials**



**Base:** All localities that submitted results (n=79). Data is weighted to reflect all localities that participated in the TDSRC program (n=82).

**Source:** Q27F-Q27L. Rate your level of satisfaction with the program elements below.

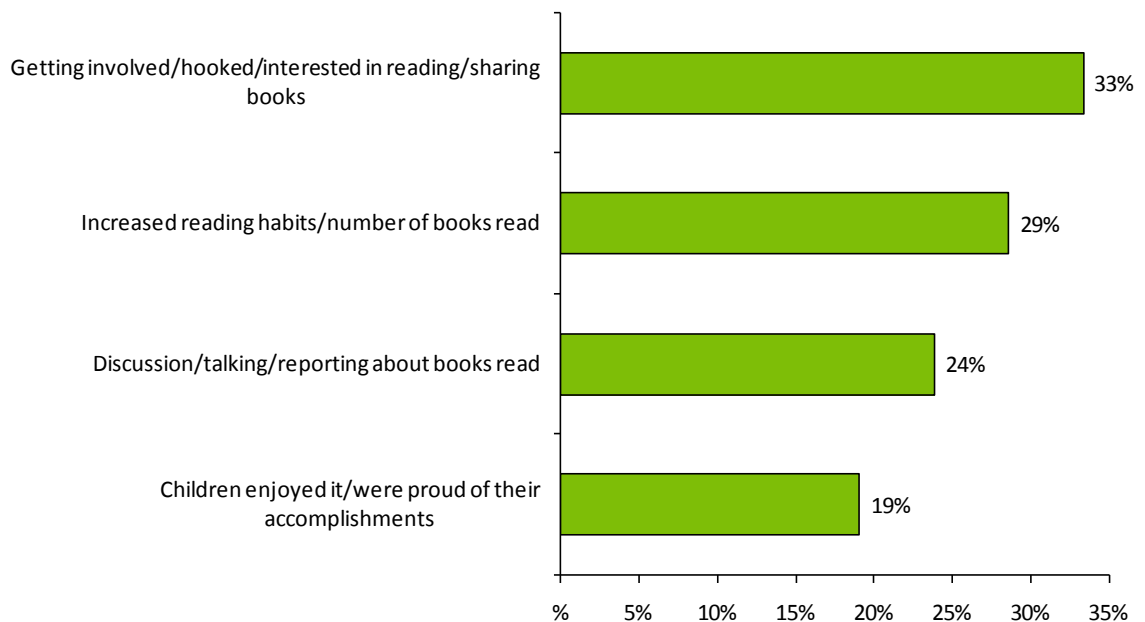
## Comments

### Program Reading Outcomes

#### Indicators of Success

Libraries were asked to indicate whether they had any indicators of a child’s increased enjoyment of reading, reading successes or changes in attitudes toward reading. The most common indicator was that children got involved, were more interested in books and shared them (33%). 29% mentioned increased reading habits and more books read, while just under a quarter (24%) said that children were discussing and talking about books. Finally, 19% reported that children enjoyed the program and were proud of their accomplishments.

**Figure 7. Indicators of Success**



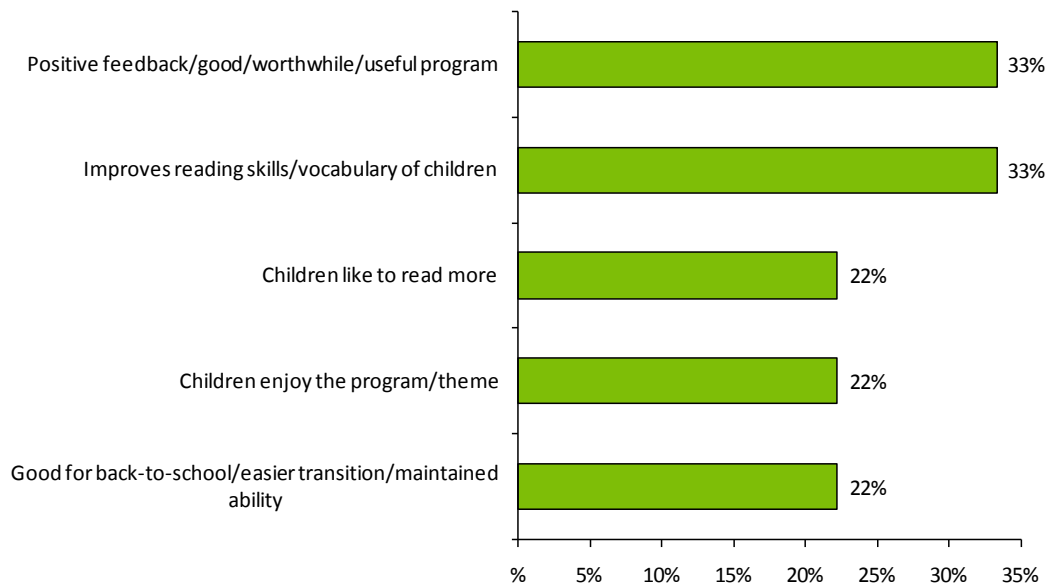
**Base:** Library systems that provided a response (n=21).

**Source:** Q33. Do you have any indicators of a child's increased enjoyment of reading? Of reading successes? Changes in attitude toward reading?

## Testimonials

Libraries were also asked whether they had any testimonials from parents, caregivers or teachers that might indicate an improvement in reading level. In total, a third of the libraries reported receiving positive feedback about the usefulness of the program. A third of the libraries also mentioned improved reading skills/vocabulary among the children. 22% of libraries also mentioned each of the following: that children were reading more, that the children enjoyed the program, and that the program was good for preparing kids to go back to school.

**Figure 8. Testimonials**



**Base:** Library systems that provided a response (n=9).

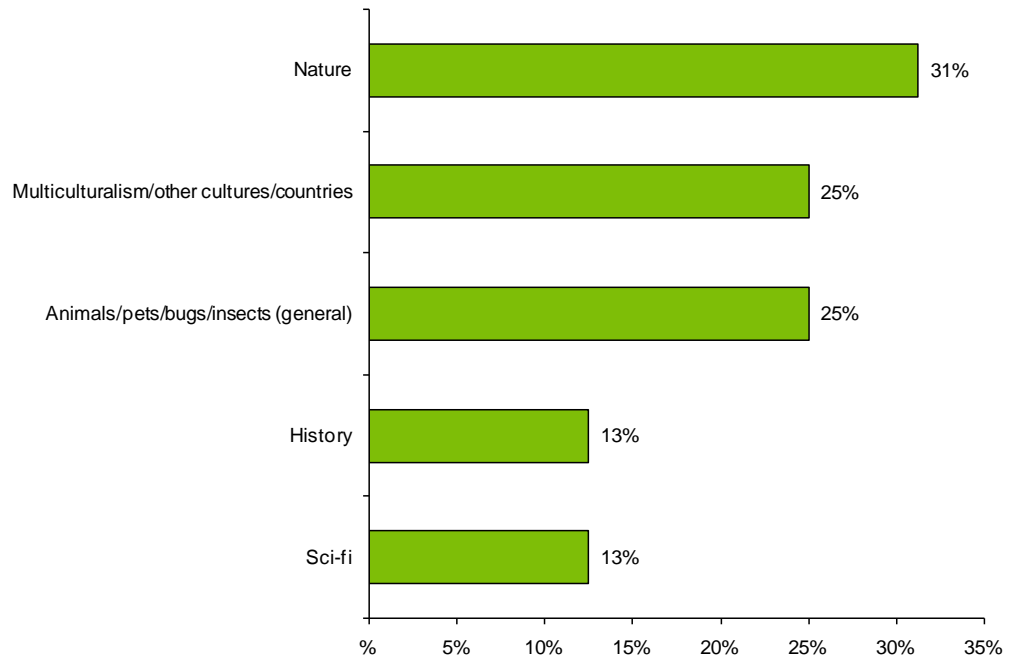
**Source:** Q34. Do you have any testimonials from parents, caregivers or teachers that may indicate an improvement in reading level?

## Suggestions

### Future Themes

Libraries were asked to provide suggestions for future program themes. A number of different themes were proposed among libraries in Manitoba, the most common revolving around nature (31%). Multiculturalism and animals/pets were both mentioned by a quarter of the libraries. 13% mentioned both history and sci-fi.

**Figure 9. Suggestions for Future Themes**



**Base:** All library systems that provided a response (n=16).

**Source:** Q35. Do you have any suggestions on the program's future themes?

## Suggestions for Data Collection

Libraries were asked to provide suggestions on the collection of data for the TDSRC. There were few responses to this question (79% did not have a suggestion or said it did not need improvement) and they were not very consistent. Among those who had a suggestion, the most common was to provide the forms and materials earlier (40%). 20% mentioned that the process did not need improvement or suggested the possibility of allowing weekly/daily reporting. 10% suggested that the forms be standardized, that individual libraries who are part of a system could report it themselves, and that survey questions be clarified.

**Figure 10. Suggestions for Data Collection**

Suggestions For Improving Reporting	2011
Provide survey/forms/reports earlier	40%
Fine/easy/straightforward/no need for improvement	20%
Allow/require weekly/daily reporting	20%
Standardize forms/provide suggestions/more instructions	10%
Enable online form/reporting/registration	10%
Clarify/specify survey questions	10%

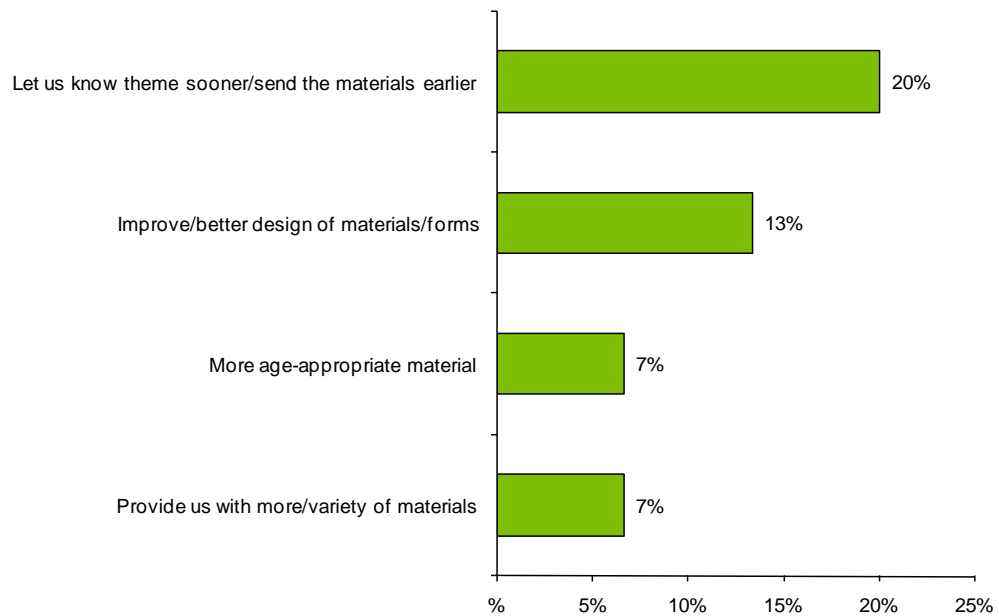
**Base:** Library systems that provided a response (n=10).

**Source:** Q37. Do you have any suggestions on how the reporting of program statistics could be improved or made easier/more accurate?

## TDSRC Overall

Libraries were asked to provide suggestions on the TDSRC overall. The most common response was to send the materials for the program earlier (20%). 13% of the libraries suggested improving the forms used. 7% suggested more age-appropriate material and to provide a better variety of materials.

**Figure 11. Suggestions for TDSRC Overall**



**Base:** Library systems that provided a response (n=15).

**Source:** Q36. Do you have any suggestions on the TDSRC overall?



# Appendix 6

## Saskatchewan

# Saskatchewan Program Statistics

## Response Rate

The 10 participating library systems were asked to tally the results of participants in the summer reading club for all of their subsidiary branches. All 10 of the 10 participating systems and 230 of the 243 individual libraries within Saskatchewan submitted their results. This results in an overall submission rate of 100% and an overall response rate of 95%.

**Figure 1. Response Rate**

	Saskatchewan
<b>(A) Total Participating Libraries</b>	243
<b>(B) Total Responded to Survey</b>	230
<b>(C) Survey Response Rate</b>	95%

**Source:** Row (A) provided by Library and Archives Canada. Rows (B) and (C) represent data collected by Harris/Decima.

## Statistics on Registration

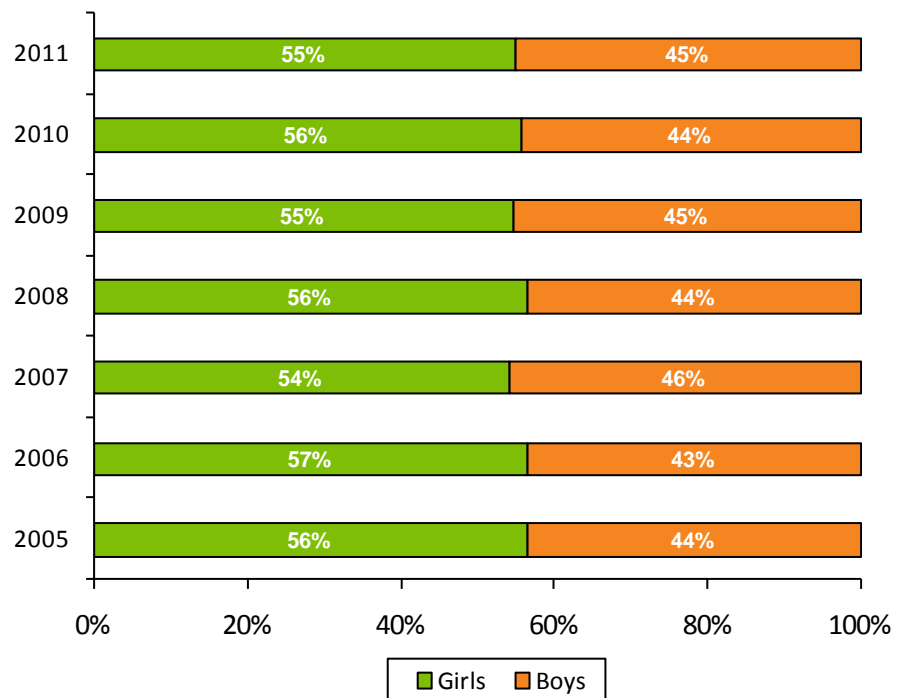
### Number of Children

The first section of the Statistics and Evaluation Form asked librarians to indicate the total number of children registered for the TDSRC 2011. This reflects the number of children who registered on the sign-up sheet, with the intent to read books as part of the TD Summer Reading Club.

In Saskatchewan, an estimated 20,527 children registered for the TDSRC 2011 program<sup>11</sup>, a increase from 2010 when an estimated 15,098 registered.

Girls comprise 11,265, or 55%, of the participants, while the 9,262 boys represent 45% of the participants, similar to national proportions.

**Figure 2. Percentage of Participating Children by Gender**



**Base:** All localities that submitted results (n=230). Data is weighted to reflect all localities that participated in the TDSRC program (n=243).

**Source:** Q3-Q10. Total number of children who registered for the TDSRC 2011.

<sup>11</sup> Based on the 230 libraries that submitted their information, extrapolations have been made to represent all 243 participating localities.

Of the girls, 27% fall in the 0-5 age group, 39% are aged 6-8, 31% are aged 9-12, and 2% are 13 years or older. The boys follow a similar distribution by age, with 30% aged 0-5, 41% aged 6-8, 28% aged 9-12, and 1% aged 13 and older.

**Figure 3.1 Percentage of Participating Children by Gender and Age**

BOYS	2011	2010	2009	2008	2007	2006	2005
0-5	30%	27%	27%	24%	25%	27%	25%
6-8	41%	43%	40%	43%	41%	40%	40%
9-12	28%	28%	30%	30%	32%	31%	31%
13+	1%	2%	2%	3%	2%	3%	3%

GIRLS	2011	2010	2009	2008	2007	2006	2005
0-5	27%	24%	23%	21%	23%	21%	22%
6-8	39%	40%	36%	39%	37%	40%	38%
9-12	31%	33%	36%	37%	36%	35%	35%
13+	2%	2%	4%	3%	3%	4%	4%

**Base:** All localities that submitted results (n=230). Data is weighted to reflect all localities that participated in the TDSRC program (n=243).

**Source:** Q3-Q10. Total number of children who registered for the TDSRC 2011

Figure 3 below summarizes the participation rate for Saskatchewan by gender and age based on 2006 census data.

**Figure 3. Number of Participating Children**

	2006 CENSUS			2011 TD SRC REGISTRANTS			% PARTICIP. CHILDREN	% PARTICIP. CHILDREN	% PARTICIP. CHILDREN
	(A)	(B)	(C)	(D)	(E)	(F)	2011	2010	2009
Province / Territory	Total Children	Total Boys	Total Girls	Total Children	Total Boys	Total Girls	Total Children	Total Children	Total Children
<b>Saskatchewan</b>	<b>202,880</b>	<b>103,820</b>	<b>99,070</b>	<b>20,527</b>	<b>9,262</b>	<b>11,265</b>	<b>10.12%</b>	<b>7.44%</b>	<b>8.65%</b>
0-5	69,195	35,355	33,845	5,828	2,754	3,074	8.42%	5.61%	6.36%
6-8	36,610	18,650	17,965	8,217	3,791	4,426	22.44%	17.07%	18.20%
9-12	53,200	27,240	25,955	6,133	2,593	3,540	11.53%	8.77%	11.08%
13-15	43,875	22,575	21,305	349	124	225	0.80%	0.69%	1.35%

**Base:** All localities that submitted results (n=230). Data is weighted to reflect all localities that participated in the TDSRC program (n=243).

**Source:** Columns (A) through (C) provided by Statistics Canada Census 2001. Column (D) through (F) represents data collected by Harris/Decima.

## Reading Kits and Posters

The libraries were also asked to indicate the total number of reading kits and posters that were given out to children coming into the library, including those given to daycares and other agencies that came in to pick up reading kits or posters for their group. Anyone who came to a branch and asked for a full reading kit or poster was eligible to receive one. Registration for the TDSRC was not necessary and staff could choose how to distribute the material. In total, 21,577 reading kits were distributed across Saskatchewan, as well as 2,127 posters.

## Program Statistics

### Programs and Activities Organized Around the Club Theme

To help gauge the success of the TDSRC, libraries were asked to indicate the total number of programs and activities organized around this year's club theme as well as their total attendance, if recorded.

When reviewing these numbers, several points need to be kept in mind:

- Every child who registered for the reading club with the library is considered to have attended an activity.
- It is possible that a child did not register for the TDSRC, but attended one or more of the activities;
- Attendance was calculated on a per activity basis. It is possible that a child attended more than one activity, and thus is represented more than once in total attendance.

A total of 2,334 organized programs and activities were scheduled in libraries across Saskatchewan over the months of July and August 2011. Total attendance amounted to 35,902 children. This translates to an approximate average of 15 children per activity.

### Drop-Ins versus Clubs

Libraries had the option to run the program as a drop-in program or as a club with distinct meeting times. A little over a third of the localities (37%) in Saskatchewan ran the summer reading club as both a drop-in and a club. A total of 46% ran theirs as a drop-in only, 1% as a club only and 15% used neither approach or did not report data.

## Program Successes

Depending on how libraries implemented the program, they tracked the impact of their program on reading habits and learning using a variety of metrics. These included:

- Total number of children who collected all nine stickers;**
- Total number of books reported on;**
- Total number of books read; and**
- Total number of hours read.**

### Stickers Collected

Stickers were used by many of the libraries as incentives for children to read more books. The ultimate goal was to collect all nine stickers. In total, almost all (90%) of the libraries used stickers as incentives for children. Among these systems, 16,386 children reached the target of collecting all nine stickers.

### Books Read and Reported on

Among the library systems that collected these statistics, each child on average:

- Reported on 1.6 books;
- Read 6.6 books;
- Spent 5.0 hours reading.

The average number of books read per child translates to a total of 137,446 books read within the province of Saskatchewan as part of the summer reading club.

## Promotion of Program

### School and Daycare Visits by Library Staff

Librarians were asked to indicate if anyone from their library branch made any visits to the local schools and daycares in order to promote the program.

More than half of the libraries (53%) in Saskatchewan indicated that their library staff had made visits to schools and daycares to promote the summer reading club. In total, 365 visits were made to schools and daycares, and 27,906 children were reached by these means.

### Impact of School and Daycare Visits

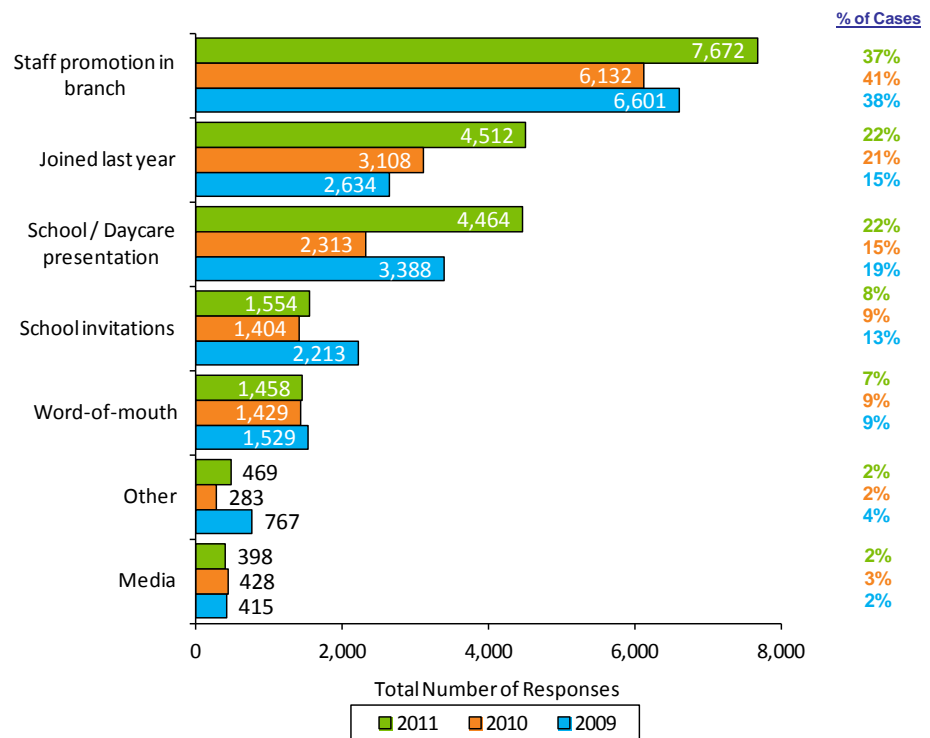
Among the systems that made visits, a total of 11,080 children participated in the TDSRC, representing 40% of children reached by these means.

Among these same library systems, 2,377 children indicated that they first heard of the TDSRC via a school or daycare visit, representing 21% of the total participants.

## Method of Promotion

Promotional aspects were further investigated by asking librarians to tally, from the registration forms, how the participants first heard about the program. 7,672 participants (37%) first heard of the TDSRC through staff promotion in the branch, by far the most popular method. Another 4,512 (22%) knew of the program because they participated in the past. School or daycare presentations were also popular with 4,464 participants mentioning them (22%). Almost one in ten heard of the program through school invitations (8%) and word-of-mouth (7%). The less popular methods were through the media (2%) and other methods (2%).

**Figure 4. How Participants First Heard About the Program**



**Base:** All localities that submitted results (n=230). Data is weighted to reflect all localities that participated in the TDSRC program (n=243).

**Source:** Number of participants that first heard about the TDSRC by the following methods: Q23A. Schools; Q23B. Summer day camps, daycare centres, community/public housing projects, faith-based program presentation by library staff; Q23C. Staff promotion in branch; Q23D. Word-of-mouth; Q23E. School invitations; Q23F. Joined last year; Q23G. Media (radio, newspaper, website, library program guide, Transit ads); Q23H. Other.



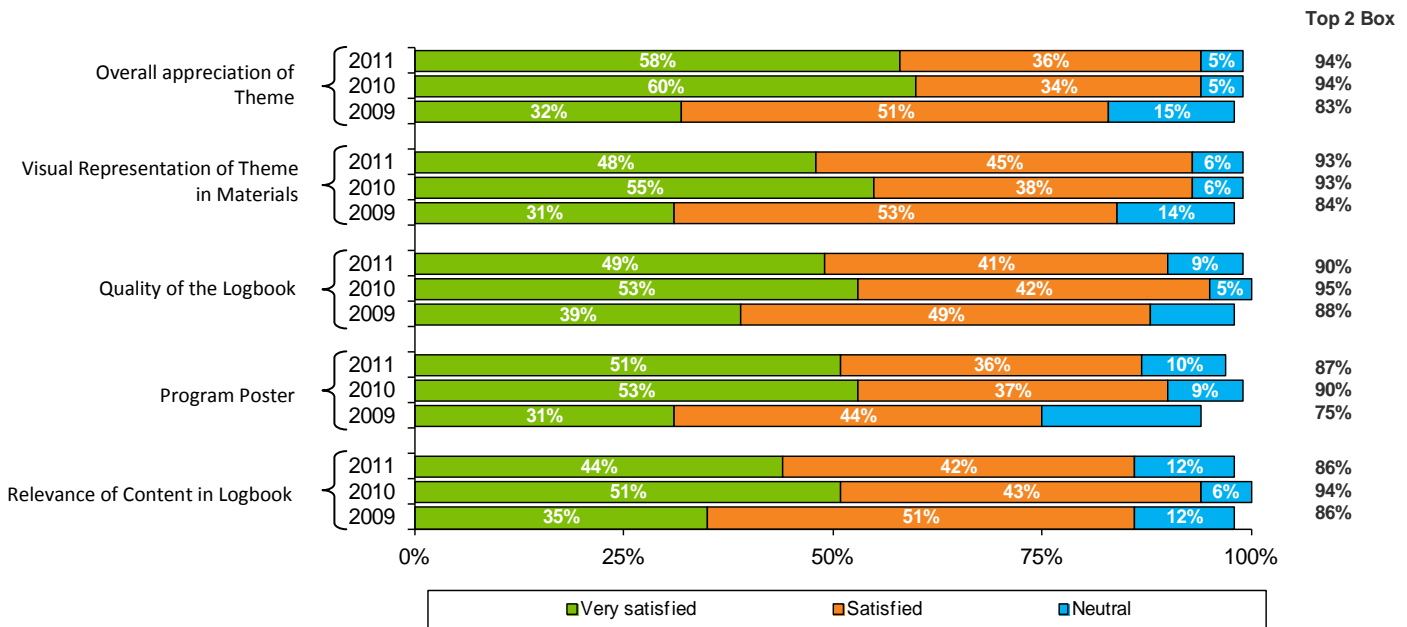
# Satisfaction

## Satisfaction with Program Elements

The 2011 Statistics and Evaluation Form asked respondents to rate their level of satisfaction with more specific elements of the program. The first set of questions looked at the program materials.

By and large, satisfaction levels remain very high in the province of Saskatchewan. Top two box scores (the sum of “very satisfied” and “satisfied” responses) reveal that the great majority of localities in Saskatchewan (94%) were satisfied with the theme overall, the quality of the logbook (93%), and the relevance of the content in the logbook (90%). Nearly as many (87%) were satisfied with the visual representation of the theme and with the program poster (86%).

**Figure 5. Satisfaction with Program Elements**



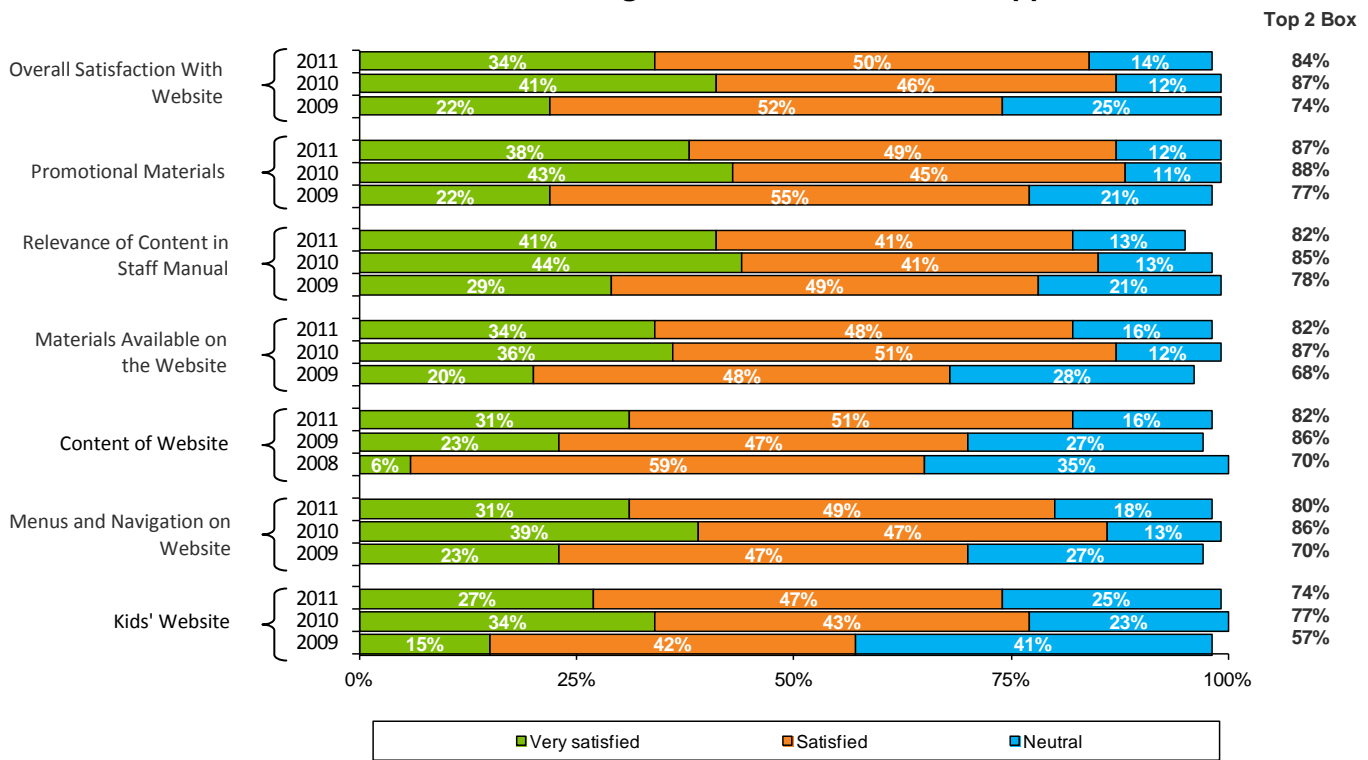
**Base:** All localities that submitted results (n=230). Data is weighted to reflect all localities that participated in the TDSRC program (n=243).

**Source:** Q27A-Q27E. Rate your level of satisfaction with the program elements below.

Libraries also rated their level of satisfaction with other program materials, such as various aspects of the website, promotional materials and the Staff Manual.

The majority of the libraries in Saskatchewan (84%) are satisfied overall with the website. A strong majority of libraries are also satisfied with the promotional materials (87%), and the materials available on the website (82%). That same percentage (82%) is satisfied with the content of the website and the menus and navigation on the website. Similar proportions (80%) are satisfied with the relevance of the content in the staff manual. Although satisfaction with the kid’s website is the lowest of the elements tested, three in four libraries are satisfied (74%).

**Figure 6. Satisfaction with Support Materials**



**Base:** All localities that submitted results (n=230). Data is weighted to reflect all localities that participated in the TDSRC program (n=243).

**Source:** Q27F-Q27L. Rate your level of satisfaction with the program elements below.

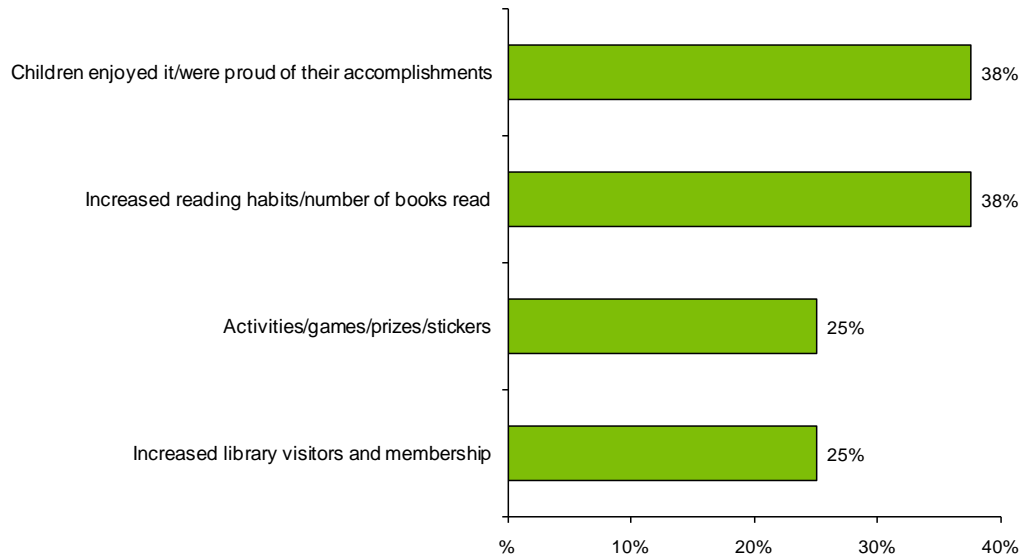
## Comments

### Program Reading Outcomes

#### Indicators of Success

Libraries were asked to indicate whether they had any indicators of a child’s increased enjoyment of reading, reading successes or changes in attitudes toward reading. The top responses were that the children were proud of their accomplishments as well as their increased reading habits (38% each). The activities/games/prizes and increased library visits and membership were also mentioned (25%).

**Figure 7. Indicators of Success**



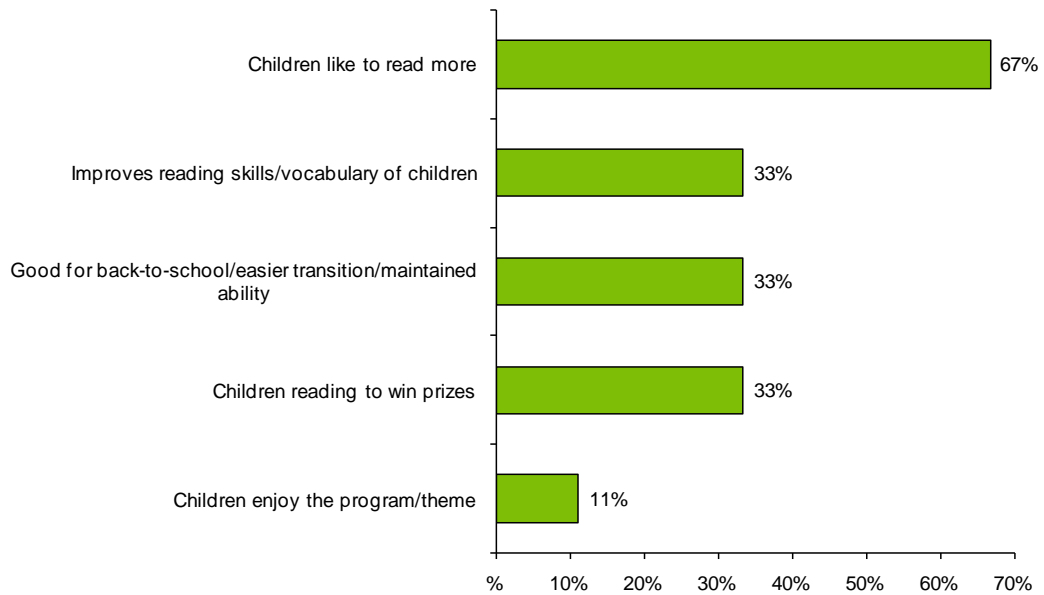
**Base:** Library systems that provided a response (n=6).

**Source:** Q33. Do you have any indicators of a child’s increased enjoyment of reading? Of reading successes? Changes in attitude toward reading?

## Testimonials

Libraries were also asked whether they had any testimonials from parents, caregivers or teachers that might indicate an improvement in reading level. A large portion of libraries (67%) reported that the children liked to read more. A third of libraries also mentioned that it improves the children’s reading skills and vocabulary, that it helps with the transition back to school, and that the children were reading to win the prizes. 11% also mentioned that parents reported that their kids enjoyed the program.

**Figure 8. Testimonials**



**Base:** Library systems that provided a response (n=8).

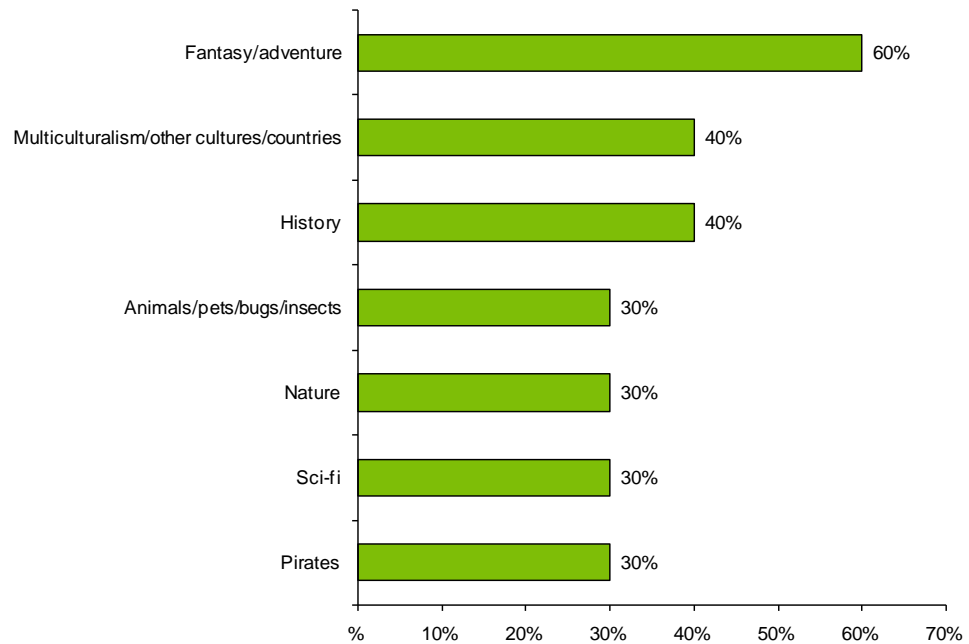
**Source:** Q34. Do you have any testimonials from parents, caregivers or teachers that may indicate an improvement in reading level?

## Suggestions

### Future Themes

Libraries were asked to provide suggestions for future program themes. A number of different themes were proposed among libraries in Saskatchewan, the most common being fantasy/adventure (60%). Multiculturalism and history were also commonly mentioned by libraries (40%). 30% of libraries also suggested themes about animals/pets, nature, sci-fi, and pirates. The most popular suggestions are given below in Figure 9.

**Figure 9. Suggestions for Future Themes**



**Base:** All library systems that provided a response (n=10).

**Source:** Q35. Do you have any suggestions on the program's future themes?

## Suggestions for Data Collection

Libraries were asked to provide suggestions on the collection of data for the TDSRC. 40% of libraries did not have any suggestions to give (or said that it did not need improvement), but among those who did, half suggested standardizing the forms and providing more instruction. Other libraries mentioned providing the forms earlier, enabling online reporting for all individual libraries, allowing (or requiring) weekly or daily reporting, and not tracking gender statistics (17% each).

**Figure 10. Suggestions for Data Collection**

Suggestions For Improving Reporting	2011
Standardize forms/provide suggestions/more instructions	50%
Provide survey/forms/reports earlier	17%
Enable online form/reporting/registration	17%
Allow/require weekly/daily reporting	17%
Do not track/require stats on gender	17%

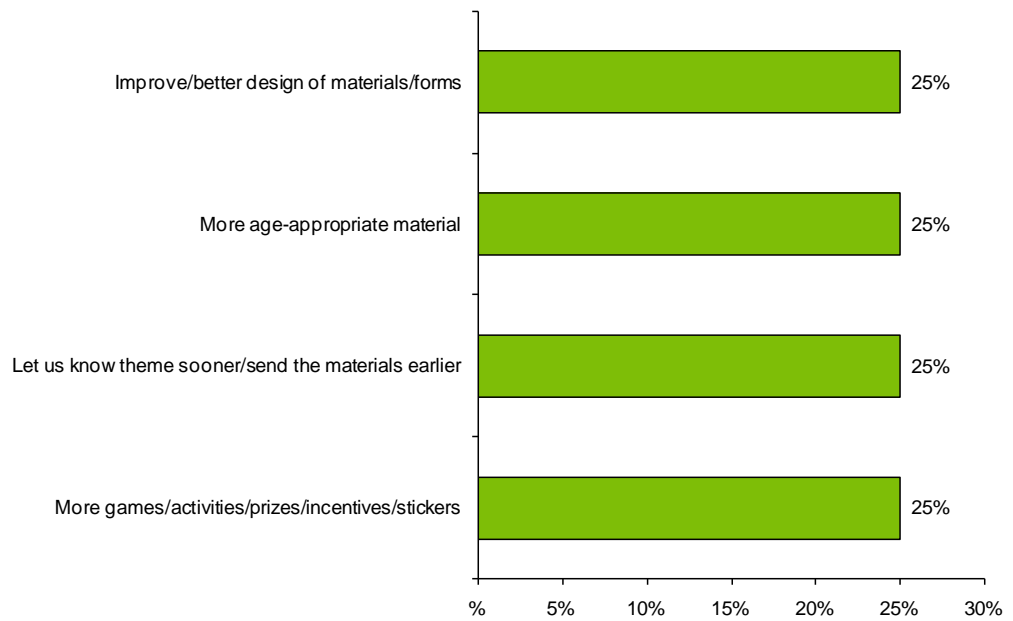
**Base:** Library systems that provided a response (n=6).

**Source:** Q37. Do you have any suggestions on how the reporting of program statistics could be improved or made easier/more accurate?

## TDSRC Overall

Libraries were asked to provide suggestions on the TDSRC overall. Responses varied, with a quarter of all libraries mentioning: Improved design for the materials/forms, more age-appropriate material, sending info and materials about the theme earlier, and more games/activities/prizes for children taking part in the program.

**Figure 11. Suggestions for TDSRC Overall**



**Base:** Library systems that provided a response (n=8).

**Source:** Q36. Do you have any suggestions on the TDSRC overall?

# Appendix 7

## Alberta



# Alberta Program Statistics

## Response Rate

The 16 participating library systems were asked to tally the results of participants in the summer reading club for all of their subsidiary branches. In total, all of the participating systems and 248 of the 268 individual libraries within those systems submitted their results. This results in an overall submission rate of 100% and an overall response rate of 93%.

**Figure 1. Response Rate**

	Alberta
<b>(A) Total Participating Libraries</b>	268
<b>(B) Total Responded to Survey</b>	248
<b>(C) Survey Response Rate</b>	93%

**Source:** Row (A) provided by Library and Archives Canada. Rows (B) and (C) represent data collected by Harris/Decima.

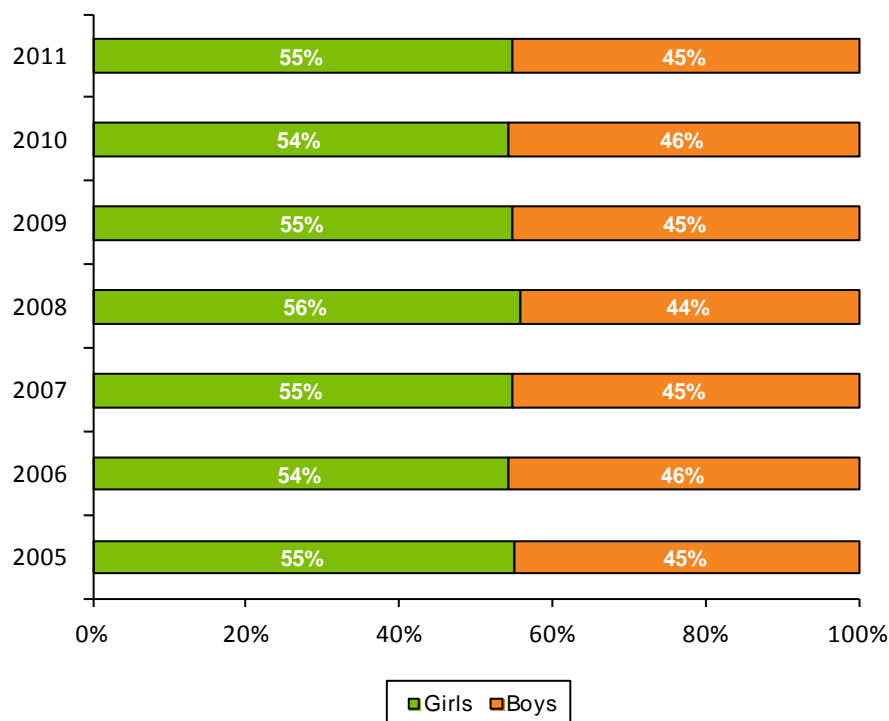
## Statistics on Registration

### Number of Children

The first section of the Statistics and Evaluation Form asked librarians to indicate the total number of children registered for the TDSRC 2011. This reflects the number of children who registered on the sign-up sheet, with the intent to read books as part of the TD Summer Reading Club.

In Alberta, an estimated 49,683 children registered for the TDSRC 2011 program<sup>12</sup>. This is up significantly from last year's 36,637. Girls comprise 27,223 or 55%, of the participants, while the 22,460 boys represent 45% of the participants, similar to proportions in previous years.

**Figure 2. Percentage of Participating Children by Gender**



**Base:** All localities that submitted results (n=248). Data is weighted to reflect all localities that participated in the TDSRC program (n=268).

**Source:** Q3-Q10. Total number of children who registered for the TDSRC 2011.

<sup>12</sup> Based on the 248 libraries that submitted their information, extrapolations have been made to represent all 268 participating localities.

Of the girls, 26% fall in the 0-5 age group, 38% are aged 6-8, 32% are aged 9-12, and only 3% are 13 years or older. The boys follow a relatively similar distribution by age, with 29% aged 0-5, 40% aged 6-8, 28% aged 9-12, and 3% aged 13 and older.

**Figure 3.1 Percentage of Participating Children by Gender**

BOYS	2011	2010	2009	2008	2007	2006	2005
0-5	29%	30%	26%	29%	25%	24%	24%
6-8	40%	40%	40%	39%	40%	41%	41%
9-12	28%	28%	30%	30%	33%	30%	33%
13+	3%	2%	4%	2%	3%	4%	3%

GIRLS	2011	2010	2009	2008	2007	2006	2005
0-5	26%	27%	23%	26%	22%	22%	21%
6-8	38%	38%	37%	36%	39%	37%	37%
9-12	32%	32%	34%	35%	36%	34%	39%
13+	3%	3%	7%	4%	3%	6%	4%

**Base:** All localities that submitted results (n=248). Data is weighted to reflect all localities that participated in the TDSRC program (n=268).

**Source:** Q3-Q10. Total number of children who registered for the TDSRC 2011.

Figure 3 below summarizes the participation rate for Alberta by gender and age based on 2006 census data.

**Figure 3. Number of Participating Children**

	2006 CENSUS			2011 TD SRC REGISTRANTS			% PARTICIP. CHILDREN	% PARTICIP. CHILDREN	% PARTICIP. CHILDREN
	(A)	(B)	(C)	(D)	(E)	(F)	2011	2010	2009
Province / Territory	Total Children	Total Boys	Total Girls	Total Children	Total Boys	Total Girls	Total Children	Total Children	Total Children
<b>Alberta</b>	<b>678,900</b>	<b>348,065</b>	<b>330,845</b>	<b>49,683</b>	<b>22,460</b>	<b>27,223</b>	<b>7.32%</b>	<b>5.40%</b>	<b>5.42%</b>
0-5	242,230	124,065	118,160	13,743	6,538	7,205	5.67%	4.27%	3.69%
6-8	122,760	62,695	60,060	19,218	8,936	10,282	15.66%	11.68%	11.46%
9-12	174,545	89,915	84,645	15,227	6,383	8,844	8.72%	6.27%	6.77%
13-15	139,365	71,390	67,980	1,495	603	892	1.07%	0.72%	1.41%

**Base:** All localities that submitted results (n=148). Data is weighted to reflect all localities that participated in the TDSRC program (n=268).

**Source:** Columns (A) through (C) provided by Statistics Canada Census 2006. Column (D) through (F) represents data collected by Harris/Decima.

## Reading Kits and Posters

The libraries were also asked to indicate the total number of reading kits and posters that were given out to children coming into the library, including those given to daycares and other agencies that came in to pick up reading kits or posters for their group. Anyone who came to a branch and asked for a full reading kit or poster was eligible to receive one. Registration for the TDSRC was not necessary and staff could choose how to distribute the material. In total, 48,366 reading kits were distributed across Alberta, as well as 7,379 posters.

## Program Statistics

### Programs and Activities Organized Around the Club Theme

To help gauge the success of the TDSRC, libraries were asked to indicate the total number of programs and activities organized around this year's club theme as well as their total attendance, if recorded.

When reviewing these numbers, several points need to be kept in mind:

- Every child who registered for the reading club with the library is considered to have attended an activity.
- It is possible that a child did not register for the TDSRC, but attended one or more of the activities;
- Attendance was calculated on a per activity basis. It is possible that a child attended more than one activity, and thus is represented more than once in total attendance.

A total of 6,789 organized programs and activities were scheduled in libraries across Alberta over the months of July and August 2011, an increase over 2009 and 2010. Total attendance amounted to 128,346 children in 2011, a 40% increase over last year. This translates to an approximate average of 19 children per activity, an increase over 2009 and 2010 on both counts.

### Drop-Ins versus Clubs

Libraries had the option to run the program as a drop-in program or as a club with distinct meeting times. Almost two thirds (65%) of the localities in Alberta ran the summer reading club both as a drop-in and as a club. One in ten (10%) of localities ran their summer reading program exclusively as a drop-in program, while another 6% of the systems ran theirs solely as a reading club. One in five (20%) reported using neither approach or did not report data.

## Program Successes

Depending on how libraries implemented the program, they tracked the impact of their program on reading habits and learning using a variety of metrics. These included:

- Total number of children who collected all nine stickers;**
- Total number of books reported on;**
- Total number of books read; and**
- Total number of hours read.**

### Stickers Collected

Stickers were used by many of the libraries as incentives for children to read more books. The ultimate goal was to collect all nine stickers. In total, 75% of the library systems used stickers as incentives for children. Among these systems, 24,849 children reached the target of collecting all nine stickers.

### Books Read and Reported on

Among the library systems that collected these statistics, each child on average:

- Reported on 1.6 books;
- Read 4.7 books;
- Spent 5.2 hours reading.

The average number of books read per child translates to a total of 236,600 books read within the province of Alberta as part of the summer reading club.

## Promotion of Program

### School and Daycare Visits by Library Staff

Librarians were asked to indicate if anyone from their library branch made any visits to the local schools and daycares in order to promote the program.

Around two thirds (78%) of libraries indicate that their library staff had made visits to schools and daycares to promote the summer reading club. In total, 2,058 visits were made to schools and daycares, and 154,018 children were reached by these means.

### Impact of School and Daycare Visits

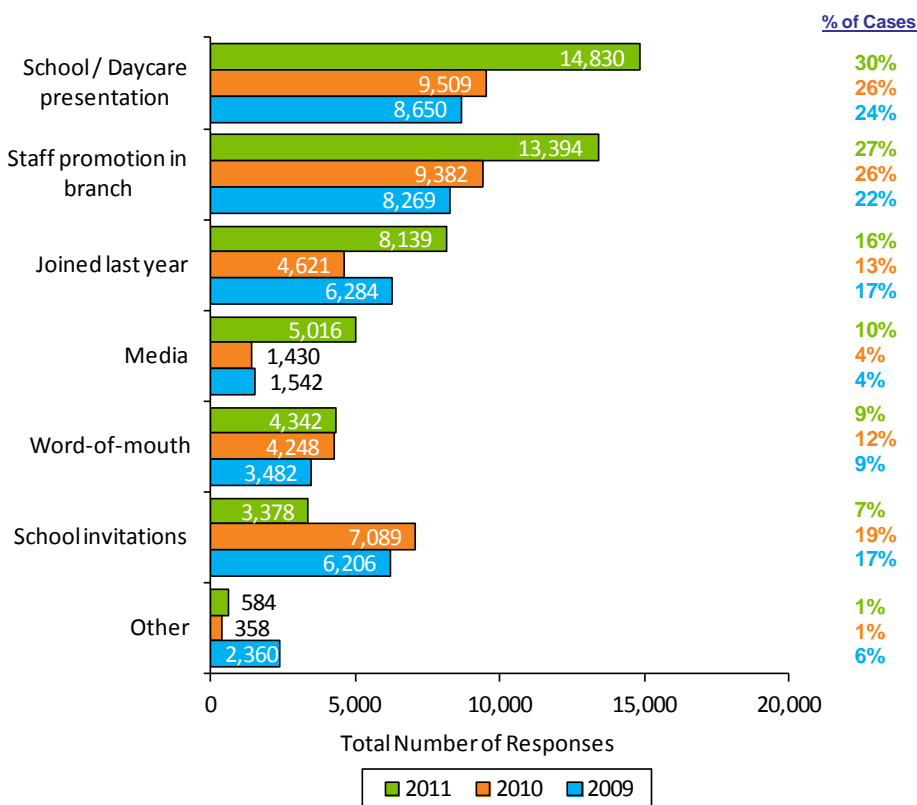
Among the systems that made visits, a total of 44,152 children participated in the TDSRC, representing almost three in ten (29%) children reached.

Among these same library systems, 13,864 children indicated that they first heard of the TDSRC via a school or daycare visit, representing 31% of the total participants.

## Method of Promotion

Promotional aspects were further investigated by asking librarians to tally, from the registration forms, how the participants first heard about the program. The plurality of participants (14,830) first heard of the TDSRC through school or daycare presentations (30%), 13,394 heard through staff promotion in the branch (27%) and 8,139 (16%) knew about the program because they participated last year. The media, with 5,016 or 10% was much more popular than in previous years. 4,342 (9%) became aware through word-of-mouth while approximately 3,378 (7%) heard about the program through school invitations (7%). All other methods were mentioned 584 times (1%).

**Figure 4. How Participants First Heard About the Program**



**Base:** All localities that submitted results (n=248). Data is weighted to reflect all localities that participated in the TDSRC program (n=268).

**Source:** Number of participants that first heard about the TDSRC by the following methods: Q23A. Schools; Q23B. Summer day camps, daycare centres, community/public housing projects, faith-based program presentation by library staff; Q23C. Staff promotion in branch; Q23D. Word-of-mouth; Q23E. School invitations; Q23F. Joined last year; Q23G. Media (radio, newspaper, website, library program guide, Transit ads); Q23H. Other.

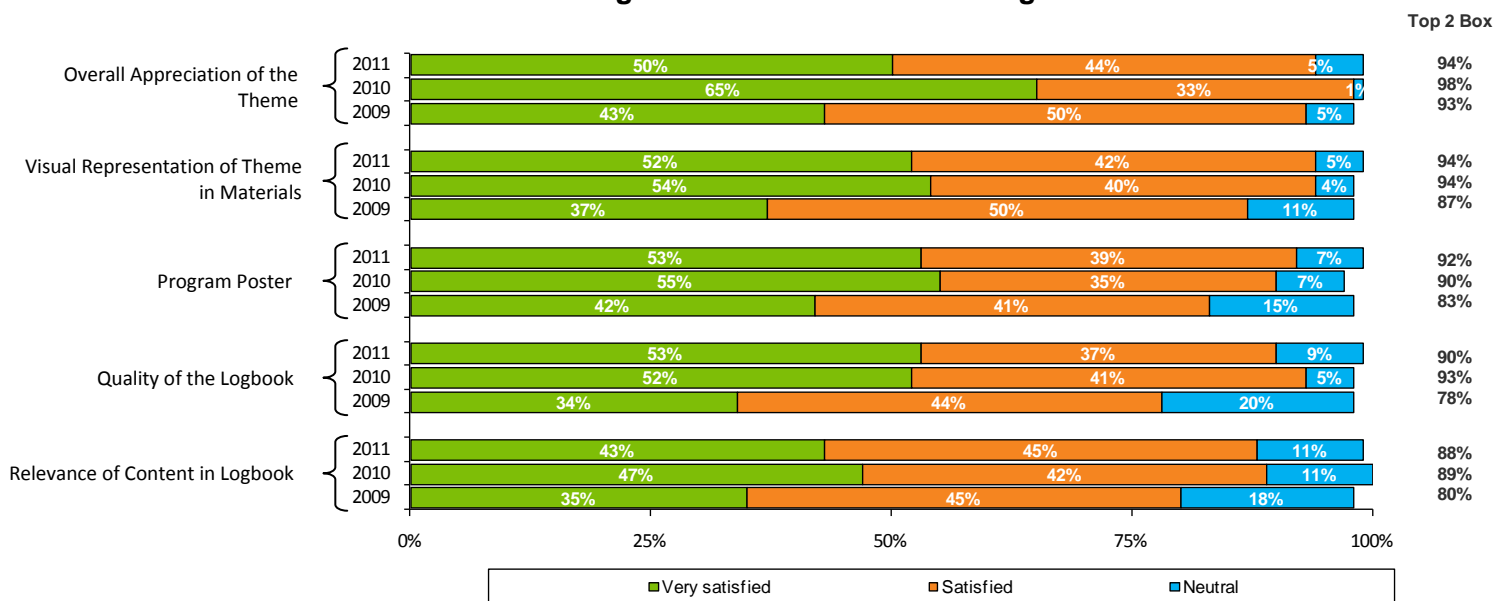
## Satisfaction

### Satisfaction with Program Elements

The 2011 Statistics and Evaluation Form asked respondents to rate their level of satisfaction with more specific elements of the program. The first set of questions looked at the program materials.

Satisfaction levels are very high in Alberta in recent years. Top two box scores (the sum of “very satisfied” and “satisfied” responses) reveal that 94% of localities in Alberta were satisfied with the program theme overall. Large majorities were satisfied with the visual representation of the theme in the materials (94%), the quality of the logbook (92%), and the program poster (90%). Just below nine in ten libraries were happy with the relevance of the content in the logbook (88%).

**Figure 5. Satisfaction with Program Elements**



**Base:** All localities that submitted results (n=248). Data is weighted to reflect all localities that participated in the TDSRC program (n=268).

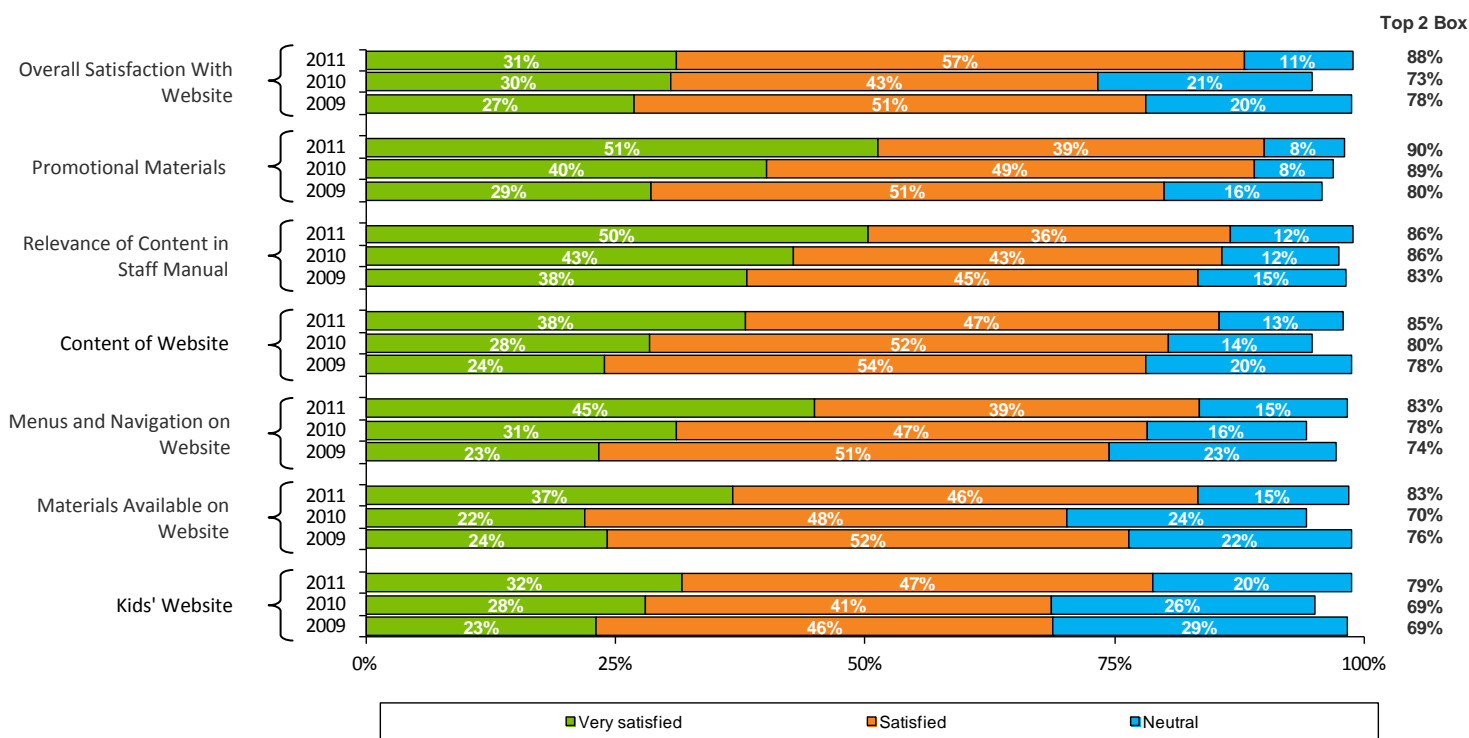
**Source:** Q27A-Q27E. Rate your level of satisfaction with the program elements below.



Libraries also rated their level of satisfaction with other program materials, such as various aspects of the website, promotional materials and the Staff Manual.

Top two box scores reveal that fully 88% of libraries in Alberta were satisfied overall with the website. A large majority of libraries were satisfied with the promotional materials (90%), and the relevance of the content of the staff manual (86%). More than four out of five libraries were also satisfied with the content of the website (85%), the menus and navigation on the website (83%) and the materials available in the website (83%), while only slightly less (79%) were satisfied with the kid’s website. All these satisfaction measures are higher than last year.

**Figure 6. Satisfaction with Support Materials**



**Base:** All localities that submitted results (n=248). Data is weighted to reflect all localities that participated in the TDSRC program (n=268).

**Source:** Q27F-Q27L. Rate your level of satisfaction with the program elements below.

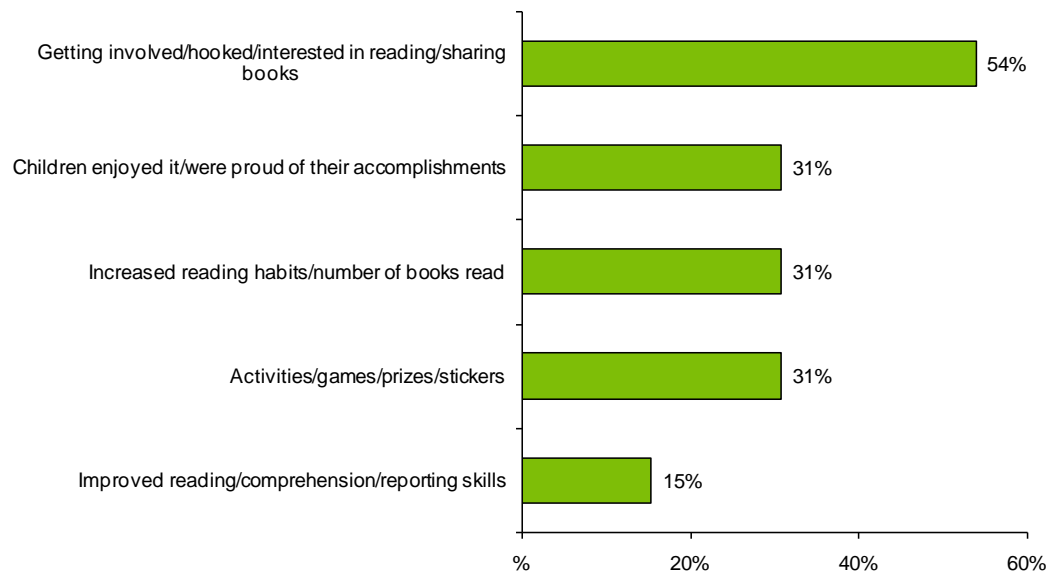
## Comments

### Program Reading Outcomes

#### Indicators of Success

Libraries were asked to indicate whether they had any indicators of a child’s increased enjoyment of reading, reading successes or changes in attitudes toward reading. The most common indicator was the children getting more involved and interested in reading and sharing books (54%). 31% of libraries mentioned that children enjoyed the program and were proud of their accomplishments, that their reading habits had increased, and the children’s interest in the activities/games and incentives. Another 15% reported improved reading comprehension skills.

**Figure 7. Indicators of Success**



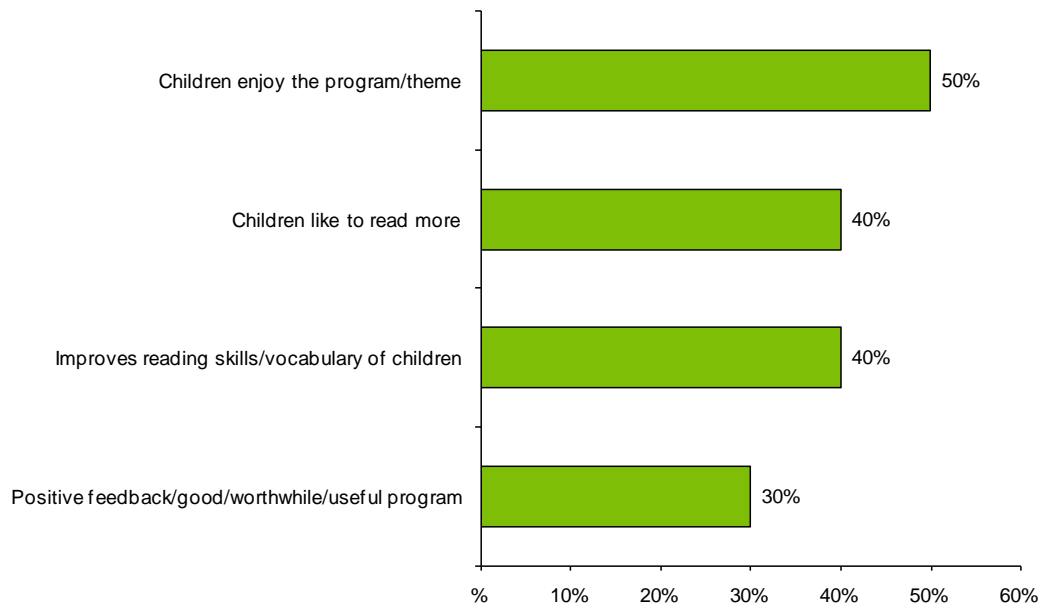
**Base:** Library systems that provided a response (n=13).

**Source:** Q33. Do you have any indicators of a child’s increased enjoyment of reading? Of reading successes? Changes in attitude toward reading?

## Testimonials

Libraries were also asked whether they had any testimonials from parents, caregivers or teachers that might indicate an improvement in reading ability. Half of the libraries reported that children enjoyed the program, while almost that many (40%) reported that children liked reading more, and that the program improved the children’s reading skills and vocabulary. Other positive feedback about the program being worthwhile and useful were mentioned by 30% of the libraries in Alberta.

**Figure 8. Testimonials**



**Base:** Library systems that provided a response (n=10).

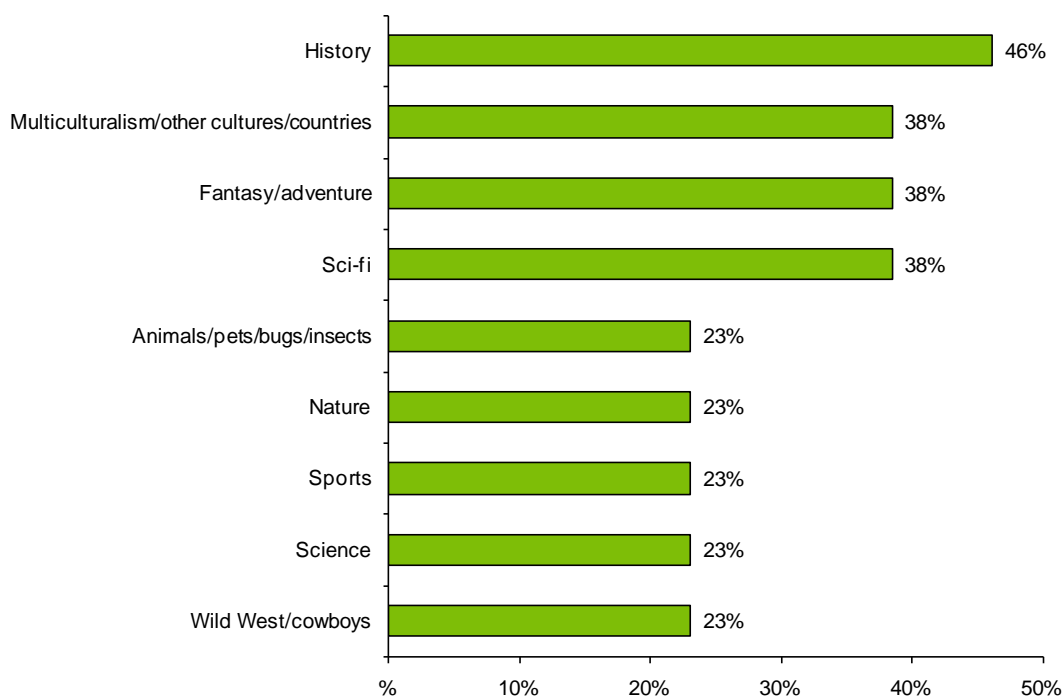
**Source:** Q34. Do you have any testimonials from parents, caregivers or teachers that may indicate an improvement in reading level?

## Suggestions

### Future Themes

Libraries were asked to provide suggestions for future program themes. A number of different themes were proposed among libraries in Alberta, the most common being history. There were multiple mentions also for multiculturalism, fantasy/adventure and sci-fi. Figure 9, below, outlines the most commonly suggested themes.

**Figure 9. Suggestions for Future Themes**



**Base:** All library systems that provided a response (n=13).

**Source:** Q35. Do you have any suggestions on the program's future themes?

## Suggestions for Data Collection

Libraries were asked to provide suggestions on the collection of data for the TDSRC. Although 31% did not have a suggestion on how to improve the data collection (or thought it did not need improving), several suggestions were raised in Alberta, the most common of which was to provide the forms and reports earlier (75%). Some libraries (17%) suggested clarifying the survey questions while others suggested enabling online forms and paper forms for all individual libraries, not tracking gender statistics and providing better ways to track the number of hours read. Figure 10 below lists the suggestions given.

**Figure 10. Suggestions for Data Collection**

Suggestions For Improving Reporting	2011
Provide survey/forms/reports earlier	75%
Clarify/specify survey questions	17%
Enable online form/reporting/registration	8%
Provide forms to individual libraries	8%
Difficult/time consuming to keep counts	8%
Do not track/require stats on gender	8%
Improve recording of number of hours read	8%
Fine/easy/straightforward/no need for improvement	8%

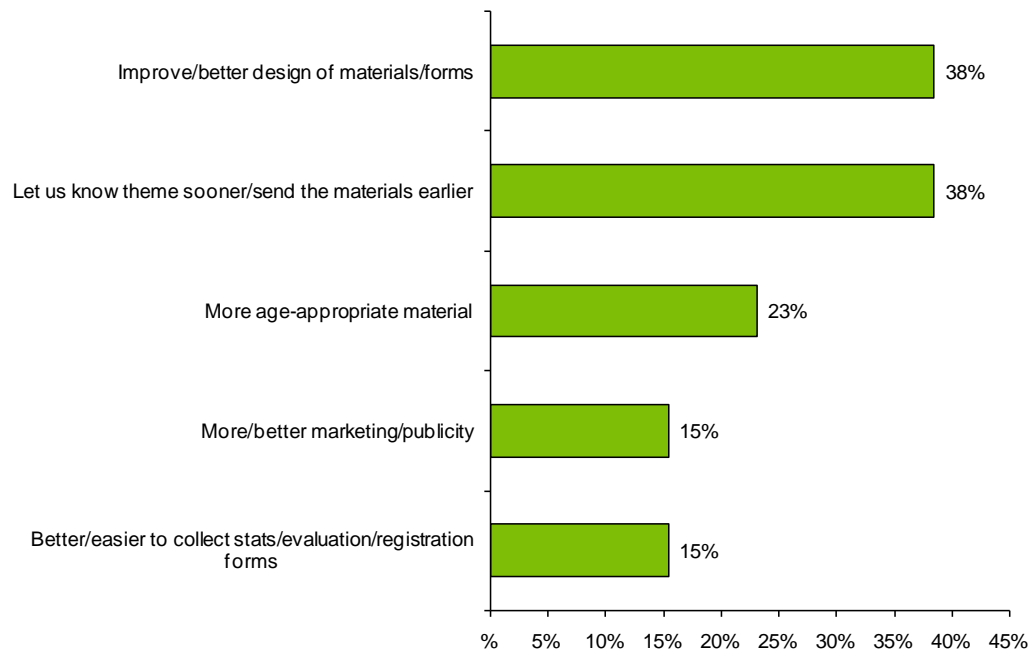
**Base:** Library systems that provided a response (n=12).

**Source:** Q37. Do you have any suggestions on how the reporting of program statistics could be improved or made easier/more accurate?

## TDSRC Overall

Libraries were asked to provide suggestions on the TDSRC overall. The most common suggestions mentioned were to improve the design of the materials/forms, and to send the program materials earlier (38% each). Other popular suggestions included more age-appropriate material (23%), more or better marketing and easier to use registration forms (15% each).

**Figure 11. Suggestions for TDSRC Overall**



**Base:** Library systems that provided a response (n=13).

**Source:** Q36. Do you have any suggestions on the TDSRC overall?

# Appendix 8

## Prince Edward Island

# PEI Program Statistics

## Response Rate

The 25 participating libraries were asked to tally the results of participants in the summer reading club for all of their subsidiary branches. In total, all 25 of the participating libraries submitted their results, representing an overall submission and response rate of 100%.

**Figure 1. Response Rate**

	PEI
<b>(A) Total Participating Libraries</b>	25
<b>(B) Total Responded to Survey</b>	25
<b>(C) Survey Response Rate</b>	100%

Source: Row (A) provided by Library and Archives Canada. Rows (B) and (C) represent data collected by Harris/Decima.



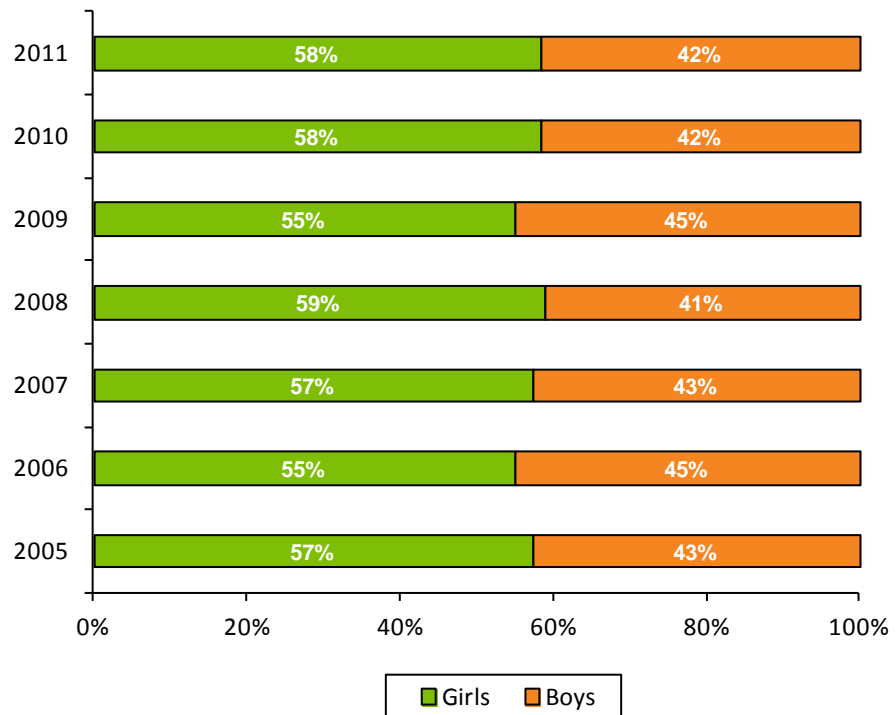
## Statistics on Registration

### Number of Children

The first section of the Statistics and Evaluation Form asked librarians to indicate the total number of children registered for the TDSRC 2011. This reflects the number of children who registered on the sign-up sheet, with the intent to read books as part of the TD Summer Reading Club.

In PEI, an estimated 1,413 children registered for the TDSRC 2011 program, another slight increase over an estimated 1,371 last year and 1,260 in 2009. Girls comprise 826, or 58%, of the participants, while the 587 boys represent 42% of the participants, similar to proportions in previous years.

**Figure 2. Percentage of Participating Children by Gender**



**Base:** All localities that submitted results (n=25).

**Source:** Q3-Q10. Total number of children who registered for the TDSRC 2011.

Of the girls, 31% fall in the 0-5 age group, 37% are aged 6-8, 29% are aged 9-12, and 3% are 13 years or older. Of the boys 35% fall in the 0-5 age group, 40% aged 6-8, 24% aged 9-12, and 1% aged 13 and older.

**Figure 3.1. Percentage of Participating Children by Gender and Age**

GIRLS	2011	2010	2009	2008	2007	2006	2005
0-5	31%	29%	29%	24%	25%	23%	22%
6-8	37%	45%	44%	45%	45%	41%	42%
9-12	29%	24%	25%	28%	26%	34%	32%
13+	3%	2%	2%	3%	4%	2%	4%

BOYS	2011	2010	2009	2008	2007	2006	2005
0-5	35%	34%	31%	25%	27%	27%	22%
6-8	40%	43%	42%	46%	44%	36%	48%
9-12	24%	22%	25%	28%	29%	34%	29%
13+	1%	1%	1%	2%	1%	2%	1%

Base: All localities that submitted results (n=25).

Source: Q3-Q10. Total number of children who registered for the TDSRC 2011.

Figure 3 below summarizes the participation rate for PEI by gender and age based on 2006 census data.

**Figure 3. Number of Participating Children**

	2006 CENSUS			2011 TD SRC REGISTRANTS			% PARTICIP. CHILDREN	% PARTICIP. CHILDREN	% PARTICIP. CHILDREN
	(A)	(B)	(C)	(D)	(E)	(F)	2011	2010	2009
Province / Territory	Total Children	Total Boys	Total Girls	Total Children	Total Boys	Total Girls	Total Children	Total Children	Total Children
PEI	26,010	13,280	12,720	1,413	587	826	5.43%	5.27%	4.84%
0-5	8,160	4,145	4,000	459	205	254	5.63%	5.26%	4.62%
6-8	4,735	2,400	2,340	545	237	308	11.51%	12.73%	11.51%
9-12	7,135	3,675	3,455	380	138	242	5.33%	4.47%	4.44%
13-15	5,980	3,060	2,925	29	7	22	0.48%	0.33%	0.35%

Base: All localities that submitted results (n=25).

Source: Columns (A) through (C) provided by Statistics Canada Census 2006. Column (D) through (F) represents data collected by Harris/Decima.

## Reading Kits and Posters

The libraries were also asked to indicate the total number of reading kits and posters that were given out to children coming into the library, including those given to daycares and other agencies that came in to pick up reading kits or posters for their group. Anyone who came to a branch and asked for a full reading kit or poster was eligible to receive one. Registration for the TDSRC was not necessary and staff could choose how to distribute the material. In total, 1,424 reading kits were distributed across PEI, as well as 495 posters.

## Program Statistics

### Programs and Activities Organized Around the Club Theme

To help gauge the success of the TDSRC, libraries were asked to indicate the total number of programs and activities organized around this year's club theme as well as their total attendance, if recorded.

When reviewing these numbers, several points need to be kept in mind:

- Every child who registered for the reading club with the library is considered to have attended an activity.
- It is possible that a child did not register for the TDSRC, but attended one or more of the activities;
- Attendance was calculated on a per activity basis. It is possible that a child attended more than one activity, and thus is represented more than once in total attendance.

A total of 608 organized programs and activities were scheduled in libraries across PEI over the months of July and August 2011, an increase over last year (470). Total attendance amounted to 5,450 children, a moderate decrease from last year. This is largely due to smaller attendance per activity as an approximate average of 9 children attended each activity in 2011 (compared to 12 in 2010).

### Drop-Ins versus Clubs

Libraries had the option to run the program as a drop-in program or as a club with distinct meeting times. More than two thirds (68%) of the localities in PEI ran the summer reading club as both a drop-in and a club. About 12% of localities ran their summer reading club exclusively as a drop-in, whereas the remaining 20% of the systems ran theirs as a club only.

## Program Successes

Depending on how libraries implemented the program, they tracked the impact of their program on reading habits and learning using a variety of metrics. These included:

**Total number of children who collected all nine stickers;**

**Total number of books reported on;**

**Total number of books read; and**

**Total number of hours read.**

### Stickers Collected

Stickers were used by many of the libraries as incentives for children to read more books. The ultimate goal was to collect all nine stickers. In total, 80% of the libraries used stickers as incentives for children. Among these systems, 398 children reached the target of collecting all nine stickers.

### Books Read and Reported on

Among the library systems that collected these statistics, each child on average:

- Reported on 14.5 books;
- Read 15.8 books;
- Spent 9.5 hours reading.

The average number of books read per child translates to a total of 22,684 books read within Prince Edward Island as part of the summer reading club.

## Promotion of Program

### School and Daycare Visits by Library Staff

Librarians were asked to indicate if anyone from their library branch made any visits to the local schools and daycares in order to promote the program.

The majority (80%) of libraries indicate that their library staff had made visits to schools and daycares to promote the summer reading club. In total, 68 visits were made to schools and daycares, and 6,653 children were reached by these means.

### Impact of School and Daycare Visits

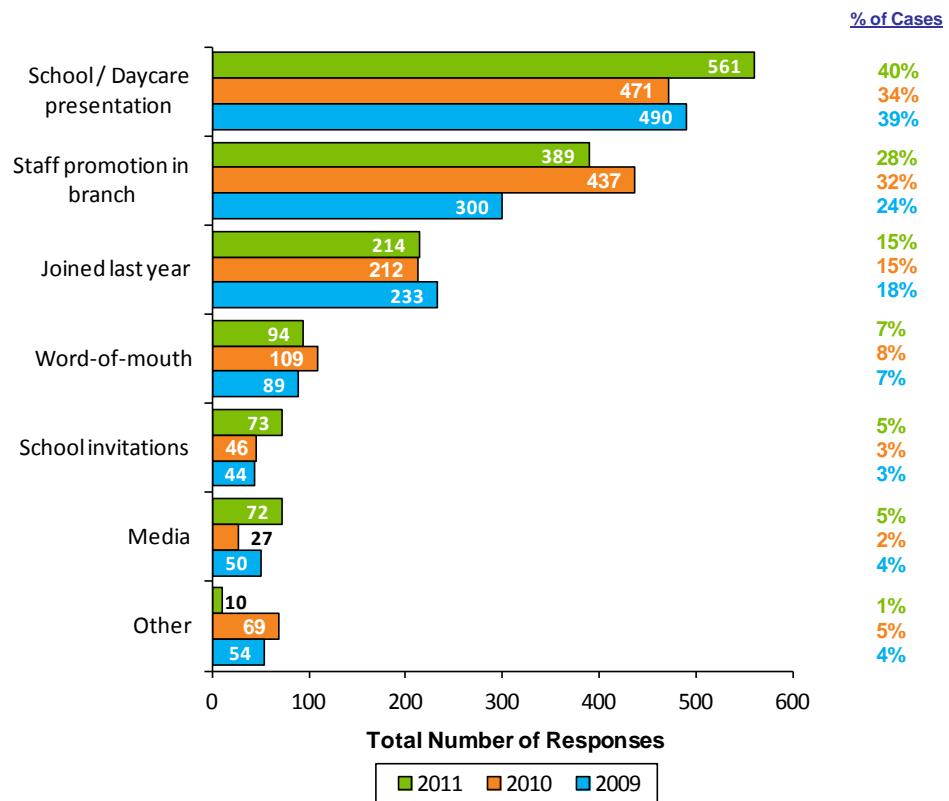
Among the systems that made visits, a total of 1,202 children participated in the TDSRC, representing 18% of the children reached.

Among these same library systems, 524 children indicated that they first heard of the TDSRC via a school or daycare visit, representing 44% of the total participants.

## Method of Promotion

Promotional aspects were further investigated by asking librarians to tally, from the registration forms, how the participants first heard about the program. A total of 561 (40%) participants first heard through a school/daycare presentation, making it the most popular method. Staff promotion in the branch, (389 participants – 28%) and knowing about the program because of joining last year (214 participants – 15%) were also popular. Other sources include word-of-mouth (7%), school invitations (5%) and the media (5%).

**Figure 4. How Participants First Heard About the Program**



**Base:** All localities that submitted results (n=25).

**Source:** Number of participants that first heard about the TDSRC by the following methods: Q23A. Schools; Q23B. Summer day camps, daycare centres, community/public housing projects, faith-based program presentation by library staff; Q23C. Staff promotion in branch; Q23D. Word-of-mouth; Q23E. School invitations; Q23F. Joined last year; Q23G. Media (radio, newspaper, website, library program guide, Transit ads); Q23H. Other.

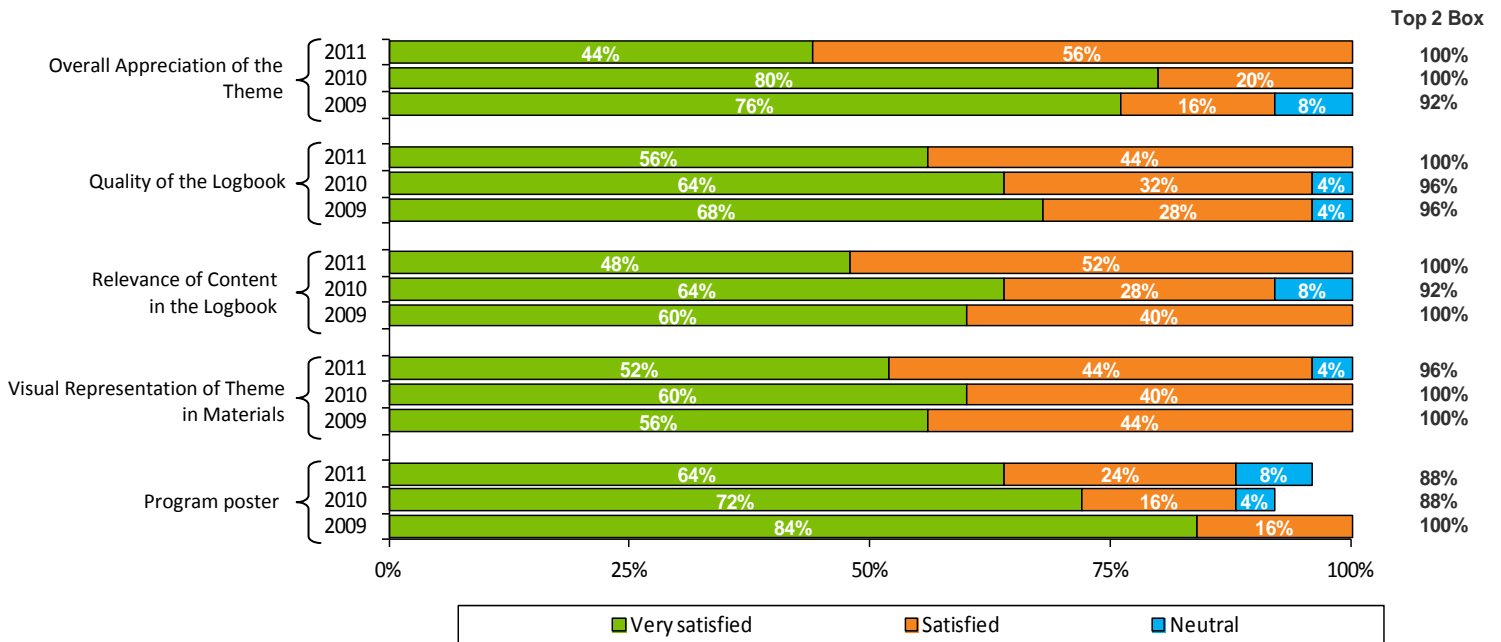
# Satisfaction

## Satisfaction with Program Elements

The 2011 Statistics and Evaluation Form asked respondents to rate their level of satisfaction with more specific elements of the program. The first set of questions looked at the program materials.

Top two box scores (the sum of “very satisfied” and “satisfied” responses) reveal that all of the localities in PEI were satisfied with the theme overall, the quality of the log book and the relevance of the logbook content. A large majority were also satisfied with the visual representation of the theme in the materials. Satisfaction with the program poster (88%) also remained very high.

**Figure 5. Satisfaction with Program Elements**



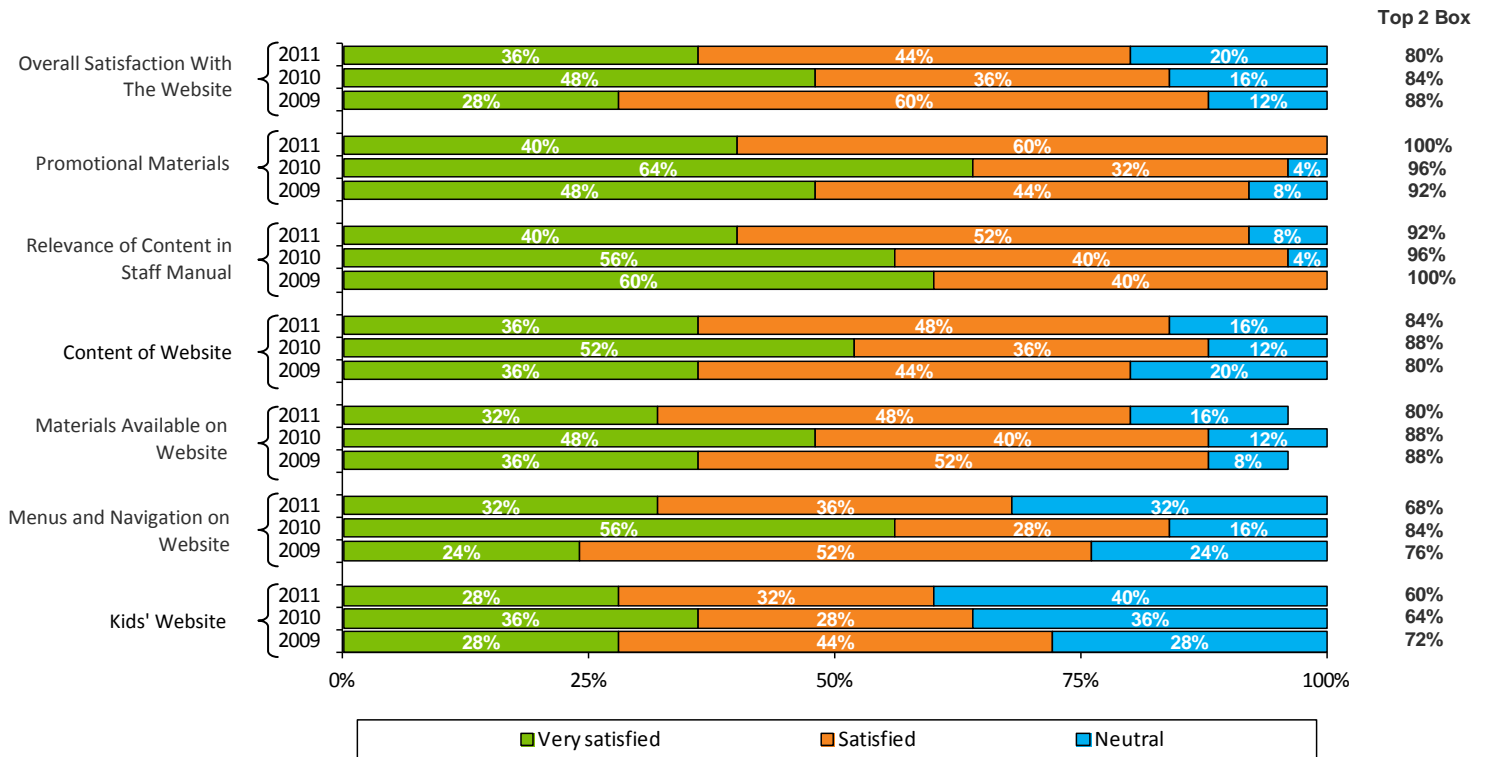
**Base:** All library systems that submitted results (n=25).

**Source:** Q27A-Q27E. Rate your level of satisfaction with the program elements below.

Libraries also rated their level of satisfaction with other program materials, such as various aspects of the website, promotional materials and the Staff Manual.

Top two box scores reveal that 80% of libraries in PEI were satisfied overall with the website. The great majority of libraries were satisfied with the promotional materials, and the relevance of the content in the staff manual (100% and 92% respectively). Four in five libraries were satisfied with both the content of the website (84%) and the materials available on it (80%), while fewer (68%) were satisfied with the navigation on the website. The kid’s website scored the lowest with 60% of libraries being satisfied.

**Figure 6. Satisfaction with Support Materials**



Base: All library systems that submitted results (n=25).

Source: Q27F-Q27L. Rate your level of satisfaction with the program elements below.



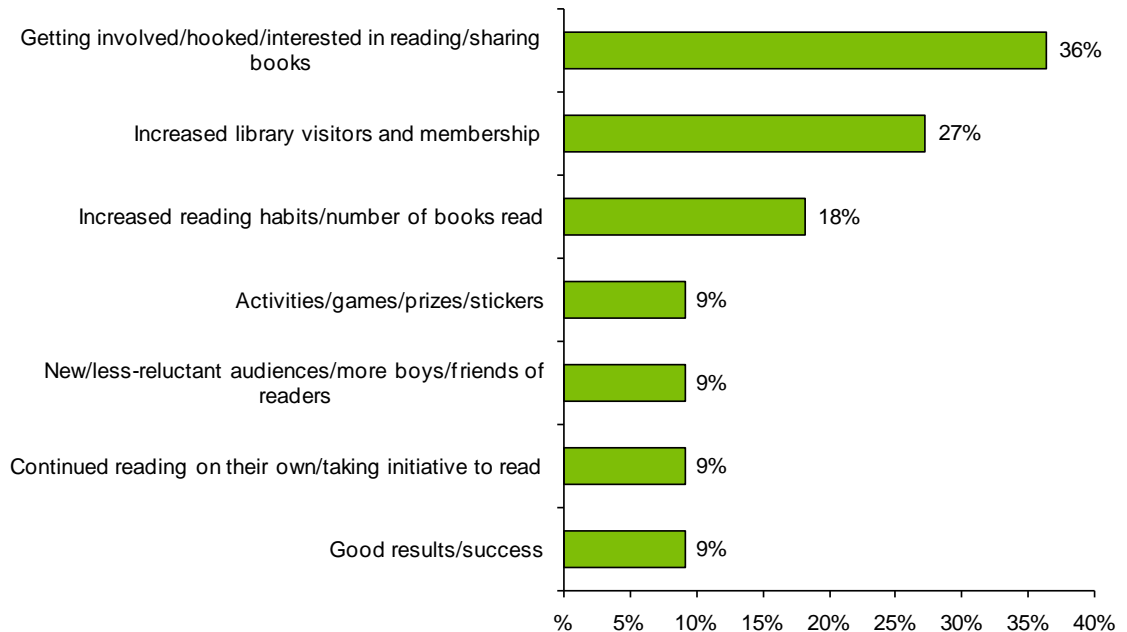
## Comments

### Program Reading Outcomes

#### Indicators of Success

Libraries were asked to indicate whether they had any indicators of a child’s increased enjoyment of reading, reading successes or changes in attitudes toward reading. The most common response was that children were getting involved/interested in reading (36% of libraries). 27% mentioned increased visitors and membership at the library, and 18% reported increased reading habits. Others mentioned the activities/games, more reluctant readers joining the program, continued reading after the program, and good results in the program itself (9% each).

**Figure 7. Indicators of Success**



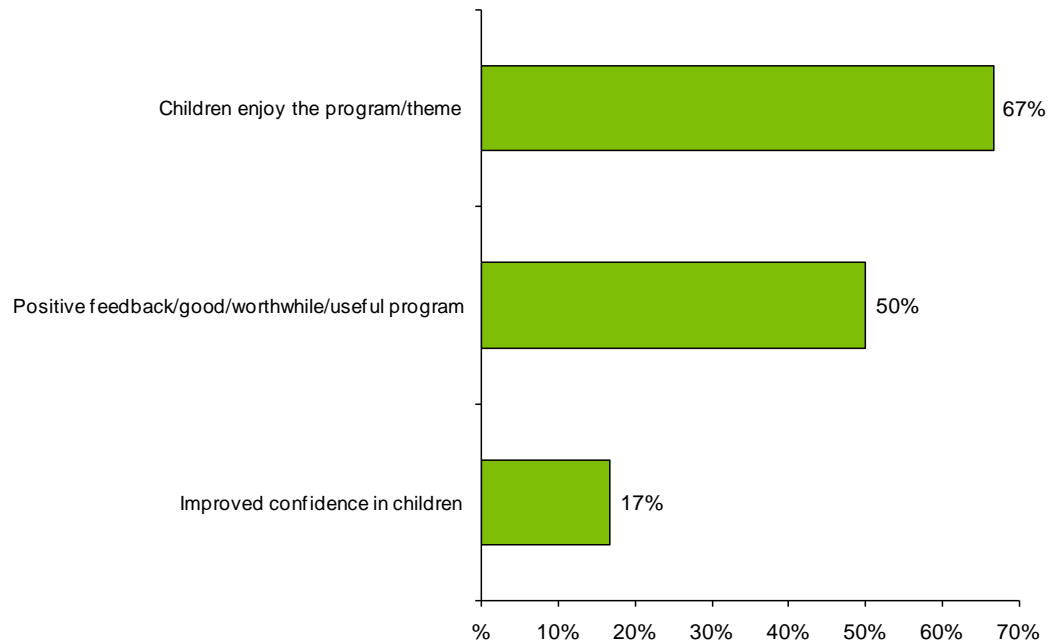
**Base:** Library systems that provided a response (n=11).

**Source:** Q33. Do you have any indicators of a child's increased enjoyment of reading? Of reading successes? Changes in attitude toward reading?

## Testimonials

Libraries were also asked whether they had any testimonials from parents, caregivers or teachers that might indicate an improvement in reading level. Two thirds of PEI libraries mentioned that parents said that their children enjoyed the program/theme (67%). Half of the libraries also reported other positive feedback about the program (worthwhile/useful) and 17% said it improved confidence in the children.

**Figure 8. Testimonials**



**Base:** Library systems that provided a response (n=6).

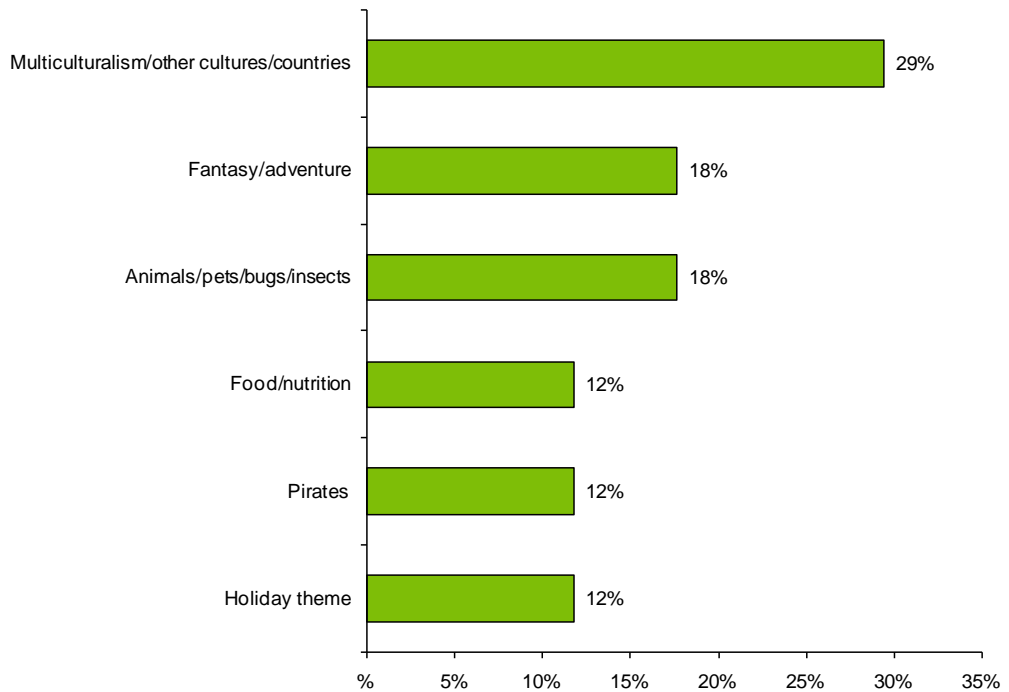
**Source:** Q34. Do you have any testimonials from parents, caregivers or teachers that may indicate an improvement in reading level?

## Suggestions

### Future Themes

Libraries were asked to provide suggestions for future program themes. The most popular mention was for multiculturalism/other countries (29%). Fantasy/adventure and animals (18%) were also popular suggestions. Libraries also mentioned food/nutrition, pirate, and holiday themes (12%).

**Figure 9. Suggestions for Future Themes**



**Base:** All library systems that provided a response (n=17).

**Source:** Q35. Do you have any suggestions on the program's future themes?

## Suggestions for Data Collection

Libraries were asked to provide suggestions on the collection of data for the TDSRC. Although the majority of respondents (68%) did not have a suggestion at all (or said it did not need improvement), among those who did, the most common suggestion was to enable online reporting for the individual libraries (31%). Other libraries suggested improving the way that the number of hours read is recorded (15%), as well as to standardize the forms/provide more instruction an that keeping track of all of the variables is difficult (8% each).

**Figure 10. Suggestions for Data Collection**

Suggestions For Improving Reporting	2011
Fine/easy/straightforward/no need for improvement	38%
Enable online form/reporting/registration	31%
Improve recording of number of hours read	15%
Standardize forms/provide suggestions/more instructions	8%
Difficult/time consuming to keep counts	8%

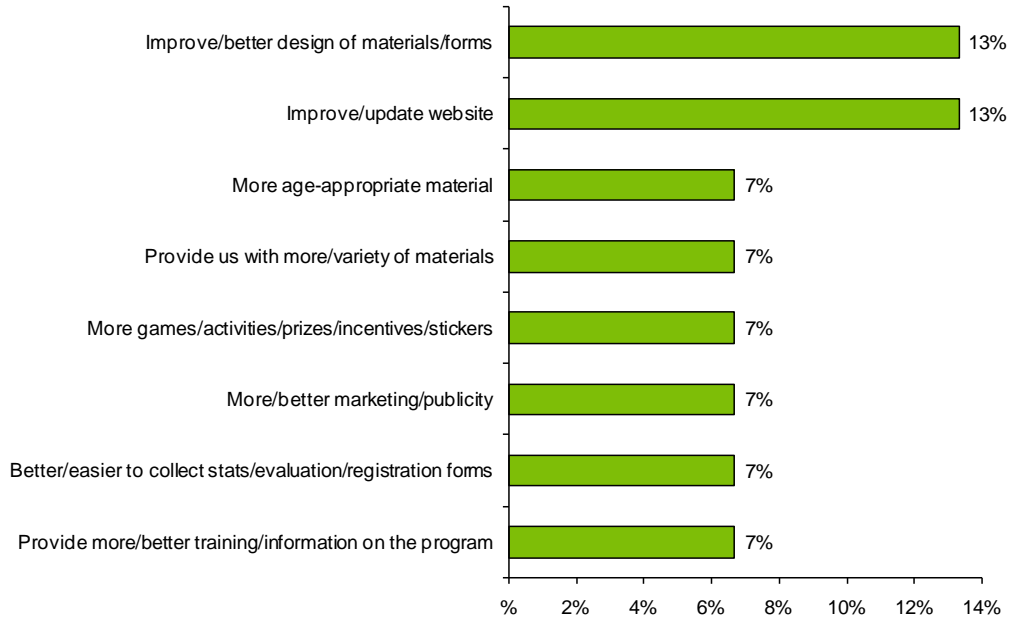
**Base:** Library systems that provided a response (n=13).

**Source:** Q37. Do you have any suggestions on how the reporting of program statistics could be improved or made easier/more accurate?

## TDSRC Overall

Libraries were asked to provide suggestions on the TDSRC overall. Among those who gave a suggestion, 13% each suggested improved design of the materials/forms and to improve the website. A variety of other suggestions were made by a small number of libraries which are given in figure 11 below.

**Figure 11. Suggestions for TDSRC Overall**



**Base:** Library systems that provided a response (n=15).

**Source:** Q36. Do you have any suggestions on the TDSRC overall?

# Appendix 9

## Nova Scotia

# Nova Scotia Program Statistics

## Response Rate

The 9 participating library systems were asked to tally the results of participants in the summer reading club for all of their subsidiary branches. In total, all 9 of the participating systems and all 99 of the 99 individual libraries within those systems submitted their results. This results in an overall submission rate and an overall response rate of 100%.

**Figure 1. Response Rate**

	Nova Scotia
<b>(A) Total Participating Libraries</b>	99
<b>(B) Total Responded to Survey</b>	99
<b>(C) Survey Response Rate</b>	100%

**Source:** Row (A) provided by Library and Archives Canada. Rows (B) and (C) represent data collected by Harris/Decima.

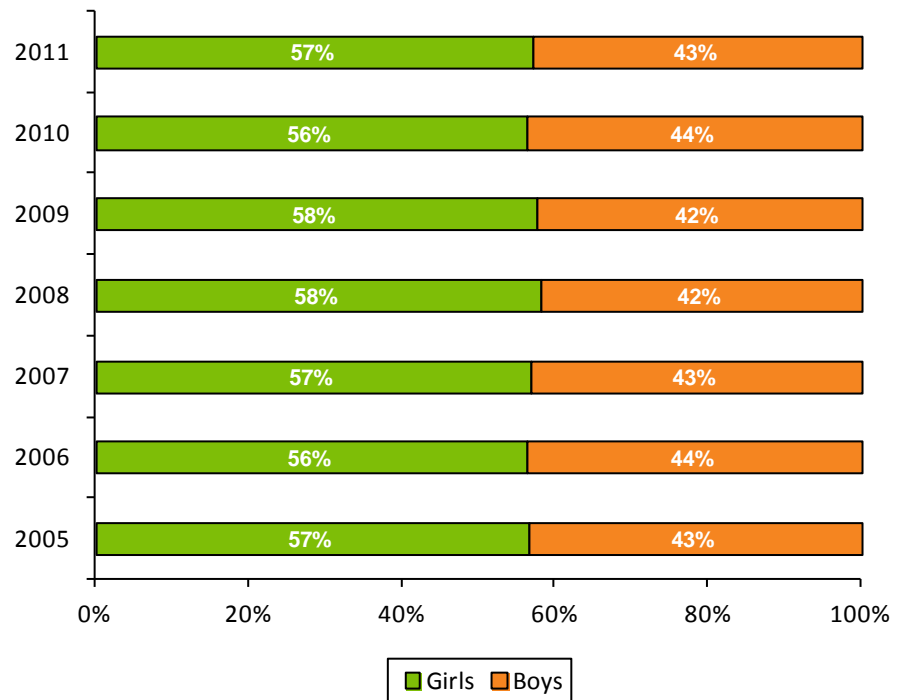
## Statistics on Registration

### Number of Children

The first section of the Statistics and Evaluation Form asked librarians to indicate the total number of children registered for the TDSRC 2011. This reflects the number of children who registered on the sign-up sheet, with the intent to read books as part of the TD Summer Reading Club.

In Nova Scotia, an estimated 13,348 children registered for the TDSRC 2011 program, an increase from 2010 (12,003). Girls comprise 7,636, or 57% of the participants, while the 5,712 boys represent 43% of the participants, similar to previous years.

**Figure 2. Percentage of Participating Children by Gender**



**Base:** All localities that submitted results (n=99).

**Source:** Q3-Q10. Total number of children who registered for the TDSRC 2011.



Of the girls, 19% fall in the 0-5 age group, 37% are aged 6-8, 37% are aged 9-12, and 6% are 13 years or older. The boys follow a similar distribution by age, with 23% aged 0-5, 41% aged 6-8, 31% aged 9-12, and 4% aged 13 and older.

**Figure 3.1. Percentage of Participating Children by Gender and Age**

GIRLS	2011	2010	2009	2008	2007	2006	2005
0-5	19%	19%	18%	18%	17%	14%	11%
6-8	37%	37%	37%	40%	37%	41%	43%
9-12	37%	38%	39%	38%	39%	40%	40%
13+	6%	7%	6%	4%	7%	4%	6%

BOYS	2011	2010	2009	2008	2007	2006	2005
0-5	23%	22%	21%	20%	20%	16%	10%
6-8	41%	40%	40%	44%	42%	46%	47%
9-12	31%	34%	35%	34%	34%	35%	39%
13+	4%	4%	4%	2%	5%	4%	4%

Base: All localities that submitted results (n=99).

Source: Q3-Q10. Total number of children who registered for the TDSRC 2011.

Figure 3 below summarizes the participation rate for Nova Scotia by gender and age based on 2006 census data.

**Figure 3. Number of Participating Children**

	2006 CENSUS			2011 TD SRC REGISTRANTS			% PARTICIP. CHILDREN	% PARTICIP. CHILDREN	% PARTICIP. CHILDREN
	(A)	(B)	(C)	(D)	(E)	(F)	2011	2010	2009
Province / Territory	Total Children	Total Boys	Total Girls	Total Children	Total Boys	Total Girls	Total Children	Total Children	Total Children
<b>Nova Scotia</b>	<b>158,935</b>	<b>80,935</b>	<b>78,005</b>	<b>13,348</b>	<b>5,712</b>	<b>7,636</b>	<b>8.40%</b>	<b>7.55%</b>	<b>8.30%</b>
0-5	51,060	25,920	25,140	2,763	1,316	1,447	5.41%	4.70%	4.95%
6-8	28,975	14,755	14,220	5,221	2,363	2,858	18.02%	15.90%	17.41%
9-12	42,920	21,845	21,080	4,625	1,786	2,839	10.78%	10.08%	11.49%
13-15	35,980	18,415	17,565	739	247	492	2.05%	1.86%	1.93%

Base: All localities that submitted results (n=99).

Source: Columns (A) through (C) provided by Statistics Canada Census 2006. Column (D) through (F) represents data collected by Harris/Decima.

## Reading Kits and Posters

The libraries were also asked to indicate the total number of reading kits and posters that were given out to children coming into the library, including those given to daycares and other agencies that came in to pick up reading kits or posters for their group. Anyone who came to a branch and asked for a full reading kit or poster was eligible to receive one. Registration for the TDSRC was not necessary and staff could choose how to distribute the material. In total, 11,368 reading kits were distributed across Nova Scotia, as well as 3,615 posters.

## Program Statistics

### Programs and Activities Organized Around the Club Theme

To help gauge the success of the TDSRC, libraries were asked to indicate the total number of programs and activities organized around this year's club theme as well as their total attendance, if recorded.

When reviewing these numbers, several points need to be kept in mind:

- Every child who registered for the reading club with the library is considered to have attended an activity.
- It is possible that a child did not register for the TDSRC, but attended one or more of the activities;
- Attendance was calculated on a per activity basis. It is possible that a child attended more than one activity, and thus is represented more than once in total attendance.

A total of 1,216 organized programs and activities were scheduled in libraries across Nova Scotia over the months of July and August 2011. Total attendance amounted to 25,544 children. This translates to an approximate average of 21 children per activity, up from 18 in 2010.

### Drop-Ins versus Clubs

Libraries had the option to run the program as a drop-in program or as a club with distinct meeting times. The majority (80%) ran their summer reading club exclusively as a drop-in program. Almost one in five localities in Nova Scotia (18%) ran the summer reading club both as a drop-in and as a club and 2% ran neither format or provided no info. No localities in Nova Scotia ran the program as a club only.

## Program Successes

Depending on how libraries implemented the program, they tracked the impact of their program on reading habits and learning using a variety of metrics. These included:

- Total number of children who collected all nine stickers;**
- Total number of books reported on;**
- Total number of books read; and**
- Total number of hours read.**

## Stickers Collected

Stickers were used by many of the libraries as incentives for children to read more books. The ultimate goal was to collect all nine stickers. In total, the great majority of libraries (89%) used stickers as incentives for children. Among these systems, 6,251 children reached the target of collecting all nine stickers.

## Books Read and Reported on

Among the library systems that collected these statistics, each child on average:

- Reported on 3.1 books;
- Read 14.1 books;
- Reported an average of 5.2 hours reading.

The average number of books read per child translates to a total of 191,899 books read within the province of Nova Scotia as part of the summer reading club.

## Promotion of Program

### School and Daycare Visits by Library Staff

Librarians were asked to indicate if anyone from their library branch made any visits to the local schools and daycares in order to promote the program.

Two thirds of library systems (66%) in Nova Scotia indicate that their library staff made visits to schools and daycares to promote the summer reading club. In total, 475 visits were made to schools and daycares, and 40,642 children were reached by these means.

### Impact of School and Daycare Visits

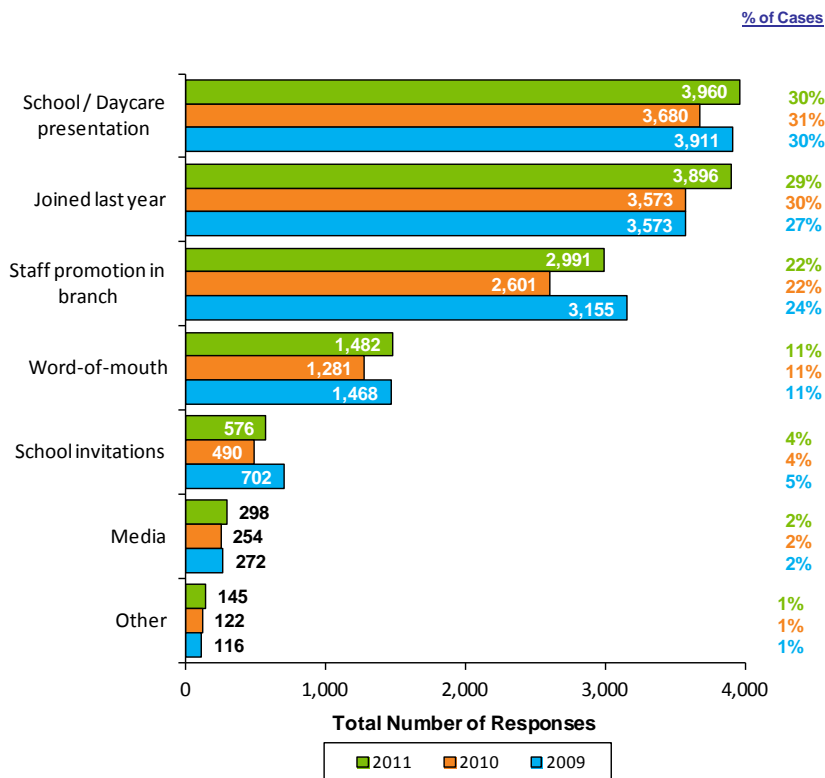
Among the systems that made visits, a total of 9,137 children participated in the TDSRC, representing almost a quarter (22%) of children reached.

Among these same library systems, 3,311 children indicated that they first heard of the TDSRC via a school or daycare visit, representing 36% of the total participants.

## Method of Promotion

Promotional aspects were further investigated by asking librarians to tally, from the registration forms, how the participants first heard about the program. A total of 3,960 participants first heard of the TDSRC through school or daycare presentations (30%), while approximately the same number 3,896 (29%) were aware of the program because they participated last year. Another 2,991 (22%) heard about the program through a staff promotion in the branch, and 1,482 (11%) became aware through word-of-mouth. Less common methods include school invitations (576 participants – 4%) and through the media (298 participants – 2%).

**Figure 4. How Participants First Heard About the Program**



**Base:** All localities that submitted results (n=99).

**Source:** Number of participants that first heard about the TDSRC by the following methods: Q23A. Schools; Q23B. Summer day camps, daycare centres, community/public housing projects, faith-based program presentation by library staff; Q23C. Staff promotion in branch; Q23D. Word-of-mouth; Q23E. School invitations; Q23F. Joined last year; Q23G. Media (radio, newspaper, website, library program guide, Transit ads); Q23H. Other.

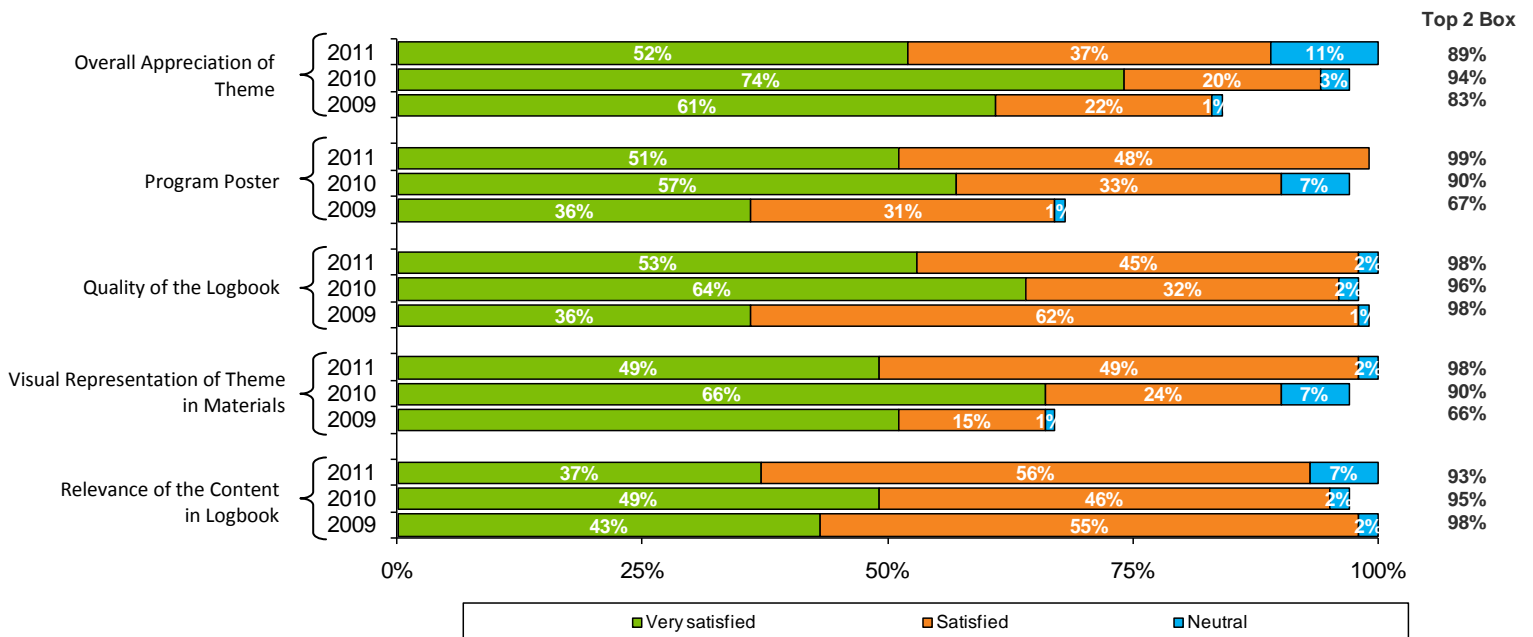
## Satisfaction

### Satisfaction with Program Elements

The 2011 Statistics and Evaluation Form asked respondents to rate their level of satisfaction with more specific elements of the program. The first set of questions looked at the program materials.

By and large, satisfaction levels in Nova Scotia are high. Top two box scores (the sum of “very satisfied” and “satisfied” responses) reveal that a great majority (89%) of the localities in Nova Scotia were satisfied with the theme overall. Satisfaction even higher with regard to other individual elements tested: the quality of the logbook (98%), the relevance of the content in the logbook (93%), the program poster (99%) and the visual representation of the theme in the materials (98%).

**Figure 5. Satisfaction with Program Elements**



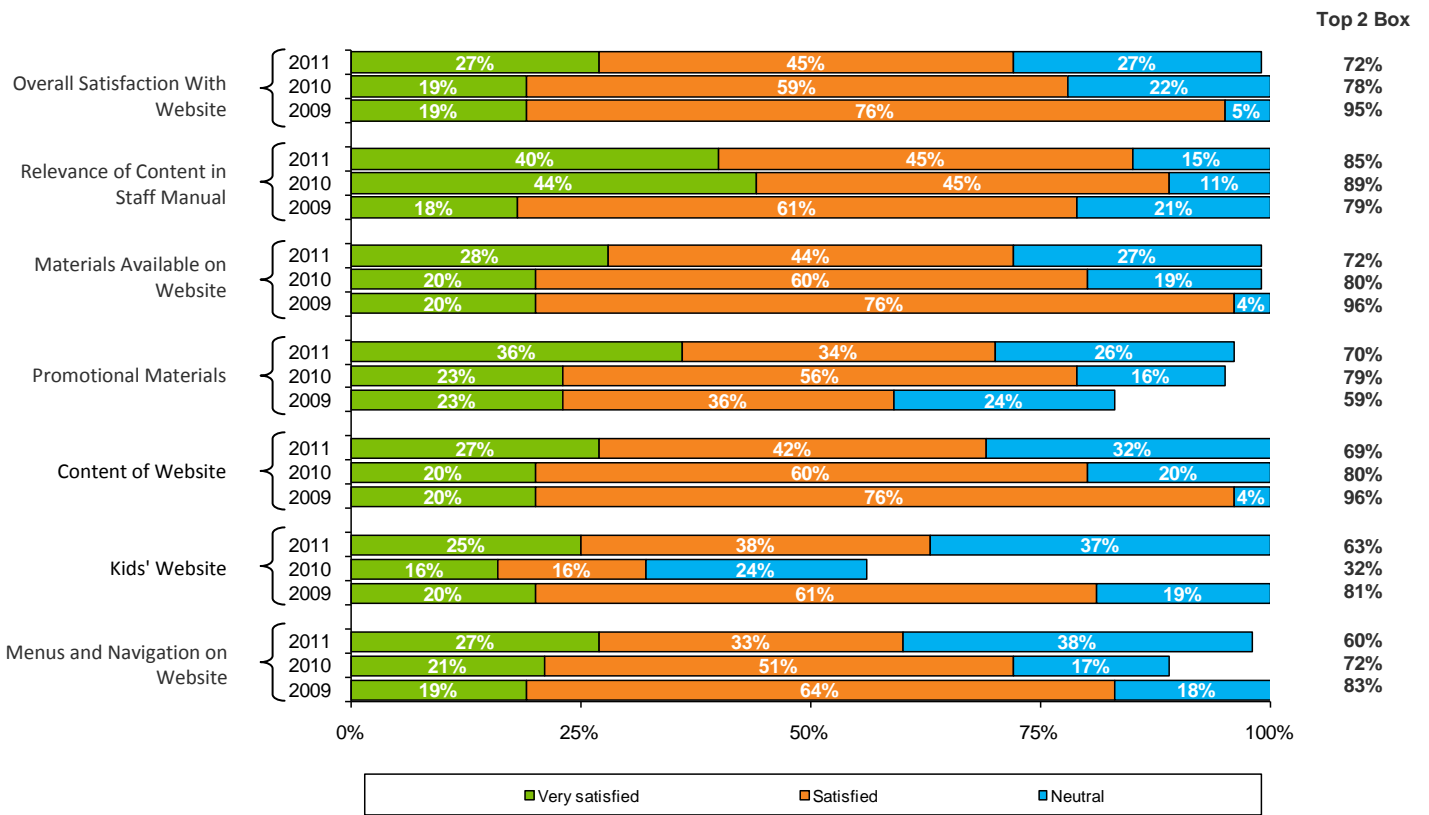
**Base:** All localities that submitted results (n=99).

**Source:** Q27A-Q27E. Rate your level of satisfaction with the program elements below.

Libraries also rated their level of satisfaction with other program materials, such as various aspects of the website, promotional materials and the Staff Manual.

Top two box scores reveal that 72% of libraries in Nova Scotia were satisfied overall with the website, which is a drop from 2009 and 2010. A majority of localities were satisfied with the relevance of the content in the staff manual (85%), the materials available on the website (72%), the promotional materials they received (70%) and the content on the website (69%) and. Around six in ten localities were also satisfied with the kid’s website (63%) and the menus and navigation on the website (60%).

**Figure 6. Satisfaction with Support Material**



**Base:** All localities that submitted results (n=99).

**Source:** Q27F-Q27L. Rate your level of satisfaction with the program elements below.

## Comments

### Program Reading Outcomes

#### Indicators of Success

Libraries were asked to indicate whether they had any indicators of a child’s increased enjoyment of reading, reading successes or changes in attitudes toward reading. There were few responses to this question, and they are all listed in the table below.

**Figure 7. Indicators of Success**

Indicator	# of Mentions
Discussion/talking/reporting about books read	2
Getting involved/hooked/interested in reading/sharing books	1
Targets/goals set by readers	1
Children enjoyed the theme	1

**Base:** Library systems that provided a response (n=2).

**Source:** Q33. Do you have any indicators of a child's increased enjoyment of reading? Of reading successes? Changes in attitude toward reading?



## Testimonials

Libraries were also asked whether they had any testimonials from parents, caregivers or teachers that might indicate an improvement in reading level. Everything that was mentioned regarding testimonials is listed below.

**Figure 8. Testimonials**

Testimonial	# of Mentions
Positive feedback/good/worthwhile/useful program	1
Children enjoy the program/theme	1
Children like to read more	1
Improves reading skills/vocabulary of children	1

**Base:** Library systems that provided a response (n=3).

**Source:** Q34. Do you have any testimonials from parents, caregivers or teachers that may indicate an improvement in reading level?

## Suggestions

### Future Themes

Libraries were asked to provide suggestions for future program themes. A number of different themes are proposed among libraries in Nova Scotia, including fantasy/adventure and multiculturalism. All of the themes mentioned are listed below.

**Figure 9. Suggestions for Future Themes**

Suggestions for Future Themes	# of Mentions
Fantasy/adventure	2
Multiculturalism/other cultures/countries	2
Cartoons/comic strips	1
Hobbies	1
Nature	1
Sci-fi	1
Wild West/cowboys	1
Other	1

**Base:** All library systems that provided a response (n=3).

**Source:** Q35. Do you have any suggestions on the program's future themes?

## Suggestions for Data Collection

Libraries were asked to provide suggestions on the collection of data for the TDSRC. There were very few responses, and they are all listed below.

**Figure 10. Suggestions for Data Collection**

Suggestions For Improving Reporting	# of Mentions
Enable online form/reporting/registration for individual libraries	1
Other	1

---

**Base:** Library systems that provided a response (n=2).

**Source:** Q37. Do you have any suggestions on how the reporting of program statistics could be improved or made easier/more accurate?

## TDSRC Overall

Libraries were asked to provide suggestions on the TDSRC overall. Few responses were given, with two library systems suggesting to improve the posters/stickers.

**Figure 11. Suggestions for TDSRC Overall**

Suggestions for TDSRC Overall	# of Mentions
Improve/better design of materials/forms	2

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**Base:** Library systems that provided a response (n=2).

**Source:** Q36. *Do you have any suggestions on the TDSRC overall?*

# Appendix 10

## Newfoundland & Labrador

# Newfoundland & Labrador Program Statistics

## Response Rate

The 88 participating libraries were asked to tally the results of participants in the summer reading club for all of their subsidiary branches. In total, 86 participating libraries submitted their results, representing an overall submission and response rate of 98%.

**Figure 1. Response Rate**

	Newfoundland and Labrador
<b>(A) Total Participating Libraries</b>	88
<b>(B) Total Responded to Survey</b>	86
<b>(C) Survey Response Rate</b>	98%

**Source:** Row (A) provided by Library and Archives Canada. Rows (B) and (C) represent data collected by Harris/Decima.

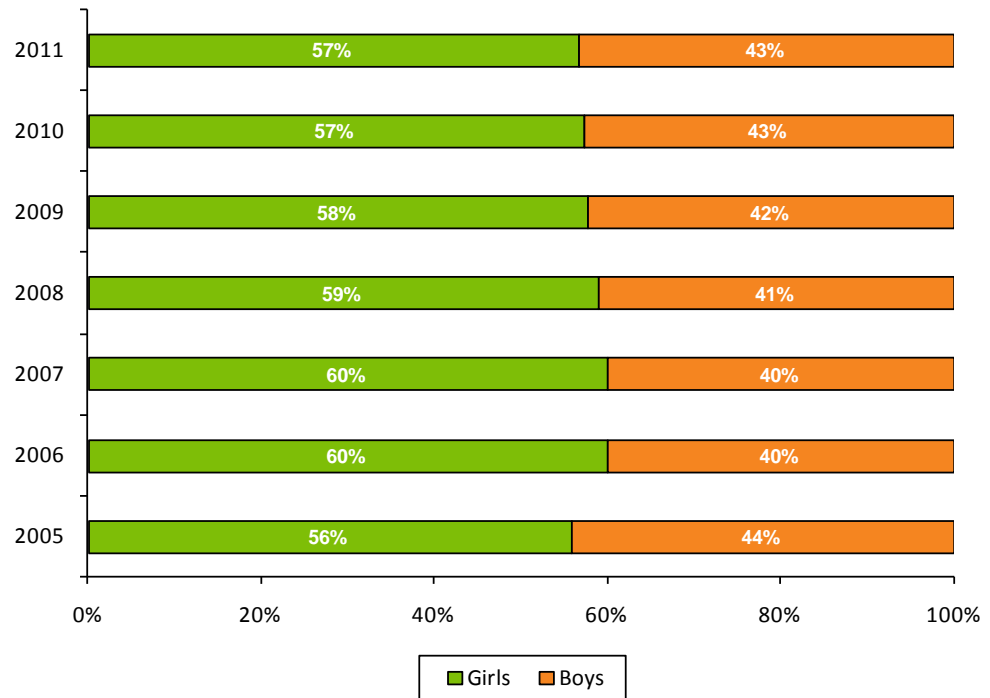
## Statistics on Registration

### Number of Children

The first section of the Statistics and Evaluation Form asked librarians to indicate the total number of children registered for the TDSRC 2011. This reflects the number of children who registered on the sign-up sheet, with the intent to read books as part of the TD Summer Reading Club.

In Newfoundland and Labrador, an estimated 3,148 children registered for the TDSRC 2011 program, a slight decrease from the high of 2010 (3,389). Girls comprise 1,784, or 57%, of the participants, while the 1,364 boys represent 43% of the participants.

**Figure 2. Percentage of Participating Children by Gender**



**Base:** All localities that submitted results (n=86). Data is weighted to reflect all localities that participated in the TDSRC program (n=88).

**Source:** Q3-Q10. Total number of children who registered for the TDSRC 2011.

Of the girls, 35% fall in the 0-5 age group, 35% are aged 6-8, 27% are aged 9-12, and 2% are 13 years or older. For the boys, 42% aged 0-5, 36% aged 6-8, 20% aged 9-12, and 2% aged 13 and older.

**Figure 3.1. Percentage of Participating Children by Gender**

BOYS	2011	2010	2009	2008	2007	2006	2005
0-5	42%	37%	34%	31%	31%	28%	24%
6-8	36%	37%	40%	43%	44%	44%	42%
9-12	20%	24%	25%	25%	24%	25%	30%
13+	2%	2%	1%	2%	2%	3%	3%

GIRLS	2011	2010	2009	2008	2007	2006	2005
0-5	35%	29%	25%	28%	27%	22%	24%
6-8	35%	35%	40%	41%	41%	39%	41%
9-12	27%	33%	32%	29%	31%	35%	31%
13+	2%	3%	3%	2%	1%	4%	4%

**Base:** All localities that submitted results (n=86). Data is weighted to reflect all localities that participated in the TDSRC program (n=88).

**Source:** Q3-Q10. Total number of children who registered for the TDSRC 2011.

Figure 3 below summarizes the participation rate for Newfoundland and Labrador by gender and age based on 2006 census data.

**Figure 3. Number of Participating Children**

	2006 CENSUS			2011 TD SRC REGISTRANTS			% PARTICIP. CHILDREN	% PARTICIP. CHILDREN	% PARTICIP. CHILDREN
	(A)	(B)	(C)	(D)	(E)	(F)	2011	2010	2009
Province / Territory	Total Children	Total Boys	Total Girls	Total Children	Total Boys	Total Girls	Total Children	Total Children	Total Children
<b>Newfoundland</b>	<b>85,025</b>	<b>43,525</b>	<b>41,475</b>	<b>3,148</b>	<b>1,364</b>	<b>1,784</b>	<b>3.70%</b>	<b>3.98%</b>	<b>3.42%</b>
0-5	27,745	14,150	13,580	1,193	572	621	4.30%	3.93%	3.03%
6-8	15,595	7,970	7,620	1,120	488	632	7.18%	7.80%	7.46%
9-12	22,515	11,545	10,965	763	276	487	3.39%	4.38%	3.75%
13-15	19,170	9,860	9,310	72	28	44	0.38%	0.50%	0.33%

**Base:** All localities that submitted results (n=86). Data is weighted to reflect all localities that participated in the TDSRC program (n=88).

**Source:** Columns (A) through (C) provided by Statistics Canada Census 2006. Column (D) through (F) represents data collected by Harris/Decima.



## Reading Kits and Posters

The libraries were also asked to indicate the total number of reading kits and posters that were given out to children coming into the library, including those given to daycares and other agencies that came in to pick up reading kits or posters for their group. Anyone who came to a branch and asked for a full reading kit or poster was eligible to receive one. Registration for the TDSRC was not necessary and staff could choose how to distribute the material. In total, 4,021 reading kits were distributed across Newfoundland and Labrador, as well as 2,136 posters, a slight decrease in both measures over 2011.

## Program Statistics

### Programs and Activities Organized Around the Club Theme

To help gauge the success of the TDSRC, libraries were asked to indicate the total number of programs and activities organized around this year's club theme as well as their total attendance, if recorded.

When reviewing these numbers, several points need to be kept in mind:

- Every child who registered for the reading club with the library is considered to have attended an activity.
- It is possible that a child did not register for the TDSRC, but attended one or more of the activities;
- Attendance was calculated on a per activity basis. It is possible that a child attended more than one activity, and thus is represented more than once in total attendance.

A total of 798 organized programs and activities were scheduled in libraries across Newfoundland and Labrador over the months of July and August 2011. Total attendance amounted to 8,172 children. This translates to an approximate average of 10 children per activity.

### Drop-Ins versus Clubs

Libraries had the option to run the program as a drop-in program or as a club with distinct meeting times. In Newfoundland and Labrador, 44% of the localities ran the summer reading club as a club only while 36% ran it exclusively as a drop-in program. On the other hand, 16% of the localities ran it as both a club and a drop-in program. Only 3% did not use either format or did not report information.

## Program Successes

Depending on how libraries implemented the program, they tracked the impact of their program on reading habits and learning using a variety of metrics. These included:

- Total number of children who collected all nine stickers;**
- Total number of books reported on;**
- Total number of books read; and**
- Total number of hours read.**

### Stickers Collected

Stickers were used by many of the libraries as incentives for children to read more books. The ultimate goal was to collect all nine stickers. In total, 77% of the library systems used stickers as incentives for children to read more books. Among these systems, 1,503 children reached the target of collecting all nine stickers.

### Books Read and Reported on

Among the library systems that collected these statistics, each child on average:

- Reported on 1.3 books;
- Read 8.1 books;
- Spent 1.4 hours reading.

The average number of books read per child translates to a total of 25,989 books read within the province of Newfoundland and Labrador as part of the summer reading club.

## Promotion of Program

### School and Daycare Visits by Library Staff

Librarians were asked to indicate if anyone from their library branch made any visits to the local schools and daycares in order to promote the program.

Around half of the library systems in Newfoundland and Labrador (57%) indicate that their library staff made visits to schools and daycares to promote the summer reading club. In total, 168 visits were made to schools and daycares, and 6,303 children were reached by these means.

### Impact of School and Daycare Visits

Among the systems which made visits to the local schools and daycares, a total of 2,101 children participated in the TDSRC, representing a third (33%) of the children reached.

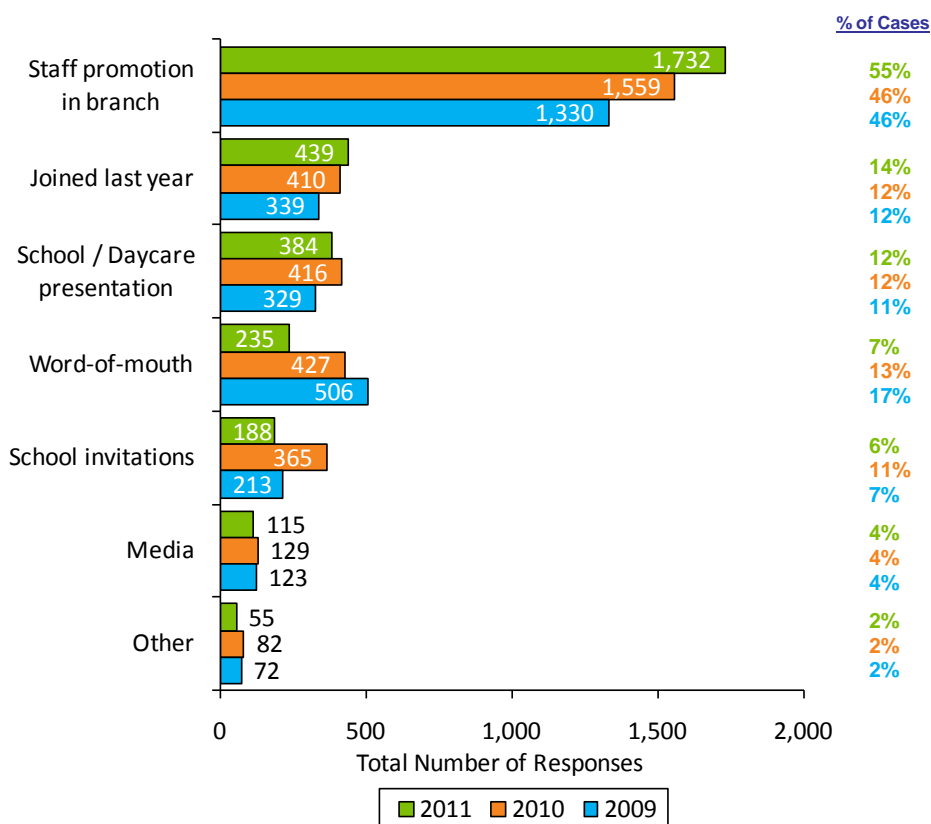
Among the same library systems, 318 children indicated that they first heard of the TDSRC via a school or daycare visit, representing 15% of the total participants.

## Method of Promotion

Promotional aspects were further investigated by asking librarians to tally, from the registration forms, how the participants first heard about the program.

By a wide margin, the most popular method with which participants first heard of the TDSRC was through staff promotion in the branch, with 1,732 (55%) respondents hearing about it this way – a large increase compared to 2010. Having participated last year (439 participants, 14%) was the second most popular method, and school/daycare presentations were third (384 participants, 12%). Word-of-mouth fell in importance in 2011 to 7%, as did school invitations (6%). The media (4%) and all other methods were similar in importance compared to 2010. Details are provided in Figure 4.

**Figure 4. How Participants First Heard About the Program**



**Base:** All localities that submitted results (n=86). Data is weighted to reflect all localities that participated in the TDSRC program (n=88).

**Source:** Number of participants that first heard about the TDSRC by the following methods: Q23A. Schools; Q23B. Summer day camps, daycare centres, community/public housing projects, faith-based program presentation by library staff; Q23C. Staff promotion in branch; Q23D. Word-of-mouth; Q23E. School invitations; Q23F. Joined last year; Q23G. Media (radio, newspaper, website, library program guide, Transit ads); Q23H. Other.

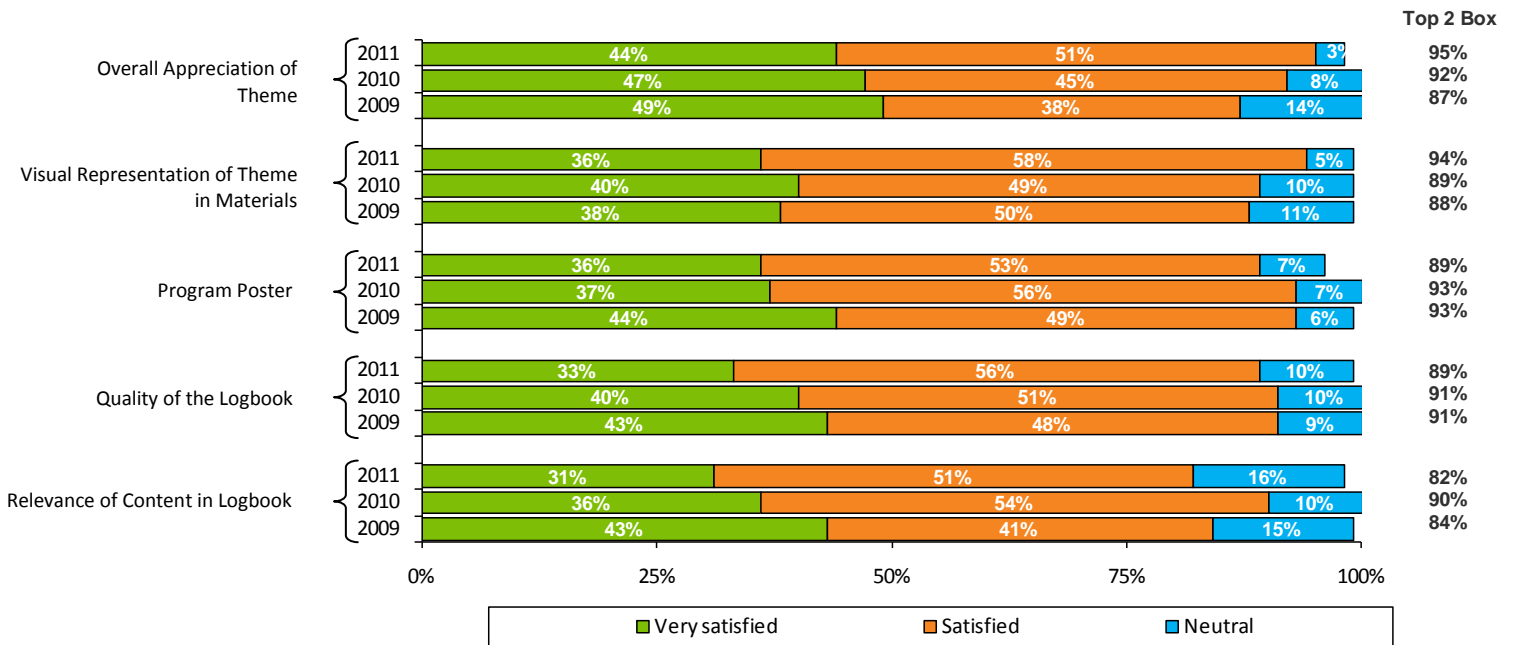
# Satisfaction

## Satisfaction with Program Elements

The 2011 Statistics and Evaluation Form asked respondents to rate their level of satisfaction with more specific elements of the program. The first set of questions looked at the program materials.

By and large, satisfaction levels are higher than in previous years. Top two box scores (the sum of “very satisfied” and “satisfied” responses) reveal that 95% of localities in Newfoundland and Labrador were satisfied with the theme overall, and 94% were happy with the visual representation of the theme in the materials. 89% of the libraries were satisfied with both the program poster and the quality of the logbook. Although a lower level of satisfaction than 2010, more than four out of five libraries (82%) were satisfied with the relevance of the content in the logbook.

**Figure 5. Satisfaction with Program Elements**



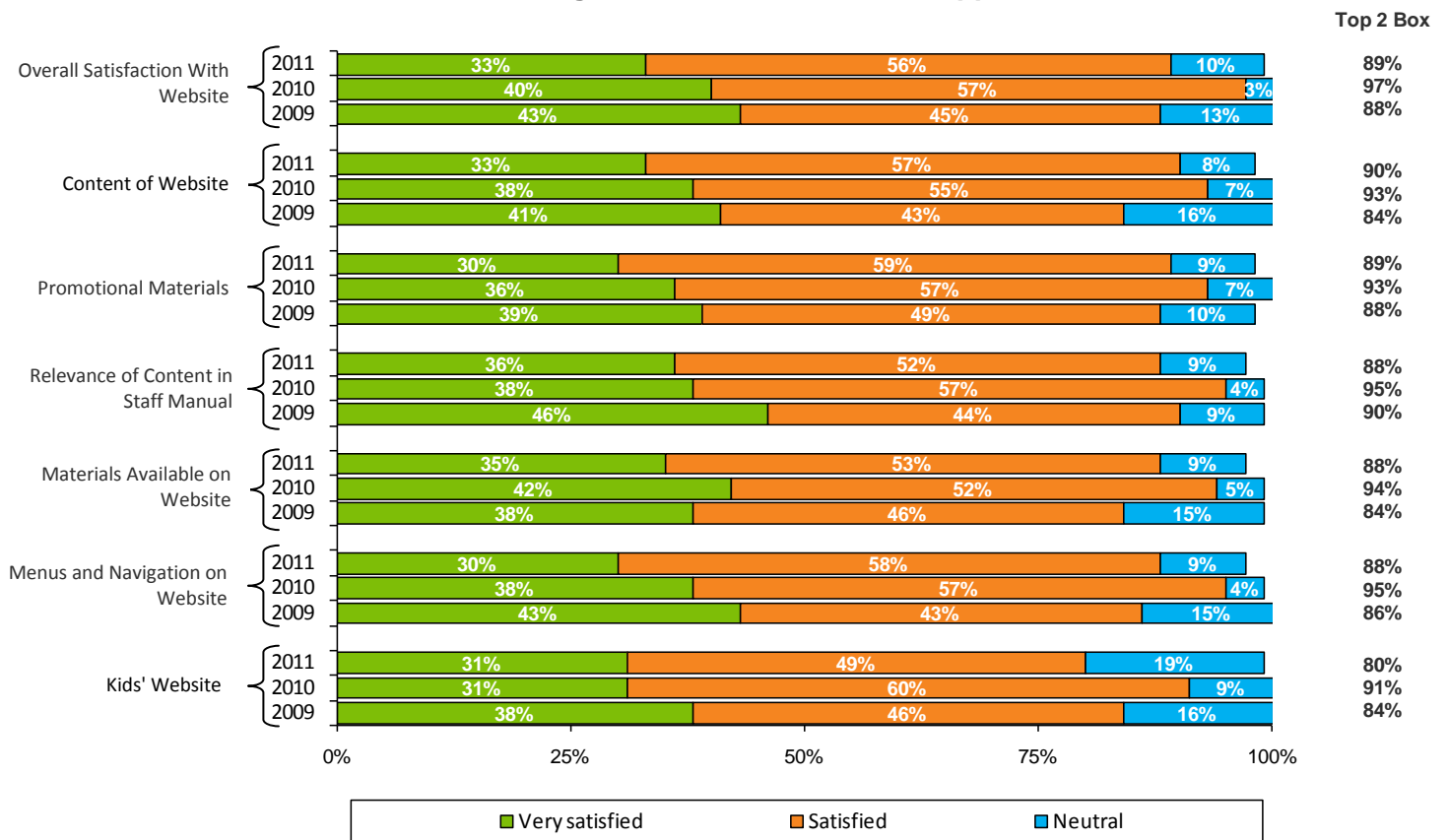
**Base:** All localities that submitted results (n=86). Data is weighted to reflect all localities that participated in the TDSRC program (n=88).

**Source:** Q27A-Q27E. Rate your level of satisfaction with the program elements below.

Libraries also rated their level of satisfaction with other program materials, such as various aspects of the website, promotional materials and the Staff Manual.

Top two box scores reveal that 89% of libraries in Newfoundland and Labrador were satisfied overall with the website, a decrease of 8% since 2010. 90% were satisfied with the content of the website, and 89% with the promotional materials. 88% of the libraries were satisfied with the relevance of the content of the staff manual, the materials available on the website, and the menus and navigation on the website. Four in five libraries were satisfied with the kids' website. These results show a decrease in satisfaction compared to 2010 and are more similar to the levels recorded in 2009.

**Figure 6. Satisfaction with Support Material**



**Base:** All localities that submitted results (n=86). Data is weighted to reflect all localities that participated in the TDSRC program (n=88).

**Source:** Q27F-Q27L. Rate your level of satisfaction with the program elements below.

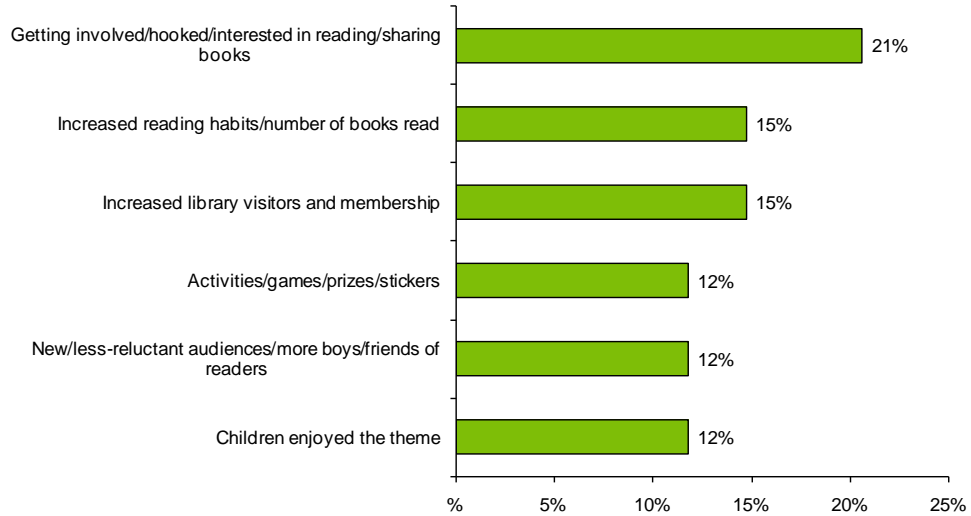
## Comments

### Program Reading Outcomes

#### Indicators of Success

Libraries were asked to indicate whether they had any indicators of a child’s increased enjoyment of reading, reading successes or changes in attitudes toward reading. The most common indicator was that kids were becoming interested in reading and in sharing books (21%). 15% of libraries also reported increased reading habits and increased library membership and visits. Another 12% mentioned the activities/games, that more reluctant children were participating, and that the children who participated enjoyed the theme.

**Figure 7. Indicators of Success**



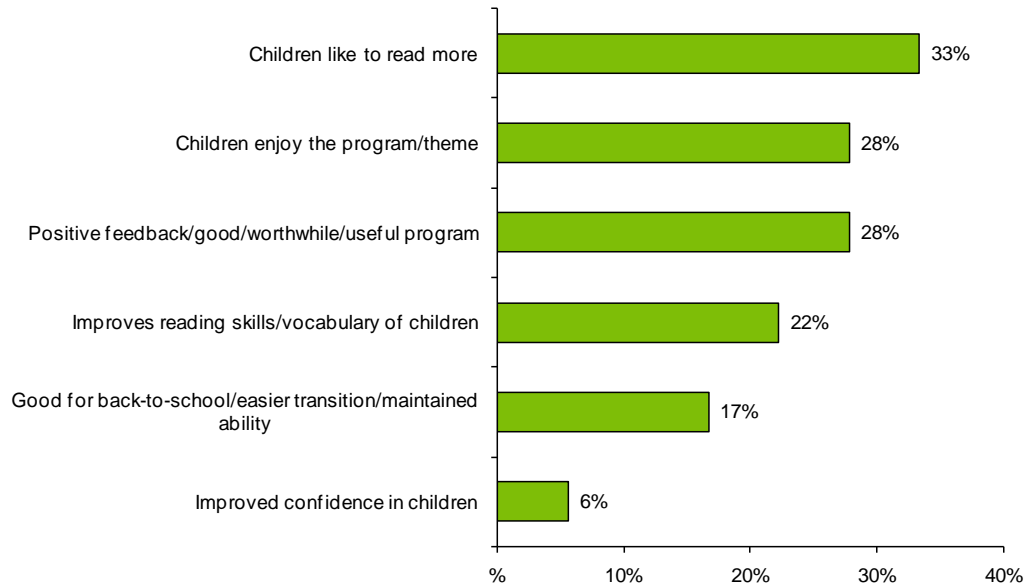
**Base:** Library systems that provided a response (n=34).

**Source:** Q33. Do you have any indicators of a child's increased enjoyment of reading? Of reading successes? Changes in attitude toward reading?

## Testimonials

Libraries were also asked whether they had any testimonials from parents, caregivers or teachers that might indicate an improvement in reading level. A full third of the libraries reported that children were reading more as a result of the program. Almost as many libraries reported (28%) mentioned that children enjoyed the program, and that the program was worthwhile and useful. Just less than a quarter (22%) stated that it improved the skills and vocabulary of the children. Others mentioned that the program made the transition back to school easier (17%) and that it improved the children’s confidence (6%).

**Figure 8. Testimonials**



**Base:** Library systems that provided a response (n=18).

**Source:** Q34. Do you have any testimonials from parents, caregivers or teachers that may indicate an improvement in reading level?

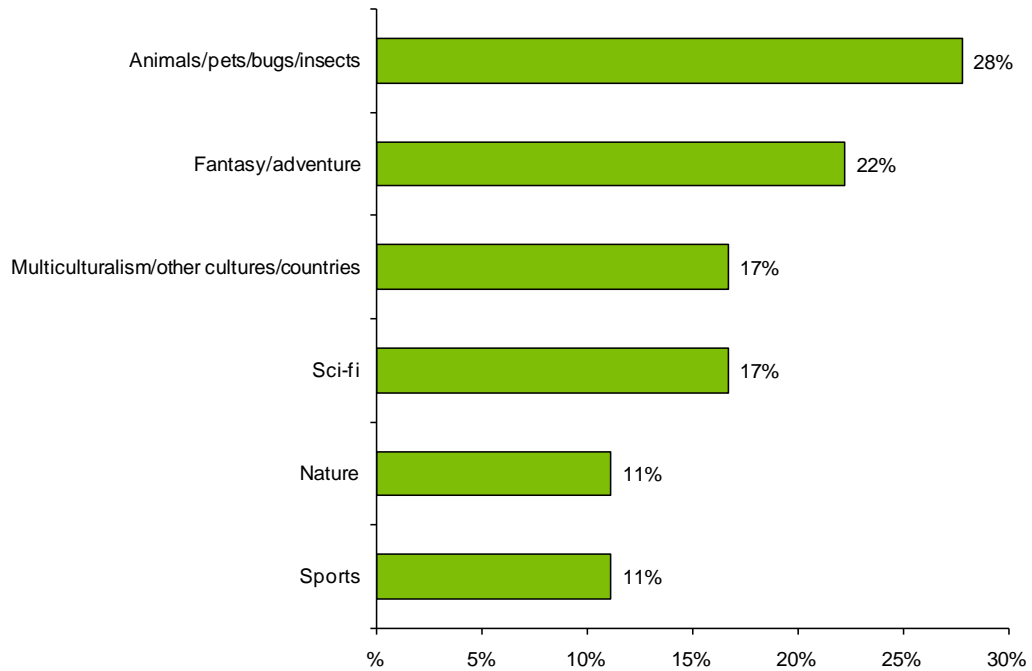


## Suggestions

### Future Themes

Libraries were asked to provide suggestions for future program themes. Responses were varied, but more than a quarter (28%) suggested animals/pets, and just less than a quarter (22%) suggested fantasy/adventure. Multiculturalism/other countries and sci-fi were also popular (17%) along with nature and sports (11%).

**Figure 9. Suggestions for Future Themes**



**Base:** All library systems that provided a response (n=18).

**Source:** Q35. Do you have any suggestions on the program's future themes?

## Suggestions for Data Collection

Libraries were asked to provide suggestions on the collection of data for the TDSRC. There were few responses to this question (89% did not have a response or felt no improvement was necessary) but among those who responded, 23% requested that the forms be provided earlier. 15% requested daily or weekly reporting and 8% requested an online forum where they can track their stats on throughout as well as requesting that stats not be kept by gender.

**Figure 10. Suggestions for Data Collection**

Suggestions For Improving Reporting	2011
Fine/easy/straightforward/no need for improvement	31%
Provide survey/forms/reports earlier	23%
Allow/require weekly/daily reporting	15%
Enable online form/reporting/registration	8%
Keep stats by age/gender	8%

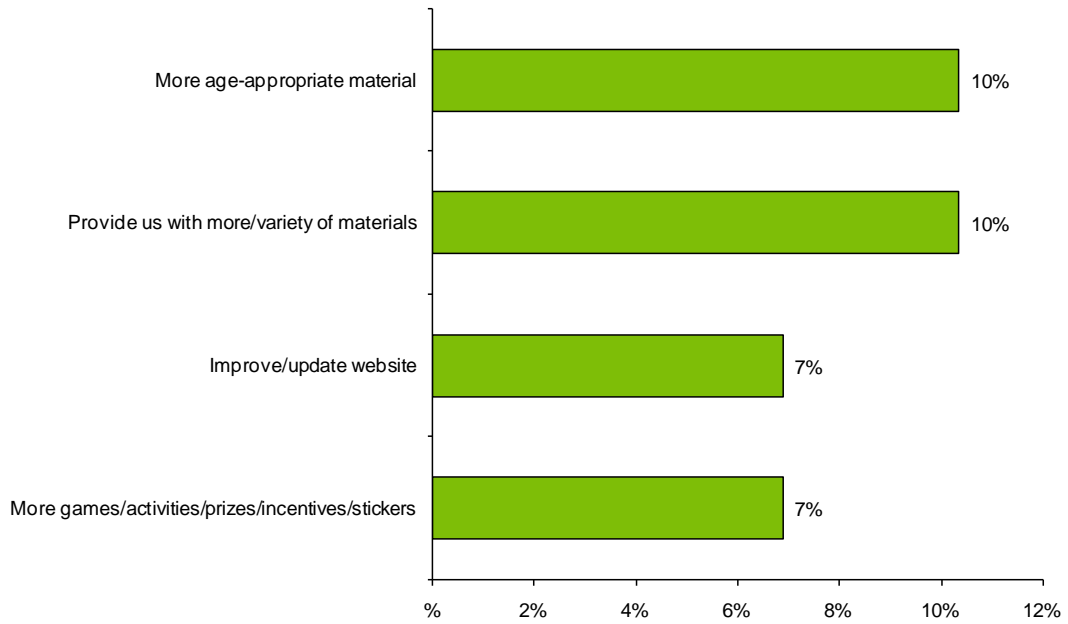
**Base:** Library systems that provided a response (n=13).

**Source:** Q37. Do you have any suggestions on how the reporting of program statistics could be improved or made easier/more accurate?

## TDSRC Overall

Libraries were asked to provide suggestions on the TDSRC overall. 10% requested more age-appropriate material, and another 10% requested a greater variety of materials. 7% requested an improved website and more games/prizes.

**Figure 11. Suggestions for TDSRC Overall**



**Base:** Library systems that provided a response (n=29).

**Source:** Q36. Do you have any suggestions on the TDSRC overall?

# Appendix 11

## NWT, Yukon & Nunavut

# Nunavut, Yukon, and Northwest Territories Program Statistics

## Response Rate

The library branches were asked to tally the results of participants in the summer reading club. Within the three Territories, a total of 11 libraries participated, and all 11 reported their data. This represents an overall submission and response rate of 100%.

**Figure 1. Response Rate**

	Territories	NWT	NU	YK
<b>(A) Total Participating Libraries</b>	11	3	1	7
<b>(B) Total Responded to Survey</b>	11	3	1	7
<b>(C) Survey Response Rate</b>	100%	100%	100%	100%

Source: Row (A) provided by Library and Archives Canada. Rows (B) and (C) represent data collected by Harris/Decima.

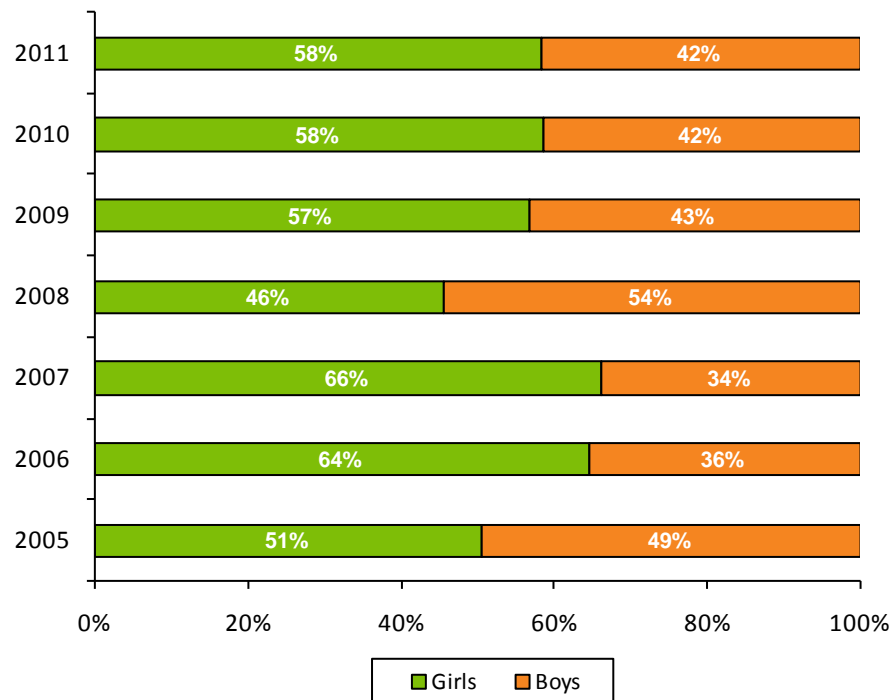
## Statistics on Registration

### Number of Children

The first section of the Statistics and Evaluation Form asked librarians to indicate the total number of children registered for the TDSRC 2011. This reflects the number of children who registered on the sign-up sheet, with the intent to read books as part of the TD Summer Reading Club.

In the territories, an estimated 1,300 children registered for the TDSRC 2011 program, a large increase over 2010's registration of 761. Girls comprise 756, or 58%, of the participants, while the 544 boys represent 42% of the participants.

**Figure 2. Percentage of Participating Children by Gender**



**Base:** All localities that submitted results (n=11). Data is weighted to reflect all localities that participated in the TDSRC program (n=11).

**Source:** Q3-Q10. Total number of children who registered for the TDSRC 2011.

Of the boys, 28% fall in the 0-5 age group, 42% are aged 6-8, 28% are aged 9-12, and 2% are 13 years or older. The boys skew slightly older, with 25% aged 0-5, 39% aged 6-8, 32% aged 9-12, and 4% aged 13 and older.

**Figure 3.1. Percentage of Participating Children by Gender and Age**

BOYS	2011	2010	2009	2008	2007	2006	2005
0-5	28%	35%	28%	28%	21%	28%	21%
6-8	42%	46%	38%	44%	28%	47%	39%
9-12	28%	17%	31%	27%	47%	22%	34%
13+	2%	2%	3%	2%	5%	3%	6%

GIRLS	2011	2010	2009	2008	2007	2006	2005
0-5	25%	27%	22%	24%	13%	32%	21%
6-8	39%	43%	38%	44%	39%	36%	43%
9-12	32%	26%	34%	30%	45%	25%	33%
13+	4%	4%	6%	2%	2%	7%	3%

**Base:** All localities that submitted results (n=11). Data is weighted to reflect all localities that participated in the TDSRC program (n=11).

**Source:** Q3-Q10. Total number of children who registered for the TDSRC 2011.

Figure 3 below summarizes the participation rate for the Territories by gender and age based on 2006 census data.

**Figure 3. Number of Participating Children**

	2006 CENSUS			2011 TD SRC REGISTRANTS			% PARTICIP. CHILDREN	% PARTICIP. CHILDREN	% PARTICIP. CHILDREN
	(A)	(B)	(C)	(D)	(E)	(F)	2011	2010	2009
Province / Territory	Total Children	Total Boys	Total Girls	Total Children	Total Boys	Total Girls	Total Children	Total Children	Total Children
<b>Territories</b>	<b>27,575</b>	<b>14,040</b>	<b>13,560</b>	<b>1,300</b>	<b>544</b>	<b>756</b>	<b>4.71%</b>	<b>2.76%</b>	<b>2.70%</b>
0-5	10,115	5,115	5,000	341	152	189	3.37%	2.28%	1.80%
6-8	4,845	2,450	2,410	526	231	295	10.86%	6.96%	5.84%
9-12	7,015	3,550	3,470	392	150	242	5.59%	2.43%	3.46%
13-15	5,600	2,925	2,680	41	11	30	0.73%	0.41%	0.64%

**Base:** All localities that submitted results (n=11). Data is weighted to reflect all localities that participated in the TDSRC program (n=11).

**Source:** Columns (A) through (C) provided by Statistics Canada Census 2006. Column (D) through (G) represents data collected by Harris/Decima.

## Reading Kits and Posters

The libraries were also asked to indicate the total number of reading kits and posters that were given out to children coming into the library, including those given to daycares and other agencies that came in to pick up reading kits or posters for their group. Anyone who came to a branch and asked for a full reading kit or poster was eligible to receive one. Registration for the TDSRC was not necessary and staff could choose how to distribute the material. In total, 1,261 reading kits were distributed across the Territories, as well as 1,057 posters.

## Program Statistics

### Programs and Activities Organized Around the Club Theme

To help gauge the success of the TDSRC, libraries were asked to indicate the total number of programs and activities organized around this year's club theme as well as their total attendance, if recorded.

When reviewing these numbers, several points need to be kept in mind:

- Every child who registered for the reading club with the library is considered to have attended an activity.
- It is possible that a child did not register for the TDSRC, but attended one or more of the activities;
- Attendance was calculated on a per activity basis. It is possible that a child attended more than one activity, and thus is represented more than once in total attendance.

A total of 294 organized programs and activities were scheduled in libraries across Nunavut, Yukon and NWT over the months of July and August 2011. Total attendance amounted to 2,554 children. This translates to an approximate average of 9 children per activity.

### Drop-Ins versus Clubs

Libraries had the option to run the program as a drop-in program or as a club with distinct meeting times. 27% of the localities ran the summer reading club as a club only, and 27% ran it as a drop-in only. 45% ran it as both a drop-in and a club.



## Program Successes

Depending on how libraries implemented the program, they tracked the impact of their program on reading habits and learning using a variety of metrics. These included:

- Total number of children who collected all nine stickers;**
- Total number of books reported on;**
- Total number of books read; and**
- Total number of hours read.**

### Stickers Collected

Stickers were used by many of the libraries as incentives for children to read more books. The ultimate goal was to collect all nine stickers. 36% of the libraries responding used stickers as incentives for children. Among these libraries, 65 children reached the target of collecting all nine stickers.

### Books Read and Reported on

Among the libraries that collected these statistics, each child on average:

- Reported on 3.4 books;
- Read 7.3 books;
- Spent 11.7 hours reading.

The average number of books read per child translates to a total of 2,704 books read within Nunavut and NWT as part of the summer reading club.

## Promotion of Program

### School and Daycare Visits by Library Staff

Librarians were asked to indicate if anyone from their library branch made any visits to the local schools and daycares in order to promote the program.

45% of libraries indicate that their library staff had made visits to schools and daycares to promote the summer reading club. In total, 31 visits were made to schools and daycares, and 770 children were reached by these means.

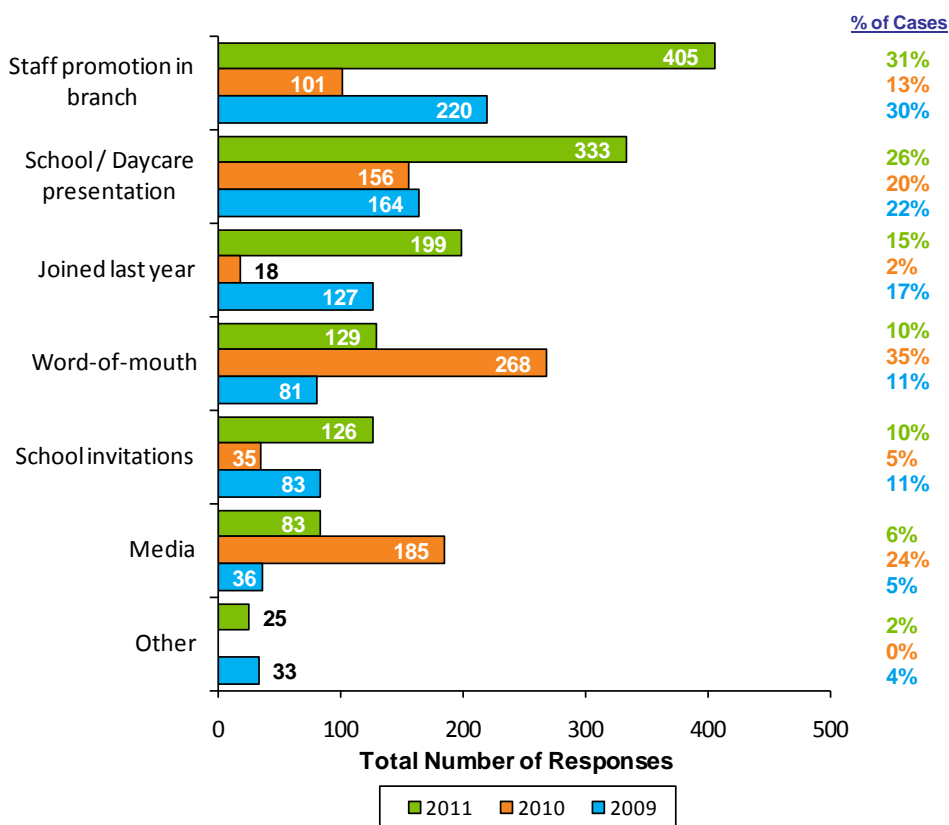
### Impact of School and Daycare Visits

Among the libraries that made visits, a total of 1,053 children participated in the TDSRC, which is actually greater than the 770 children reached by visits to schools and daycares. A total of 311 children indicated that they first heard of the TDSRC via a school or daycare visit, representing 30% of children.

## Method of Promotion

Promotional aspects were further investigated by asking librarians to tally, from the registration forms, how the participants first heard about the program. The responses in 2011 were more like those of 2009, with staff promotion in the branch being the most common method (31% of participants). School/daycare presentations were the next most popular with more than a quarter (26%). Having joined last year was given by 15% of 2011 participants, with word-of-mouth and school invitations given by 10%. The media was mentioned by 6% and all other methods accounted for 2%. Details are provided in Figure 4.

**Figure 4. How Participants First Heard About the Program**



**Base:** All localities that submitted results (n=11). Data is weighted to reflect all localities that participated in the TDSRC program (n=11).

**Source:** Number of participants that first heard about the TDSRC by the following methods: Q23A. Schools; Q23B. Summer day camps, daycare centres, community/public housing projects, faith-based program presentation by library staff; Q23C. Staff promotion in branch; Q23D. Word-of-mouth; Q23E. School invitations; Q23F. Joined last year; Q23G. Media (radio, newspaper, website, library program guide, Transit ads); Q23H. Other.

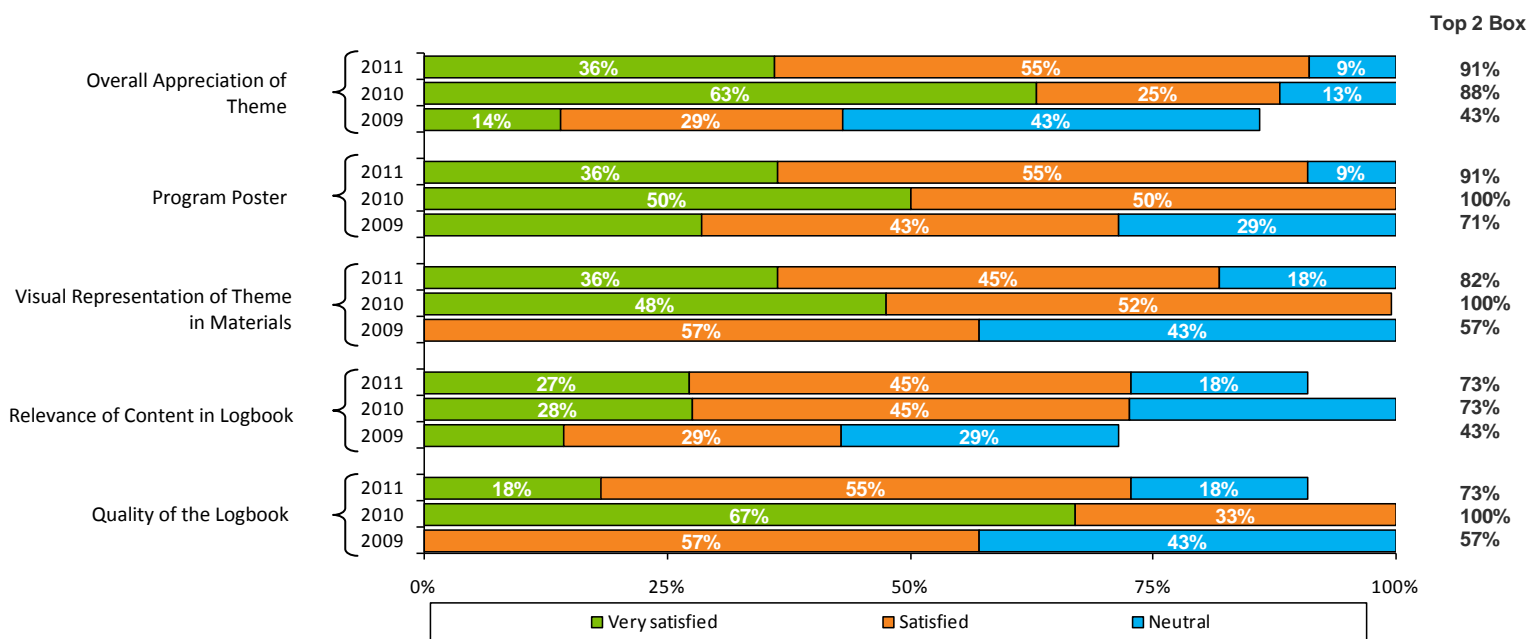
## Satisfaction

### Satisfaction with Program Elements

The 2011 Statistics and Evaluation Form asked respondents to rate their level of satisfaction with more specific elements of the program. The first set of questions looked at the program materials.

By and large, satisfaction levels were high among the branches in the Territories. Top two box scores (the sum of “very satisfied” and “satisfied” responses) reveal that 91% of all localities were satisfied with the overall theme and the program poster. Just over four in five (82%) were satisfied with the visual representation of the theme in the materials. Just under three quarters (73% of libraries) were satisfied with the relevance of the content in the logbook and the quality of the logbook. Overall, satisfaction was lower than in 2010, but sample sizes are very small.

**Figure 5. Satisfaction with Program Elements**



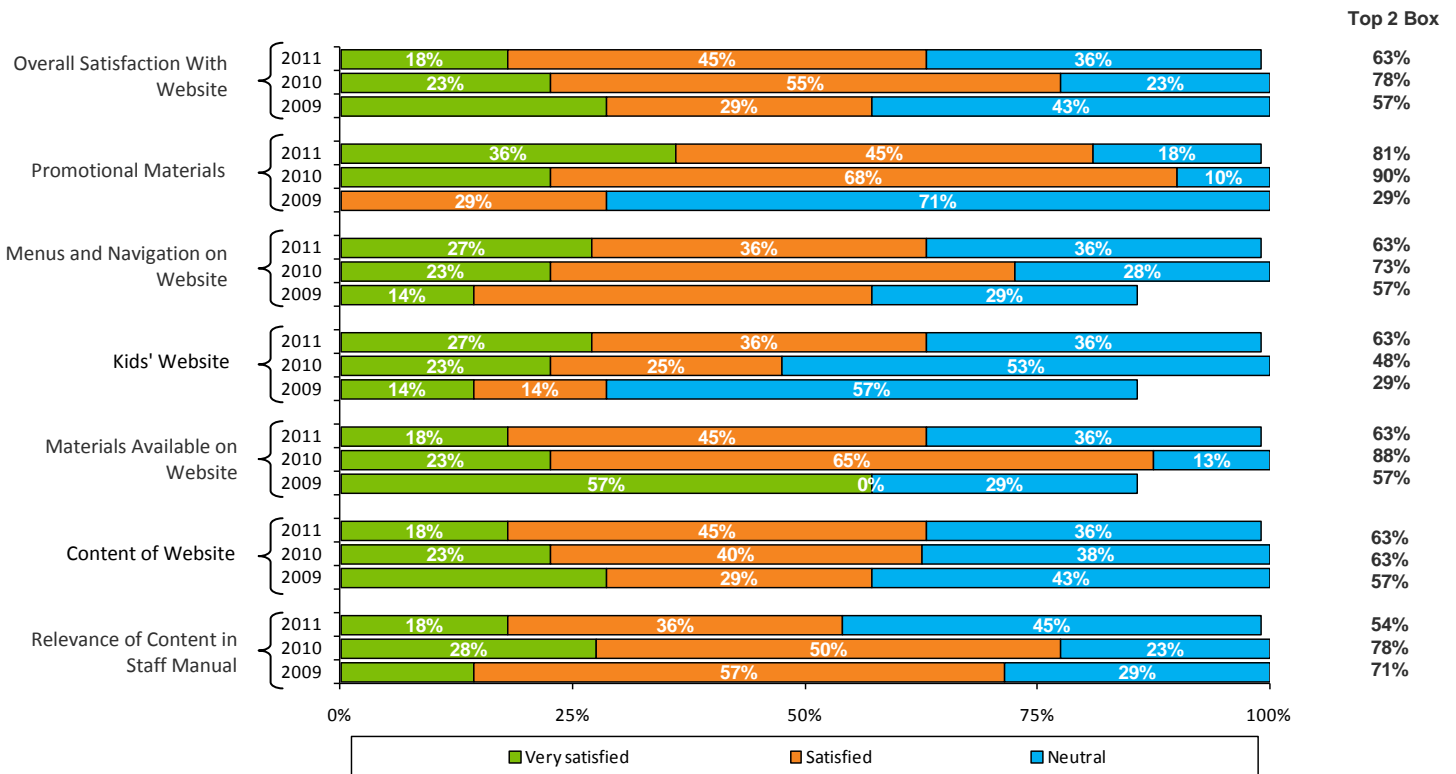
**Base:** All localities that submitted results (n=11). Data is weighted to reflect all localities that participated in the TDSRC program (n=11).

**Source:** Q27A-Q27E. Rate your level of satisfaction with the program elements below.

Libraries also rated their level of satisfaction with other program materials, such as various aspects of the website, promotional materials and the Staff Manual.

The level of satisfaction with the website (63%) slipped when compared to 2010 along with most other measures. Satisfaction with promotional materials was the highest of any area at 81%. Just less than two thirds (63%) were satisfied with the menus and navigation of the website, the kid’s website, the materials available on the website, and the content to the website. The libraries were least satisfied with the relevance of the content of the staff manual (54%).

**Figure 6. Satisfaction with Support Material**



**Base:** All localities that submitted results (n=11). Data is weighted to reflect all localities that participated in the TDSRC program (n=11).

**Source:** Q27F-Q27L. Rate your level of satisfaction with the program elements below.

## Comments

### Program Reading Outcomes

#### Indicators of Success

Libraries were asked to indicate whether they had any indicators of a child's increased enjoyment of reading, reading successes or changes in attitudes toward reading. The indicators mentioned were:

- Getting involved/hooked/interested in reading/sharing books
- Increased reading habits/number of books read
- Activities/games/prizes/stickers
- Children enjoyed it/were proud of their accomplishments

#### Testimonials

Libraries were also asked whether they had any testimonials from parents, caregivers or teachers that might indicate an improvement in reading level. The responses are given below:

- Children like to read more
- Children enjoy the program/theme
- Improves reading skills/vocabulary of children

## Suggestions

### Future Themes

Libraries were asked to provide suggestions for future program themes. The themes suggested were sports, animals/pets/bugs, sci-fi, history, science and a holiday theme.

### TDSRC Data Collection

Libraries were asked to provide suggestions on the TDSRC overall. The only suggestions were to not track/require stats on gender and to provide survey/forms/reports earlier.

### TDSRC Overall

Libraries were asked to provide suggestions on the TDSRC overall. There were no suggestions given by libraries in the Territories.